

Miami-Dade County Public Schools

Somerset Oaks Academy



2018-19 Schoolwide Improvement Plan

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Somerset Oaks Academy

1000 OLD DIXIE HWY, Homestead, FL 33030

www.somersettoaks.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)
Combination School KG-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

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

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Somerset Oaks Academy is to foster the development of responsible, self-directed, life-long learners by maximizing student achievement in a safe and enriching environment.

Provide the school's vision statement.

Somerset Oaks Academy will provide a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers. The School will meet and exceed high standards of student achievement by delivering a rigorous school curriculum, where emphasis is given to personalization in student mastery of the State Standards. The school will supplement and enhance instructions through high-quality curricular and extra-curricular programs. The school will provide ample opportunities for students, families, and the community to be active educational partners in education. The school will continuously monitor, evaluate, and improve curriculum to achieve continuous student improvement year to year.

School Leadership Team

Membership

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

Name	Title
Suarez, Idalia	Principal
Gomez, Marcelo	Assistant Principal
Garcia, Annette	Teacher, ESE
Cruz, Ximena	Instructional Coach
Keime, Natalie	Teacher, K-12
Ochoa, Yadira	Teacher, K-12
Kirk, Jason	Dean

Duties

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

The Leadership team has many roles and responsibilities to ensure the proper functioning of the school. The roles and responsibilities include the following:

*Idalia M. Suarez - Principal: Oversees the overall functioning of the school concerning personnel, facilities, academics, activities, and budget. The principal will evaluate the effectiveness of the leadership team and staff by conducting walkthroughs, observations, and data chats. The principal will conduct weekly leadership team meetings to discuss data, curriculum and concerns across all grade levels and content areas.

*Marcelo Gomez - Assistant Principal: Will support the principal in areas concerning personnel, facilities, academics, activities, and budget. Together, with the principal, the assistant principal will evaluate the effectiveness of the schools academic program through walkthroughs, weekly monitoring of lesson plans, teacher professionalism, communication, and teacher observations.

*Ximena Cruz - Lead Teacher: Will support the principal and assistant principal in areas concerning

curriculum and its implementation school wide. She will provide professional development and PLC opportunities. She will support core instruction, implementation of intervention and modeling best practices to ensure students meet Florida State Standards. The Lead Teacher of Curriculum will also analyze data and conduct grade level data chats to develop data based instructional strategies throughout the academic year. She will also monitor the effectiveness of the school's program through frequent walkthroughs, and provide feedback as needed. By implementing these responsibilities, the school years create and foster a positive school culture that is welcoming and prompts student success.

*Natalie Keime and Yadira Ochoa - As school leaders, they will provide immediate support across grade levels and support the implementation of the schools academic program. They provide feedback and support to the leadership team and assist teachers in sharing best practices and resources.

*Jason Kirk - Dean of Students: He will oversee the overall implementation of the school code of conduct across all grade levels. He helped developed a school wide positive behavior program which was presented to all staff members. He will help evaluate and monitor the effectiveness of the school wide behavior program and assist teachers in the implementation of the class behavior management programs.

Annette Garcia - ESE Teacher: Will oversee the special education program at the school and help monitor all ESE students and that they receive the services they require.

Early Warning Systems

Year 2017-18

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	0	0	0	0	
One or more suspensions	0	0	0	0	1	2	0	1	2	0	0	0	0	6
Course failure in ELA or Math	3	5	8	13	10	18	4	1	3	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	11	24	25	31	26	11	0	0	0	0	128

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	2	4	12	7	24	27	25	25	14	0	0	0	0	140

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	6	10	9	0	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 9/12/2018

Year 2016-17 - As Reported

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	7	8	12	4	22	14	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	5	10	17	10	27	28	4	3	0	0	0	0	104

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	8	7	7	15	31	33	6	3	0	0	0	0	110

Year 2016-17 - Updated

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	7	8	12	4	22	14	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	5	10	17	10	27	28	4	3	0	0	0	0	104

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	8	7	7	15	31	33	6	3	0	0	0	0	110

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The component we performed the lowest in was Science. This has been a weak area for us although each year we have increased our performance.

Which data component showed the greatest decline from prior year?

The social studies assessment (civics) showed the greatest decline from the previous year.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap from the state average was the social studies assessment (civics).

Which data component showed the most improvement? Is this a trend?

The area that showed the most improvement was science.

Describe the actions or changes that led to the improvement in this area.

The school used a new curriculum to help support the instruction of science. As well, we had the school science coach spend time in our 3-5th grade science classes to help support and model instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	62%	60%	46%	56%	55%
ELA Learning Gains	52%	61%	57%	54%	57%	54%
ELA Lowest 25th Percentile	50%	57%	52%	50%	53%	49%
Math Achievement	56%	65%	61%	52%	59%	56%
Math Learning Gains	48%	61%	58%	54%	57%	54%
Math Lowest 25th Percentile	49%	55%	52%	35%	49%	48%
Science Achievement	41%	57%	57%	33%	53%	52%
Social Studies Achievement	46%	79%	77%	0%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	0 (0)	1 (0)	2 (0)	6 (0)
Course failure in ELA or Math	3 (0)	5 (7)	8 (8)	13 (12)	10 (4)	18 (22)	4 (14)	1 (0)	3 (0)	65 (67)
Level 1 on statewide assessment	0 (0)	0 (5)	0 (10)	11 (17)	24 (10)	25 (27)	31 (28)	26 (4)	11 (3)	128 (104)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	61%	-17%	57%	-13%
	2017	56%	58%	-2%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	52%	60%	-8%	56%	-4%
	2017	48%	57%	-9%	56%	-8%
Same Grade Comparison		4%				
Cohort Comparison		-4%				
05	2018	45%	59%	-14%	55%	-10%
	2017	43%	54%	-11%	53%	-10%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
06	2018	42%	53%	-11%	52%	-10%
	2017	33%	53%	-20%	52%	-19%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
07	2018	36%	54%	-18%	51%	-15%
	2017	59%	52%	7%	52%	7%
Same Grade Comparison		-23%				
Cohort Comparison		3%				
08	2018	50%	59%	-9%	58%	-8%
	2017					
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	67%	-11%	62%	-6%
	2017	56%	65%	-9%	62%	-6%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	52%	68%	-16%	62%	-10%
	2017	72%	68%	4%	64%	8%
Same Grade Comparison		-20%				
Cohort Comparison		-4%				
05	2018	64%	66%	-2%	61%	3%
	2017	41%	60%	-19%	57%	-16%
Same Grade Comparison		23%				
Cohort Comparison		-8%				
06	2018	48%	56%	-8%	52%	-4%
	2017	76%	52%	24%	51%	25%
Same Grade Comparison		-28%				
Cohort Comparison		7%				
07	2018	46%	52%	-6%	54%	-8%
	2017	47%	49%	-2%	53%	-6%
Same Grade Comparison		-1%				
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	38%	-38%	45%	-45%
	2017					
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	56%	-16%	55%	-15%
	2017					
Cohort Comparison						
08	2018	38%	44%	-6%	50%	-12%
	2017					
Cohort Comparison		38%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	72%	-26%	71%	-25%
2017	76%	69%	7%	69%	7%
Compare		-30%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	62%	-62%
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	47	50	29	61	64	55				
ELL	29	48	53	45	53	60	21	47			
BLK	58	44		58	40						
HSP	43	52	51	56	50	47	39	45			
WHT	55	62		60	46						
FRL	43	51	52	54	48	52	36	46			
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	36	25	19	37	33	22				
ELL	34	53	57	46	56	54	18				
BLK	57	29		61	41						
HSP	48	54	55	58	63	56	38	75			
WHT	56	69		75	62						
FRL	47	51	55	57	60	54	38	80			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Lowest 25th Percentile
Rationale	As per the 2017-2018 state standardize assessment results, our lowest 25% in ELA scored 50% dropping 5% points from the previous school year.
Intended Outcome	In focusing on this area, the goal is to increase the learning gains and the lowest 25%. Our goal is to increase by 7% for the 2018-2019 school year.
Point Person	Marcelo Gomez (mgomez@somerset Oaks.com)

Action Step

Description	Both administration and teachers will progress monitor their students regularly. Administration will conduct teacher data chats focusing not only on class-wide improvements, but specifically the lowest 25%. As well, teachers will conduct data chats with their students focusing on assessments and i-ready data to determine their progress monthly. Interventions will be conducted daily and middle school students scoring a level 1 or 2 will be scheduled into intensive reading.
Person Responsible	Marcelo Gomez (mgomez@somerset Oaks.com)

Plan to Monitor Effectiveness

Description	Administration will conduct walk-throughs to ensure the effectiveness of instruction and student engagement. In addition, administrators will monitor lesson plans and data.
Person Responsible	Ximena Cruz (xcruz@somerset Oaks.com)

Activity #2

Title	Math Lowest 25% Percentile
Rationale	As per the 2017-2018 state standardize assessment results, our lowest 25% in Math scored 49% dropping 7% points from the previous school year.
Intended Outcome	In focusing on this area, the goal is to increase the learning gains and the lowest 25% ultimately bridging the gap for our students. Our goal is to increase by 7% for the 2018-2019 school year.
Point Person	Marcelo Gomez (mgomez@somerset Oaks.com)

Action Step

Description	Both administration and teachers will progress monitor their students regularly. Administration will conduct teacher data chats focusing not only on class-wide improvements, but specifically the lowest 25%. As well, teachers will conduct data chats with their students focusing on assessments and i-ready data to determine their progress monthly. Middle school students scoring a level 1 or 2 will be scheduled into intensive math.
Person Responsible	Marcelo Gomez (mgomez@somerset Oaks.com)

Plan to Monitor Effectiveness

Description	Administration will conduct walk-throughs to ensure the effectiveness of instruction and student engagement. In addition, administrators will monitor lesson plans and data.
Person Responsible	Ximena Cruz (xcruz@somerset Oaks.com)

Activity #3

Title Lowest performing subgroups

Rationale In reviewing the 2017-2018 FSA data, the school has a need in the core subject areas - The school will hire additional support staff to work directly with students in small groups to address these areas. A main focus for the school will also be decreasing the achievement gap for SWD and ELL learners through strategies that focus on their weaknesses while maximizing on their learning potential.

Intended Outcome The additional support staff will directly impact the growth of the students in their core classes. As well, it will help decrease SWD retention percentage by ensuring that teachers are providing students with accommodations with fidelity and meeting their individualized goals through different learning styles. This in turn will help close the achievement gap for all the subgroups, in particular, the SWD and ELL learners.

Point Person Idalia Suarez (isuarez@dadeschools.net)

Action Step

Description The hiring and support of individuals assisting in the classroom.

Person Responsible Marcelo Gomez (mgomez@somerset Oaks.com)

Plan to Monitor Effectiveness

Description Data will be collected regularly on not only the class but the sub groups of students who will be identified, based on their FSA reporting data, to monitor the effectiveness. Walkthroughs will be conducted regularly to measure student engagement and will provide feedback to teachers based on those observations. Data chats will also be conducted to measure the improvement of student growth.

Person Responsible Ximena Cruz (xcruz@somerset Oaks.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school holds Quarterly EESAC meetings, where parents will learn important information regarding the school's academic and extracurricular initiatives. We also send home a Year At A Glance Calendar, informing parents of our yearly events so that they can plan accordingly to attend and volunteer as well as a monthly calendar. We promote parent participation by requiring a minimum of 30 volunteer hours per family per school year. We are in constant communication with our parents through teacher websites and our school wide web page.

Most importantly, the school will promote parent involvement in the academic program by conducting parent nights through out the school year to inform and prepare parents for the implementation of the Florida Standards and the Florida Standards Assessment in the spring.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

The school ensures that social- emotional needs of all students are being met, through the use of character development education. Teachers provide support and mentoring in the classroom as well as identifying behaviors that may need to be addressed at a deeper level. The school also keeps constant communication among the key stakeholders which include the student, teacher, parents and administration. When needed RTI/B is implemented and data collected is monitored. Somerset Oaks Academy will provide a Dean of Discipline and counselor when intervention is needed beyond what the school can provide.

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

The school invites all families to an orientation so that families may familiarize themselves with the school. Also, weekly tours of the school are scheduled with families who are interested in attending the school. For our outgoing students, neighboring sisters schools, such as Somerset Academy South Homestead Middle and High will be invited to an assembly to describe their program and answer questions. Parents and student will also be invited to a Curriculum Fair to promote and recruit students to their program.

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 school leadership team consists of key teachers from various grades and subjects. The team meets monthly to discuss most recent data generated by iReady, Interim assessments, Progress monitoring tools, and computer based program reports. During these leadership meeting based on the most recent data, resources are discussed and decisions are made as to which resources should be purchased and how they will be used. A property inventory log is used to determine what resources are available and what resources need to be purchased. The team determines the most effective use of the resources.

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

N/A

Part V: Budget

Total:	\$173,330.00
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