

Miami-Dade County Public Schools

Somerset Academy Charter Elementary School (South



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	14
Budget to Support Goals	16

Somerset Academy Charter Elementary School (South Homestead)

300 SE 1ST DR, Homestead, FL 33030

www.somersetelem.dadeschools.net

Demographics

Principal: Layda Morales

Start Date for this Principal: 6/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (60%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

School Board Approval

N/A

SIP Authority

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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 Academy Charter is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life-long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success.

Provide the school's vision statement.

The vision of Somerset Academy Charter is to continue to be recognized and respected as a top ranked learning community that graduates productive and caring citizens who are prepared to succeed in a global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
morales, layda	Principal	Principal, oversees school wide instruction progress and fidelity to school wide plan
Romero, Crystina	Instructional Coach	Meets with staff regularly to discuss and monitor student progression across grade levels in the area of Mathematics. Reading coach, models and provides teachers with intervention strategies and delivers materials for small group instruction in the area of Reading and Language Arts. PD Liaison, provides teachers with professional learning opportunities.
Noa, Naovanni	Teacher, K-12	STEM Liaison, models and provides teachers with materials and strategies for STEM education through project based learning.
Yoon, Lynn	Teacher, K-12	
Martinez, Yvette	Teacher, K-12	Team Leaders, model and provide new teachers with materials, strategies and mentoring to ensure student success.
Villasuso, Jennifer	Teacher, K-12	Team Leaders, model and provide new teachers with materials, strategies and mentoring to ensure student success.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	87	104	103	101	93	0	0	0	0	0	0	0	583
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	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	6	5	1	13	25	0	0	0	0	0	0	0	55

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	6	8	4	1	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

26

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - 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	1	3	4	0	5	6	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	4	2	2	6	22	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	1	16	20	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	6	5	1	13	25	0	0	0	0	0	0	0	55

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	62%	57%	63%	57%	55%
ELA Learning Gains	62%	62%	58%	46%	61%	57%
ELA Lowest 25th Percentile	33%	58%	53%	48%	58%	52%
Math Achievement	75%	69%	63%	71%	66%	61%
Math Learning Gains	72%	66%	62%	61%	65%	61%
Math Lowest 25th Percentile	40%	55%	51%	50%	57%	51%
Science Achievement	64%	55%	53%	57%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	95 (0)	87 (0)	104 (0)	103 (0)	101 (0)	93 (0)	583 (0)
Attendance below 90 percent	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)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	60%	19%	58%	21%
	2018	69%	61%	8%	57%	12%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	66%	64%	2%	58%	8%
	2018	64%	60%	4%	56%	8%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
05	2019	70%	60%	10%	56%	14%
	2018	62%	59%	3%	55%	7%
Same Grade Comparison		8%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	67%	7%	62%	12%
	2018	75%	67%	8%	62%	13%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	73%	69%	4%	64%	9%
	2018	82%	68%	14%	62%	20%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
05	2019	77%	65%	12%	60%	17%
	2018	66%	66%	0%	61%	5%
Same Grade Comparison		11%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	53%	11%	53%	11%
	2018	56%	56%	0%	55%	1%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	40	43	20	28	44	35	12				

2019 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 2017-18	C & C Accel 2017-18
ELL	79	60		79	72	40	83				
BLK	75	60		88	80						
HSP	74	63	25	74	71	40	65				
WHT	59	53		77	80						
FRL	72	64	32	73	72	44	60				
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	44	45	43	38	45	38	20				
ELL	56	61	67	71	76	73	20				
BLK	60			87							
HSP	66	56	52	73	71	42	56				
WHT	60			87							
FRL	63	55	52	74	70	42	52				
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	27	33	36	38	67	58	17				
ELL	56	43	47	67	57	54					
BLK	53			73							
HSP	66	46	45	71	62	44	63				
WHT	50			71							
FRL	61	45	44	68	58	48	55				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	87
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	76
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Learning Gains in Math and ELA lowest 25%. This is not a trend for our school.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Lowest 25%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Somerset Academy outperformed the state in all components.

Which data component showed the most improvement? What new actions did your school take in this area?

Science and Math Achievement. We became STEM accredited.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The amount of students that scored a Level 1 in both Reading and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Student achievement for lowest 25%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains in lowest 25%
Rationale	According to data, 30% of the bottom 25% made learning gains on the FSA assessment. Due to the nature of the learning needs of these students, we need to ensure that the instruction provided is adequate to meet their needs. Making adjustments to these students' instruction can accelerate their learning and help close the gap between their performance and that of the students not in the bottom 25%.
State the measurable outcome the school plans to achieve	We would like to see the bottom 25% make adequate yearly learning gains as evidenced by i-Ready Diagnostics and the FSA.
Person responsible for monitoring outcome	layda morales (lmorales@somersetsoho.com)
Evidence-based Strategy	Using effective classroom practices.
Rationale for Evidence-based Strategy	Research shows that when teachers present multiple solution strategies for solving the same problem, students demonstrate significant increases in procedural flexibility, conceptual knowledge, and procedural knowledge.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students who constitute the bottom 25% based on the FSA data. 2. Communicate these names to the classroom teachers. 3. Teachers plan to include these students in targeted small group instruction daily. 4. Students must attend Extended Day Learning beginning in September. 5. Teachers collect and record data. 6. Teachers and leadership team members review student progress monthly. 7. Instruction of these students is observed and actionable feedback is provided regarding adjustments to instructional strategies and/or materials.
Person Responsible	layda morales (lmorales@somersetsoho.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 Somerset Academy staff works diligently to invite parent participation in a variety of activities at the school

such as PAL's, Open House, and family night events. Our school's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Parents are kept up-to-date about their child's progress through ongoing communication between the parent and teacher including phone calls, emails, written notices, and conferences. Additionally, parents learn important information regarding expectations and standards for student learning through our family night events.

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.

Somerset Academy ensures social-emotional needs of all students are being met in many different ways. One way this is done is by implementing a new curriculum, Sanford Harmony, designed to foster communication, connection, and community both in and outside the classroom, and develop boys and girls into compassionate and caring adults.

Another method the school uses is a Mentor Program where "at-risk" students are paired up with faculty and staff and meet throughout the school year to discuss any issues, feelings, grades, etc.

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

Somerset Academy conducts a preliminary "Kinder" week every summer where incoming students can ease into the new school year. A checklist is used to determine students' knowledge of prints and letters/sounds in order to plan daily academic instruction.

Outgoing cohorts of students are supported by visiting their next school and taking tours of the campus. Additionally, informational workshops are offered to parents.

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.

In order to meet the needs of all students and maximize desired student outcomes, Somerset Academy utilizes

federal, state and local funds to employ additional resource personnel, purchase curriculum, and train teachers in best practices. The Reading Coach provides professional development, co-teaches, and pulls small

groups for reading intervention. This individual attends district trainings on a monthly basis to keep abreast of

current best practices and disseminate the information to the leadership team, faculty and staff.

In order to support teachers in differentiating instruction for their students, the following personnel are employed: reading coach, math coach, interventionists, and Gifted teachers. Additionally, our curriculum instruction and admin team provide guidance to homeroom teachers regarding best practices for increasing achievement for our Students with Disabilities who participate in mainstream education. In order to accelerate growth in reading, comprehensive and supplemental intervention programs as well as educational technology that is aligned to the Florida Standards is

purchased.

Reading and math coaches and teachers plan collaboratively and create focus calendars during the summer to

align the instruction to the Florida Standards. Previous test scores and current diagnostic tests are used to ensure students are placed in the best learning environment to meet their learning needs. Parent workshops are provided to educate parents on how they can best support their children at home.

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

In order to create a college and career readiness awareness at Somerset Academy, the school has reached out to several businesses and community organizations to participate in Career Day. During this time, several professionals visit our classrooms and educate our students about the importance of having a career and going to college. Professionals also share their skills and present to the students all the steps they had to follow to obtain their job. Also the school has created a career readiness and college awareness culture. Celebrating College spirit on Wednesdays is another way that the school is increasing college awareness. Every Wednesday, students and school staff wear a college shirt or college colors.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Learning Gains in lowest 25%	\$0.00
Total:			\$0.00