Somerset Academy Charter High School (South Homestead)

2018-19 Schoolwide Improvement Plan

Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademy.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	89%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	D	D*

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Somerset Academy Charter High School (South Homestead)

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment.

b. Provide the school's vision statement.

Somerset Academy South Homestead is dedicated to providing equitable, high-quality education for all students by setting high expectations through a challenging, meaningful and data-driven curriculum.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The mission of Somerset Academy South Homestead, a diverse community, is to provide excellent education that challenges all students to embrace the highest standards of academic achievement and personal integrity. Student success will be accomplished through rigorous instruction, focused support for students, and a commitment to partnership with family and community.

All stakeholders at Somerset Academy South Homestead are encouraged to build relationships through daily activities in the classroom and throughout the school. Teachers are encouraged to constantly communicate with students and parents to not only promote success, but also develop positive relationships. Through a student-driven approach to learning, teachers differentiate instruction to meet individual needs. Parents are encouraged to participate in school wide events and be involved in school wide decision making processes to meet school wide academic goals.

Lastly, we have a school-wide "FOCUS" block within the school day for students to meet with their peers and counselors to address academic and social-emotional needs of students. They meet by grade level on a monthly basis for activities that promote inclusiveness, kindness and character development.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

All teachers, and all staff are effectively utilizing personal relationship building strategies in order to create a safe and welcoming environment that encourages student participation and positive school engagement. We implement a zero tolerance approach to behavior. Therefore, students understand the school will take appropriate action to keep all students safe and comfortable. The school also has an open-door policy where all leadership team members are accessible to our student body.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Somerset Academy South Homestead, we follow the MDCPS Code of Student Conduct for all disciplinary issues. All families are also provided with a parent handbook that outlines the

expectations and policies of the school. In addition, each teacher has a disciplinary plan that outlines their class expectations and procedures. Through progressive discipline, teachers implement the Code of Conduct to address student behavior and take corrective action to redirect undesirable behaviors. All parent, student, and teacher communications will be documented in our Parent Communication Log to ensure teachers are informing parents of expectations and their child's progress. Finally, it is our goal to ensure that all students are held to the same high standards, while being systematically supported to achieve.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Somerset Academy South Homestead offers many service-based, social and academic clubs, including an athletic program, to help meet the needs of our diverse student population. At the beginning of the year, these clubs are promoted through our school wide "Club Rush". Club sponsors provide students with information so that students can make an informed decision on which club to join. Our teachers/club sponsors meet on a monthly basis, in order to mentor our students and develop social and community involvement opportunities. The school also offers guidance counseling, college advisement, and peer mediation to all secondary students. The school also provides a part time counselor to attend to the students Individual Educational Plans (IEP) as stated in their IEP. The administrative team also mentors the lowest 25 percentile in Reading and Math for the entire academic school year. We also have a school-wide "FOCUS" block within the school day for students to meet with their peers and counselors to address social-emotional needs of students. They meet by grade level on a monthly basis. Lastly, this year we are piloting a mentoring program in which students will be paired up with an adult mentor at the school. The mentor will check in with the student, track their academic and behavioral progress, and provide support as needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.
• Educate our parents and students of the policies and procedures by conducting workshops.
Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team.
• The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship using our Concierge Pad System.
• Before and after school tutoring programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

One or more suspensions, whether in school or out of school:
Students are not familiar with the School's Code of Student Conduct.
• Educate students sand parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

• The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship through our Concierge Pad.
• Before and after school tutoring programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Course Failure in English Language Arts or Mathematics:
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics:
Our school recognizes that students' academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. We will decrease the number of students who failed a Math course, an English Language course and students who scored a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics.
The following action steps will be implemented:
• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team
• The MTSS/RTI will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• Peer Mediation teams will be developed as means of assisting with conflict resolution.
• Tutoring programs in the afternoon and on Saturdays will be established to address students' areas of need. Participation in these programs will be closely monitored and data will be used to target individual strengths and weaknesses.
• Students will be enrolled into course recovery classes as needed.
• All Level 1 and 2 students will participate in intensive courses throughout the year.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	10	12	5	39
One or more suspensions	0	0	0	0	0	0	0	0	0	14	9	8	3	34
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	17	18	1	1	37
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	36	28	12	0	76

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	12	8	5	1	26

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The intervention strategies incorporated in the school to improve the academic performance of students identified by the early warning system include: after school tutoring, teacher led interventions, frequent data meetings with teachers and students to discuss progress, computer based programs to provide differentiated instruction, response to intervention, student progress reports sent home every 2 weeks, and Functional Assessment of Behavior Intervention Plan as needed. We will educate our parents and students of the policies and procedures by conducting workshops and including this information at every event in which parents attend.

Students who exhibit two or more early warning indicators will be referred to the MTSS/RTI team. The MTSS/RTI team will monitor these students and provide students with counseling, as well as encourage parental involvement in this process. Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students. The teams will monitor the effectiveness of the strategies by checking attendance records, grades and behavioral logs kept by the teacher.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/706182.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Somerset Academy South Homestead offers many service-based, social and academic clubs, including an athletic program, to help meet the needs of our diverse student population. Our teachers/club sponsors meet on a monthly basis in order to provide mentorship, social development, and community involvement opportunities.
School clubs and extracurricular organizations, such as National Honor Society, Key Club and Student Government, partner with the local community to support the school, and the community which the school serves. The clubs will assist with different organizations to support community members in need. This will build a strong relationship between the school and community and assist in building a positive culture throughout the school.
Additionally, our school's strong website and social media presence keeps the community informed of school happenings, service projects, and events and the community is strongly encouraged to participate.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Lopez, Alina	Principal
Mesa, Jessica	Assistant Principal
Berry, Lakisha	Teacher, K-12
Morfa, Caridad	Teacher, ESE
Steele, Laura	Assistant Principal
Andrade, Carolyn	Teacher, K-12
Prieto, Jose	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

• Alina Lopez (Principal)- will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
• Jessica Mesa (Assistant Principal)- will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
• Laura Steele (Assistant Principal)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement curriculum and intervention when needed.
• Lakisha Berry (Curriculum Coach)– monitors and communicates data gathered from district assessments, FAIR, Interim's and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
• Caridad Morfa (Math Teacher and ESE Teacher)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
• Carolyn Andrade (Language Arts Teacher/ESOL)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
• Jose Prieto (Dean of Students)- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement behavioral intervention when needed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2018-2019 School Improvement Plan. Alina Lopez is responsible

for aligning resources to meet the needs of all students and maximize desired student outcomes.

*Title I, Part A
Somerset Academy South Homestead provides services to ensure secondary students requiring additional remediation are assisted through before school and after school tutoring, and pull out interventions. The Curriculum Coach will develop, lead and evaluate the reading program, model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school to assist with the development of our students.
*Title I, Part D
Somerset Academy South Homestead with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.
*Title III
Somerset Academy South Homestead will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of National Geographic Impact and Life curricular materials, Study Island, Achieve 3000, tutoring, and through pull out intervention sessions.
*Title X- Homeless
Somerset Academy South Homestead's Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
*Supplemental Academic Instruction (SAI)
Somerset Academy South Homestead provides FSA tutoring where all students participating in the FSA receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.
*Violence Prevention Programs
Somerset Academy South Homestead incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips and community services and counseling. Additionally, Somerset Academy South Homestead has partnered with the Sandy Hook Promise organization to provide training and activities that will build a more inclusive and safe school. The school also implements MDCPS's Policy Against Bullying and Harassment.
*Nutrition Programs
1) Somerset Academy South Homestead adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Alina Lopez	Principal
Jessica Mesa	Teacher
Lakisha Berry	Teacher
Maria Gonzalez	Business/Community
Caridad Morfa	Teacher
Laura Steele	Teacher
Lourdes Isla-Marerro	Business/Community
	Student
Carolyn Andrade	Education Support Employee
Zoila Sobrino	Parent
Cassandra Sobrino	Student
Vivian Conterio	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

ESSAC is the sole body responsible for final decision making at the school relating to implementation of the State system of school improvement and accountability. ESSAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) 2017-2018 on September 28, 2017.

ESSAC monitored the 2017-2018 School Improvement Plan issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services.

b. Development of this school improvement plan

The involvement of the SAC in the development of this school improvement plan:
• Reviewed all applicable student performance data;
• Determined the students' needs and prioritize them;
• Recommended strategies to improve areas of need;
• Assist in the preparation and evaluation of this School Improvement Plan;
• Approved all ideas and recommendations for strategies for this school improvement plan

Finally, the EESAC committee gave the final approval of this School Improvement Plan on September 12, 2018. The EESAC committee will also approve the Mid-Year Review, and the End-of-Year Review.

c. Preparation of the school's annual budget and plan

The EESAC committee decided on September 12, 2018 to spend funds in the following ways:
Attendance Incentives
FSA Family Night

Assessment Incentives
Tutoring Resources

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The EESAC decided on September 28, 2017 to use funds towards attendance and assessment incentives as well as family FSA night.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lopez, Alina	Principal
Mesa, Jessica	Assistant Principal
Prieto, Jose	Administrative Support
Morfa, Caridad	Teacher, K-12
Andrade, Carolyn	Teacher, K-12
Steele, Laura	Assistant Principal
Berry, Lakisha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge." The goal is increase reading comprehension in all subject areas. Ultimately the LLT will ensure that all students are making adequate progress in reading. Students will be engaged in a multitude of texts in several different subjects and different types of literature.

Literacy is promoted through a variety of school-wide programs, such as Intensive Reading courses, after school tutoring and Saturday tutoring. In math class, students use math scholastic to read articles of all types and answer reading comprehension questions that pertain to math. In science class, students read lab reports and scientific research to investigate new discoveries. In history, students read current events and create time lines to pertinent events. Even elective classes will have students conduct research on important figures in their area. The school will also implement a monthly school-wide literacy goal where all subject areas will incorporate in their daily lesson plan.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional development is highly encouraged at Somerset Academy South Homestead. Somerset holds a variety of professional development sessions that provide teachers with the opportunity to collaborate and share best practices, with heavy emphasis on essential educational topics, such as data, new Florida Standards. student-centered teaching, and Differentiated Instruction. Furthermore, teachers have bi-weekly meetings to ensure that staff members are communicating between departments and grade levels.

The administrative team conducts daily walk-throughs, weekly informal observations and formal observations twice a year to ensure intervention, differentiated instruction and highly effective teaching are taking place daily. Peer observations for all new teachers are done monthly by other members of our leadership team. All teachers receive feedback and engage in reflective conversations with the observing administrator or leadership team member.

The leadership team meets on a monthly basis to discuss and disaggregate information provided by the State, District and other stakeholders. In turn, department chairs meet with their team to provide them with any and all information discussed at the leadership team meetings.

In addition, administration and teachers engage in data chats with one another, as well as with students. This allows all stakeholders to be fully aware of strengths and areas for growth for each student in the school. The data chats also provide teachers with the opportunity to reflect on their teaching and lesson delivery and reevaluate their planning. Data-driven instruction is used to target weakest benchmarks and target student needs.

Through a school-wide FOCUS block, teachers meet during the day on a monthly basis by Department to plan and collaborate as a department.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In order to recruit and retain high-quality, highly qualified teachers we conduct week long, pre-service training prior to the start of the school year. During this week, teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the state's website teacherteacher.com and the school of choice office website to recruit new teachers. Furthermore, all Somerset Schools recommend high-quality employees if any job opening arises.

To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, implement teacher recognition programs, tuition reimbursement, and a offer a mentoring program. By providing additional support, teachers feel the family oriented culture between staff and remain content.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our teacher mentoring program is under the direction of our instructional coach, Lakisha Macias-Berry. Other members within our leadership team, which specialize in a particular subject area, also partner up with new teachers to develop them in the classroom. Our program consists of one on one mentoring to all new teachers on staff or any teacher that needs additional support in behavior management, lesson delivery or differentiated instruction.

Some activities that occur during the mentoring program are classroom visitations, recommendations for

improvements, lesson demonstrations, peer observations, or assisting with parent conferences. This provides the teacher with a variety of activities that are sure to increase their confidence and delivery in the classroom, which in turn, will strengthen student achievement.

The principal, Alina Lopez, as well as the leadership team members conduct daily classroom visits where they provide support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Somerset Academy South Homestead has adopted State approved and/or MDCPS district adopted programs to ensure that students are receiving an up to date with education aligned with the Florida Standards. In Reading, Somerset Academy purchased National Geographic's EDGE for intensive Reading to develop all of our students who are not meeting proficiency, as well as National Geographic's Life curriculum for our English Language Learners (ELL). Also, to increase informational/expository text the school purchased a new ELA series, Collections by HMH. In Mathematics, Somerset uses HMH Algebra 1, Geometry and Algebra 2 curriculum, which has been aligned to the Mathematics Florida Standards (MAFS). Teachers meet to review the textbook and new State Standards to ensure that the curriculum was aligned.

In addition, the school purchased new technology resources that are aligned to the new standards. Programs, such as iReady and Study Island, provide the students with an alternate method of learning, which is interactive and fun to use.

All teachers also use the MDPCS Pacing Guides and resources to plan for instruction. All Department Chairs also attend the Professional Development meetings to stay informed. Lastly, we are utilizing the CPALMS and FSA assessments.org site to learn and prepare our students for the new FSA exam.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

As a school, all students who are not proficient in the ELA and Math FSA are placed in intensive courses to provide remediation. Also, all students who are proficient in the FSA are placed in Honors classes or AP courses to provide enrichment activities. For all other courses where students are heterogeneously mixed, teachers utilize data from all formative assessments to group students. Teachers will use data from FAIR testing, baseline assessments and online bi-weekly assessments to guide their instruction. All teachers at Somerset Academy South Homestead have gone through a professional development session that taught them how to use data to group students and plan for instruction accordingly. Each time teachers gather new data, student groups will be altered based on their needs. This allows teachers to close learning gaps they may observe in their students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,000

The school adopted the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer after school tutoring to all students.

Strategy Rationale

The strategy will be implemented in order to help those identified tier 2 and 3 students to achieve academic proficiency in state mandated assessments.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lopez, Alina, alina_lopez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is monitored and used frequently throughout the year. Somerset Academy uses all interim assessments provided by the district, as well as its own in-house data management system. Teachers analyze the data generated by the online resources to help differentiate and drive the instruction on a daily basis. Faculty has been trained to analyze the data and target students appropriately in order to meet the learners needs. We also administer FAIR three times a year, in addition to ongoing formative assessments, in preparation for all summative assessments, such as FSA.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

• Articulation at feeder schools for incoming students will be conducted by February 2019.
• School-wide "New Student Meet and Greet" lunch to discuss Parent-Student handbook and beginning of the year procedures.
• Principal meets with students in grade level orientations at the beginning of the year to discuss expectations and ways to push students academically.
• Counselors meet with the students during their FOCUS block at the beginning of the year in August to go over graduation and credit requirements for each grade level.
• Counselors meet with students by grade level in December to go over the subject selection process and course curriculum each year.
• Counselors holds meetings with students to discuss class options, opportunities after graduation and help students pick the right classes throughout their middle/high school career.
• During Parent Night, teachers review expectations that students must meet to transition into the

following school year.

Our administrative team travels to nearby schools to recruit students and promote the high school. Our teachers and administration make sure that high school students are prepared for college and assist students in the transition. Counselors sit with Seniors to review college applications and essays.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

During the 2018-2019 school year Somerset Academy South Homestead will implement an SAT and ACT Prep course, as well as a college readiness course to help prepare students for the different types of assessments including, but not limited to PSAT, SAT, ACT, EOC's. The course will also serve as a way to educate students on career awareness, resume building, and college preparation. In addition, Somerset will attend college fairs and hold one as well, in which students will tour the booths of various colleges that attend. There will also be financial aid presentations, college application workshops, and college tour field trip opportunities.

The school has also incorporated a school-wide FOCUS block within the school day which allows students to be exposed to career and college readiness strategies and information. Students meet by grade level once a month with their counselors. During this time, the students engage in college and career readiness activities through presentations from community leaders, college representatives and other professionals.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Somerset offers a variety of elective choices to help prepare students for both higher education and career and technical programs. Somerset encourages students to explore their options by educating students about programs through the following means: college field trips, visits and the college fair.

Furthermore, students will be exposed to courses in the field of television production, STEM (which include courses like robotics and computer programming), criminal justice, and culinary. The music, art and theater classes expose students to alternative options if they wish to pursue the arts field after graduation. This year we added the Microsoft Solutions bundle Certification, as well as the ServSafe Certification.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Students meet with their counselor beginning in 9th grade and throughout different points in the academic year to talk about their future education and career goals so they are provided the proper information and aides to help them achieve their goals. Some of the resources we will be providing to our students this year include the following:
• College Presentations throughout the school year
• College Fair for students to obtain information about different schools
• Career Day to learn about different jobs and fields of study
• College Workshop presentations to prepare students about college essays, applications, scholarships and resumes
• Financial Aid Presentation for parents and students to help them prepare for the FAFSA
• Students participate in the ASVAB, which allows them to explore career options that they are interested in.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

Somerset Academy South Homestead is preparing its students for post secondary transition by offering the mandated courses to comply with the State's graduation requirements. We also increased enrollment in accelerated courses and encourage our students to take Dual Enrollment, AP or Honors classes to challenge themselves. Having each student speak with a guidance counselor regarding these classes and their post secondary education plans improves academic awareness and allows students to be responsible for their grades and choices. Our AP program has grown from last year, with students voluntarily signing up for AP courses. We plan to continue adding more class options. We also offer Dual Enrollment courses on and off campus at no cost to our students. This way, they have the opportunity to earn college credits during their high school career. In addition, we also implemented a SAT and ACT prep class to help strengthen students' test taking skills and preparedness. Finally, we will be holding various college prep workshops and seminars throughout the year, with both students and parents, to help educate and guide them through the college planning process.

The school has also incorporated a school-wide FOCUS block within the school day which allows students to be exposed to career and college readiness strategies and information. Students meet by grade level once a month with their counselors. During this time, the students engage in college and career readiness activities through presentations from community leaders, college representatives and other professionals.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔑 G100971

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
Math Lowest 25% Gains	55.0
Geometry EOC Pass Rate	60.0
Algebra I EOC Pass Rate	60.0
ELA/Reading Gains	75.0
Bio I EOC Pass	70.0
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Students not having access to Internet or computers at home makes it difficult for them to practice the online resources purchased by the school.

- Time constraints and the depth and complexity of the Florida State standards and technologically enhanced items on the FSA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- - Curriculum will have a strong focus on reading, and remediating foundational mathematical skills. Use of curricular resources, programs and strategies, such as: -HMH Algebra 1, Geometry and Algebra 2 -Study Island Technology Program -Plato Online Course-ware -Explore Learning - Gizmos -Remedial math programs -Note taking strategies -Graphic organizers -Vocabulary building activities -Khan Academy -Collections HMH - Edge and Life by National Geographic - Reading Plus -Tutoring -Availability of computer lab to students before and after school

Plan to Monitor Progress Toward G1. 8

Throughout the year, administration and instructional leaders such as department heads, literacy team, curriculum council and grade level chairs will meet monthly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected, such as student individual plan logs and data from formative assessments.

Person Responsible
Alina Lopez

Schedule
Monthly, from 8/20/2018 to 6/7/2019

Evidence of Completion
Data chat forms, student individual plan logs, which will be tuned into administration

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G100971

G1.B1 Students not having access to Internet or computers at home makes it difficult for them to practice the online resources purchased by the school. 2

🔑 B272231

G1.B1.S1 Teachers will be properly trained to effectively implement online components, such as Collections HMH, Plato Coursework, Study Island and Reading Plus, through professional development. 4

🔑 S288259

Strategy Rationale

Offering these trainings will assist teachers to effectively incorporate the curriculum with fidelity.

Action Step 1 5

Teachers will understand how to use the online components with confidence.

Person Responsible

Laura Steele

Schedule

Monthly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Reports generating progress monitoring data will be collected from each department on a quarterly basis. Teacher lesson plans will reflect weekly use of online components.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Observation, reports from departments

Person Responsible

Jessica Mesa

Schedule

Monthly, from 8/20/2018 to 6/7/2019

Evidence of Completion

-Classroom walk-through/observations will look for evidence of student use of technology. -Reports from online components -Data from benchmark assesments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Data Chat Meetings

Person Responsible

Alina Lopez

Schedule

Quarterly, from 8/21/2018 to 6/7/2019

Evidence of Completion

Data Chat meetings with administration and teachers. Then teachers will have data chats with students. The data chat will be used to create a plan to meet the students' needs.

G1.B1.S2 Students will be given opportunities to use technology before, throughout and after the school day. 4

🔑 S288260

Strategy Rationale

Access to computers before, during and after school will ensure students are using the online resources with fidelity.

Action Step 1 5

The student will have access to use their online components through the use of the computer lab and laptops provided in class.

Person Responsible

Laura Steele

Schedule

Weekly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Sign-in sheets and student data from the online component.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Sign-in sheets will be collected monthly to show use of the computer labs being used

Person Responsible

Jessica Mesa

Schedule

Weekly, from 8/21/2018 to 6/7/2019

Evidence of Completion

Reports from online components and sign-in sheets for documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Data reports will show student pogress

Person Responsible

Jessica Mesa

Schedule

Weekly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Reports from online components and sign-in sheets for documentation

G1.B2 Time constraints and the depth and complexity of the Florida State standards and technologically enhanced items on the FSA. `2`

🔑 B272232

G1.B2.S1 Teachers will incorporate and ensure students use online resources like Reading Plus and Study Island in ELA, Math Science and Social Studies classes with fidelity to increase writing and reading skills. `4`

🔑 S288261

Strategy Rationale

The more a student is exposed to the foundations of writing and reading, the more they will apply it to their core classes.

Action Step 1 `5`

Students will utilize online components with question types that mirror the rigor and technology enhanced items on the FSA and EOCs.

Person Responsible

Laura Steele

Schedule

Weekly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Online component student data will show usage and mastery of content.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Teachers will include the writing strategies in their lesson plans. Administration can monitor the follow up by conducting classroom walkthroughs.

Person Responsible

Jessica Mesa

Schedule

Biweekly, from 8/21/2018 to 6/7/2019

Evidence of Completion

Classroom walkthrough rubrics, observations, student artifacts, weekly journals, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data Chats

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/21/2018 to 6/7/2019

Evidence of Completion

Data chats will occur with administration and teachers. Data chats will occur between teachers and students to discuss data from interims and other formative assessments.

G1.B2.S2 Teachers will work with curriculum coach to better understand the Florida State Standards to develop effective lesson plans and focus calendars based on student data. [4]

🔑 S288262

Strategy Rationale

The more familiarized teachers become with the standards, the more effective the lesson plans and delivery of instruction.

Action Step 1 [5]

Teachers will work with curriculum coach to better understand the Florida State Standards to develop highly effective lesson plans and focus calendars based on student data.

Person Responsible

Laura Steele

Schedule

Monthly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Data and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 [6]

Monthly department meetings, observations and walkthroughs.

Person Responsible

Laura Steele

Schedule

Monthly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Observation logs, meeting minutes and logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Leadership meetings to discuss data and determine effectiveness

Person Responsible

Alina Lopez

Schedule

Monthly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Observations, walkthroughs and logs

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Students not having access to Internet or computers at home makes it difficult for them to practice the online resources purchased by the school.

G1.B1.S1 Teachers will be properly trained to effectively implement online components, such as Collections HMH, Plato Coursework, Study Island and Reading Plus, through professional development.

PD Opportunity 1

Teachers will understand how to use the online components with confidence.

Facilitator

Ms. Laura Steele

Participants

Core class teachers

Schedule

Monthly, from 8/20/2018 to 6/7/2019

G1.B2 Time constraints and the depth and complexity of the Florida State standards and technologically enhanced items on the FSA.

G1.B2.S2 Teachers will work with curriculum coach to better understand the Florida State Standards to develop effective lesson plans and focus calendars based on student data.

PD Opportunity 1

Teachers will work with curriculum coach to better understand the Florida State Standards to develop highly effective lesson plans and focus calendars based on student data.

Facilitator

Alina Lopez

Participants

All Teachers

Schedule

Monthly, from 8/20/2018 to 6/7/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will understand how to use the online components with confidence.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	7034 - Somerset Academy Charter High (S Homestead)	Title I, Part A		$500.00
			Notes: Notes			
2	G1.B1.S2.A1	**The student will have access to use their online components through the use of the computer lab and laptops provided in class.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3374	160-Other Support Personnel	7034 - Somerset Academy Charter High (S Homestead)	General Fund		$1,500.00
			Notes: Notes			
3	G1.B2.S1.A1	**Students will utilize online components with question types that mirror the rigor and technology enhanced items on the FSA and EOCs.**				**$0.00**
4	G1.B2.S2.A1	**Teachers will work with curriculum coach to better understand the Florida State Standards to develop highly effective lesson plans and focus calendars based on student data.**				**$0.00**
					Total:	$2,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M427949	Throughout the year, administration and instructional leaders such as department heads, literacy...	Lopez, Alina	8/20/2018	Data chat forms, student individual plan logs, which will be tuned into administration	6/7/2019 monthly
G1.B1.S1.MA1 M427937	Data Chat Meetings	Lopez, Alina	8/21/2018	Data Chat meetings with administration and teachers. Then teachers will have data chats with students. The data chat will be used to create a plan to meet the students' needs.	6/7/2019 quarterly
G1.B1.S1.MA1 M427938	Observation, reports from departments	Mesa, Jessica	8/20/2018	-Classroom walk-through/observations will look for evidence of student use of technology. -Reports from online components -Data from benchmark assesments	6/7/2019 monthly
G1.B1.S1.A1 A391064	Teachers will understand how to use the online components with confidence.	Steele, Laura	8/20/2018	Reports generating progress monitoring data will be collected from each department on a quarterly basis. Teacher lesson plans will reflect weekly use of online components.	6/7/2019 monthly
G1.B2.S1.MA1 M427941	Data Chats	Lopez, Alina	8/21/2018	Data chats will occur with administration and teachers. Data chats will occur between teachers and students to discuss data from interims and other formative assessments.	6/7/2019 monthly
G1.B2.S1.MA1 M427942	Teachers will include the writing strategies in their lesson plans. Administration can monitor the...	Mesa, Jessica	8/21/2018	Classroom walkthrough rubrics, observations, student artifacts, weekly journals, lesson plans	6/7/2019 biweekly
G1.B2.S1.A1 A391066	Students will utilize online components with question types that mirror the rigor and technology...	Steele, Laura	8/20/2018	Online component student data will show usage and mastery of content.	6/7/2019 weekly
G1.B1.S2.MA1 M427939	Data reports will show student pogress	Mesa, Jessica	8/20/2018	Reports from online components and sign-in sheets for documentation	6/7/2019 weekly
G1.B1.S2.MA1 M427940	Sign-in sheets will be collected monthly to show use of the computer labs being used	Mesa, Jessica	8/21/2018	Reports from online components and sign-in sheets for documentation	6/7/2019 weekly
G1.B1.S2.A1 A391065	The student will have access to use their online components through the use of the computer lab and...	Steele, Laura	8/20/2018	Sign-in sheets and student data from the online component.	6/7/2019 weekly
G1.B2.S2.MA1 M427943	Leadership meetings to discuss data and determine effectiveness	Lopez, Alina	8/20/2018	Observations, walkthroughs and logs	6/7/2019 monthly
G1.B2.S2.MA1 M427944	Monthly department meetings, observations and walkthroughs.	Steele, Laura	8/20/2018	Observation logs, meeting minutes and logs	6/7/2019 monthly
G1.B2.S2.A1 A391067	Teachers will work with curriculum coach to better understand the Florida State Standards to...	Steele, Laura	8/20/2018	Data and walkthroughs	6/7/2019 monthly