

Miami-Dade County Public Schools

Somerset Academy Charter Middle School (South



2018-19 Schoolwide Improvement Plan

Somerset Academy Charter Middle School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademysh.com

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)
Middle School 6-8	Yes	83%
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	A	B	C	C*

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 Middle 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 lifelong 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 meaningful, challenging and effective 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.

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, while rectifying behaviors with a restorative approach. 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 poor behavior. All parent, student, and teacher communications will be documented in our Parent Communication Log

to ensure teachers are informing parents of expectations. 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 educative decision on which club to join. Our teachers/club sponsors meet on a monthly basis, in order to mentor our students and develop social opportunities. The school also offers guidance counseling, college advisement, and peer mediation to all secondary students. The school also provides a counselor to attend to the student's Individual Education Plans as stated in their IEP. The administrative team also mentors the lowest 25 percentile in Reading and Math for the entire academic school year. Additionally, the school is piloting a mentoring program to provide an adult mentor at school that meets with students and tracks students' behavioral and academic progress.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.
- Before and after school tutorials 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 and 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.
- Before and after school tutorials 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
- Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress.
- Students will be enrolled into course recovery classes.

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	10	12	15	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	10	11	14	0	0	0	0	35
Course failure in ELA or Math	0	0	0	0	0	0	10	12	6	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	45	37	25	0	0	0	0	107

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	4	5	3	0	0	0	0	12	

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 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. 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, Â§ 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/706180>.

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 mentor-ship and social development opportunities. The school also offers guidance counseling, college advisement, and peer mediation to all secondary students. This year, we are also piloting a mentoring program that will pair up an adult in the school community with a student. The administrative team also mentors the lowest quartile in Reading and Math for the entire duration of the academic school year.

In addition, the school is involved in clubs, such as National Junior Honor Society and Student Government, which forge partnerships with the local community to support the school and student achievement. The clubs will assist with different organizations to help 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.

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
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 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) – 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.
- Lakisha Macias-Berry (Instructional Coach)- Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies. 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.
- Carolyn Andrade - Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- Caridad Morfa- 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)- Participates in student data collection, delivers instruction/ intervention, collaborates with other staff to implement curriculum and 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 R. Lopez is responsible for aligning resources in order 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 Reading 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 Achieve 3000, iReady, 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 and EOC tutoring where all students participating in the FSA or EOC receive supplemental instruction. 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. 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
Maria Gonzalez	Business/Community
Greg Oldacre	Teacher
Lakisha Berry	Teacher
Caridad Morfa	Education Support Employee
Roxana Sloan	Parent
Zoila Sobrino	Business/Community
Lourdes Marrero	Education Support Employee
Carolyn Andrade	Education Support Employee
	Student
Samantha Sloan	Student
Lemuel Miranda	Parent
Joanne Miranda	Student

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, Â§ 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) for 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 ESSAC committee gave the final approval of this School Improvement Plan on September 12, 2018. The ESSAC 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 ESSAC committee decided on September 28, 2017 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, 2016 to use funds towards Attendance Incentives, Assessment Incentives and FSA Family 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
Steele, Laura	Assistant Principal
Andrade, Carolyn	Teacher, K-12
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, including informational text 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 interesting articles of all types and answer reading comprehension questions that pertain to math. In Science, students read lab reports and scientific research to investigate and new discoveries. In history, students read current events and create time lines to pertinent events. Even elective classes will have students do research an 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, Â§ 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 education topics, such as data, new Florida Standards and Differentiated Instruction. Furthermore, teachers meet by Department on a monthly basis during our school-wide FOCUS block to ensure that staff members are communicating by grade levels.

The administrative team conducts daily walk-throughs, weekly informal observations and formal observations twice a year to ensure intervention, differentiated instruction and 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 among 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.

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, recognize teachers of the month, tuition reimbursement, and 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 Instruction Coach, Lakisha Macias-Berry. Other members within our leadership team and faculty, 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 all MDCPS district adopted programs to ensure that students are receiving an up to date education aligned with the Florida Standards. In Reading, Somerset Academy purchased National Geographic's INSIDE for intensive Reading to develop all of students not meeting proficiency on the ELA FSA, as well as NatGeo's Impact our English Language Learners (ELL). Also, to increase informational/expository text the school purchased the newly adopted ELA curriculum series, Collections by HMH. In Mathematics, Somerset uses Go Math by HMH, which is aligned to the Mathematics Florida Standards (MAFS). Teachers meet to review the current textbooks and new state standards to ensure the curriculum is aligned.

In addition, the school purchased new technology resources that are aligned to the new standards. Programs, such as Study Island and iReady 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 FSA , EOC and FCAT Assessments.

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 not scoring proficiency on the FSA in ELA and Math are placed in intensive courses to provide remediation. Also, all students scoring above proficiency in ELA and Math are placed in Advanced classes an/or Pre-AP courses to provide enrichment activities. For all other courses where students are heterogeneously mixed, teachers utilize data from all formative assessments to differentiate the instruction based on strengths and weakness. Teachers will use data from FAIR testing, iReady, baseline assessments, and on-line 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 Inc. 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 on-line 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 the FAIR three times a year, in addition to ongoing formative assessments, and iReady progress monitoring in preparation for all summative assessments, such as FSA and EOC.

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, Â§ 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 Student-Parent Handbook and beginning of the year procedures in August.
- 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 through our school-wide FOCUS block at the beginning of the year in August to go over credit requirements for each grade level.
- Counselors meet with students during the FOCUS block in December and January to go over the subject selection process and course curriculum each year.
- Counselors hold meetings with students to discuss class options and help students pick the right classes throughout their middle/high school career.
- During Parent Night and Open House, teachers review expectations that students must meet to transition into the following school year.

Our middle school students come from several sister schools such as Somerset Academy City Arts, Somerset Academy South Homestead (Elementary) and possibly local public elementary schools. The principal visits the Somerset Elementary schools to promote our middle school to the incoming sixth graders. There is also a shadowing program in which we invite students to spend the day at the school shadowing current students. This gives them a sense of comfort and a feel for what the school is like. The eighth graders usually stay on our campus since we also have a high school within the premises. The counselors meet with the eighth graders to review high school credits and opportunities in high school and beyond.

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.

The counselors meet with students by grade level once a month through the school-wide FOCUS block to promote Character Education and College Readiness. The counselors have developed a calendar of events and activities in order to provide students with information needed to be successful socially and academically. During these activities, the students will be exposed to different career and college opportunities which include presentations by community professionals, business owners, college representatives and more.

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

Students will have the opportunity to take industry certification courses through our Computer/Business program. Currently, we are offering certification in Microsoft Office Specialist POS Bundle. In the future, other certifications will be added to the program.

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

The curriculum at Somerset Academy includes many courses that expose students to a variety of skills and career paths, such as those in STEM, culinary, and business.

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 requirements. We also increased enrollment in accelerated courses and encourage our students to take pre-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. We plan to continue adding more class options.

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" 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

 = 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

G100972

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Statewide Science Assessment Achievement	50.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Students not having access to computers/internet outside of school make it difficult to assign practice activities through the online components purchased by the school.
- Teachers having limited knowledge of new standards, new state assessment and online programs needed to ensure student success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum will have a strong focus on reading by implementing resources such as: -Go Math - iReady -Study Island Technology Program -Plato Online Course-ware -Note taking strategies - Graphic Organizers -Vocabulary building activities -Khan Academy -Collections HMH LAFS Curriculum -Inside by National Geographic -Impact by National Geographic

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 through FOCUS 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

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**

 G100972

G1.B1 Students not having access to computers/internet outside of school make it difficult to assign practice activities through the online components purchased by the school. **2**

 B272236

G1.B1.S1 Students will also use a variety of paper-based resources, which mimic the types of questions used on the online resources during class. **4**

 S288265

Strategy Rationale

Students can continue to practice content in class or at home even when they do not have access to a computer or the internet.

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 data will be collected from each department on a quarterly basis, which shows the improvement of the students. Teacher lesson plans will reflect the 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 8/20/2018 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 Student will be given the opportunity to use technology before, throughout, after the school day and through FOCUS and the availability of the computer lab. 4

S288266

Strategy Rationale

Students will have access to a computer with internet to use their online components.

Action Step 1 5

The students will have access to use the online components using the computer lab and lap tops provided in class.

Person Responsible

Laura Steele

Schedule

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

Evidence of Completion

Sign in and out sheets and student data from online components.

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

Documentation will be provided as proof of implementation.

Person Responsible

Jessica Mesa

Schedule

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

Evidence of Completion

Reports from online components and sign in/out sheets.

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

Data reports will show student progress.

Person Responsible

Jessica Mesa

Schedule

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

Evidence of Completion

Data reports will show student progress and those reports will be turned into administration.

G1.B1.S3 All teachers will have access to a minimum of 10 computers/laptops in their class at all times.

4

 S288267

Strategy Rationale

Teachers can incorporate online components in their lesson plans so that all students have the opportunity to practice online during school hours.

Action Step 1 5

Ensure that all teachers have at least 10 laptops in the classroom.

Person Responsible

Jessica Mesa

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data reports on use of online resources.

Person Responsible

Laura Steele

Schedule

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

Evidence of Completion

Data logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data chats with teachers and students on a monthly basis.

Person Responsible

Laura Steele

Schedule

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

Evidence of Completion

Data logs and results.

G1.B2 Teachers having limited knowledge of new standards, new state assessment and online programs needed to ensure student success. **2**

 B272237

G1.B2.S1 Teachers will be properly trained to effectively implement online components such as Collections HMH, Plato Course-ware, Study Island, and iReady through professional developments. **4**

 S288268

Strategy Rationale

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

Action Step 1 **5**

Students will do bell ringers or exit slips that require them to respond in writing to a prompt, weekly journals, and take part in other daily activities which incorporate the state standards. This will help students make connections to writing across the curriculum.

Person Responsible

Laura Steele

Schedule

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

Evidence of Completion

classroom walk throughs will show that students are engaged in the writing process through the use of: weekly journals exit slips/bell-ringers formative assessment data

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 8/20/2018 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 8/20/2018 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.

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 computers/internet outside of school make it difficult to assign practice activities through the online components purchased by the school.

G1.B1.S1 Students will also use a variety of paper-based resources, which mimic the types of questions used on the online resources during class.

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

VI. Technical Assistance Items

Technical Assistance 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 computers/internet outside of school make it difficult to assign practice activities through the online components purchased by the school.

G1.B1.S2 Student will be given the opportunity to use technology before, throughout, after the school day and through FOCUS and the availability of the computer lab.

TA Opportunity 1

The students will have access to use the online components using the computer lab and lap tops provided in class.

Facilitator

Laura Steele

Participants

All Teachers

Schedule

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

G1.B1.S3 All teachers will have access to a minimum of 10 computers/laptops in their class at all times.

TA Opportunity 1

Ensure that all teachers have at least 10 laptops in the classroom.

Facilitator

Jessica Mesa

Participants

All teachers

Schedule

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








VII. Budget

1	G1.B1.S1.A1	Teachers will understand how to use the online components with confidence.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19

Dade - 6013 - Somerset Academy Charter Middle S Homestead - 2018-19 SIP
Somerset Academy Charter Middle School (South Homestead)

	6400	120-Classroom Teachers	6013 - Somerset Academy Charter Middle S Homestead	Title I, Part A		\$1,000.00
			<i>Notes: Notes</i>			
2	G1.B1.S2.A1	The students will have access to use the online components using the computer lab and lap tops provided in class.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3374	160-Other Support Personnel	6013 - Somerset Academy Charter Middle S Homestead	General Fund		\$2,000.00
			<i>Notes: Notes</i>			
3	G1.B1.S3.A1	Ensure that all teachers have at least 10 laptops in the classroom.				\$0.00
4	G1.B2.S1.A1	Students will do bell ringers or exit slips that require them to respond in writing to a prompt, weekly journals, and take part in other daily activities which incorporate the state standards. This will help students make connections to writing across the curriculum.				\$0.00
					Total:	\$3,000.00

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  M427958	Throughout the year, administration and instructional leaders such as department heads, literacy...	Lopez, Alina	8/20/2018	Data chat forms, student individual plan logs	6/7/2019 monthly
G1.B1.S1.MA1  M427950	Data Chat Meetings	Lopez, Alina	8/20/2018	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  M427951	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 assessments	6/7/2019 monthly
G1.B1.S1.A1  A391070	Teachers will understand how to use the online components with confidence.	Steele, Laura	8/20/2018	Reports generating data will be collected from each department on a quarterly basis, which shows the improvement of the students. Teacher lesson plans will reflect the weekly use of online components.	6/7/2019 monthly
G1.B2.S1.MA1  M427956	Data Chats	Lopez, Alina	8/20/2018	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  M427957	Teachers will include the writing strategies in their lesson plans. Administration can monitor the...	Mesa, Jessica	8/20/2018	Classroom walkthrough rubrics observations student artifacts, weekly journals, lesson plans	6/7/2019 biweekly
G1.B2.S1.A1  A391073	Students will do bell ringers or exit slips that require them to respond in writing to a prompt,...	Steele, Laura	8/20/2018	classroom walk throughs will show that students are engaged in the writing process through the use of: weekly journals exit slips/bell-ringers formative assessment data	6/7/2019 weekly
G1.B1.S2.MA1  M427952	Data reports will show student progress.	Mesa, Jessica	8/20/2018	Data reports will show student progress and those reports will be turned into administration.	6/7/2019 monthly
G1.B1.S2.MA1  M427953	Documentation will be provided as proof of implementation.	Mesa, Jessica	8/20/2018	Reports from online components and sign in/out sheets.	6/7/2019 weekly
G1.B1.S2.A1  A391071	The students will have access to use the online components using the computer lab and lap tops...	Steele, Laura	8/20/2018	Sign in and out sheets and student data from online components.	6/7/2019 weekly
G1.B1.S3.MA1  M427954	Data chats with teachers and students on a monthly basis.	Steele, Laura	8/20/2018	Data logs and results.	6/7/2019 monthly
G1.B1.S3.MA1  M427955	Data reports on use of online resources.	Steele, Laura	8/20/2018	Data logs	6/7/2019 monthly
G1.B1.S3.A1  A391072	Ensure that all teachers have at least 10 laptops in the classroom.	Mesa, Jessica	8/20/2018		6/7/2019 monthly