Somerset Preparatory Academy High School

2020-21 Schoolwide Improvement Plan

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Somerset Preparatory Academy High School Homestead

3000 SE 9TH ST, Homestead, FL 33035

[no web address on file]

Demographics

Principal: Jessica Mesa

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 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 Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	80%

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

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Provide the school's vision statement.

Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Mesa, Jessica	Assistant Principal	
Andrade, Carolyn	Administrative Support	
Sanders, Joshua	Dean	
Lopez, Alina	Principal	

Demographic Information

Principal start date
Monday 7/1/2019, Jessica Mesa

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

7

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	High School 9-12
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Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	0	0	0	0	0	0	0	0	0	62	27	24	26	139
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	13	8	7	0	28
Level 1 on 2019 statewide Math 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	0	0	0	0	0	0	0	0	0	21	1	0	3	25

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/18/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	28	24	27	0	79
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	0	0	2	8
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

	EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.

Although our school does not have data for the 2019-2020 school year given Covid-19 and suspension of statewide assessments, the progress monitoring data showed that students in Algebra I were not performing at proficiency levels. This low performance can be attributed to a lack of foundational mathematical computation skills, deficiencies which have compounded from previous school years. Further, we have also determined that a reason for the low performance can also be attributed to the lack of individualized remediation for this subject area and insufficient tutoring opportunities.

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

Since our school's first year of operation was 2019-2020, we do not have any data to compare or project trends since they did not assess in our initial year. The school did analyze baseline and mid-year assessments in biology and found a decline from one assessment to the other. Lack of science lab and resources.

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.

Could not determine due to the lack of end of year assessments.

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

Could not determine due to the lack of end of year assessments.
School is implementing a more robust tutoring program and push-in and pull-out program. Additional resources like USA Test Prep, ALEKS, Edgenuity, Reading Plus will be used.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

9th grade is now showing the highest percentage in EWS indicators. After reflecting on the data, 9th grade would be the grade level in which we would focus on. Initial baseline assessments will help identify the subgroups that will be targeted.

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

1. Math Performance
2. Science Achievement
3. ELA Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Math Performance	
Area of Focus Description and Rationale:	When reviewing EWS data it is evident that our students need assistance in Algebra I.
Measurable Outcome:	We plan to bridge the academic gap by achieving gains with our students, including our lowest 25% (once they are identified)
Person responsible for monitoring outcome:	Carolyn Andrade (candrade@somersetprephomestead.com)
Evidence-based Strategy:	Frequent progress monitoring using consistent assessment tools across all teachers teaching the subject area to gauge content knowledge; provide tutoring opportunities and online resources to assist in remote learning. Incorporating ALEKS for remediation and practice.
Rationale for Evidence-based Strategy:	Frequently assessing student progress will ensure students are on-track to master standards. Tutoring will supplement their classroom instruction and help fill gaps in their mathematical abilities. Providing each student with online resources will help with the facilitation of learning and knowledge acquisition.

Action Steps to Implement

1. Create topic assessments to be used to progress monitor, implement a schedule for administering the assessments.
2. Tutoring
3. Online purchase of textbooks to facilitate remote learning instruction
4. Aleks usage with fidelity

Person Responsible	Carolyn Andrade (candrade@somersetprephomestead.com)

#2. Other specifically relating to Science Achievement	
Area of Focus Description and Rationale:	Last year we did not have any formal assessments, however, when comparing data from our baseline to our midyear there was little to no growth across all benchmarks in Biology.
Measurable Outcome:	Our students enrolled in Biology will perform comparably to our neighboring schools on their Biology EOC.
Person responsible for monitoring outcome:	Carolyn Andrade (candrade@somersetprephomestead.com)
Evidence-based Strategy:	Frequent progress monitoring using consistent assessment tools across all teachers teaching the subject area to gauge; provide tutoring opportunities and online resources to assist in remote learning. Incorporate USA Test Prep for progress Monitoring.
Rationale for Evidence-based Strategy:	Frequently assessing student progress will ensure students are on-track to master standards. Tutoring will supplement their classroom instruction and help fill gaps in their science knowledge. Providing each student with online resources will help with the facilitation of learning and knowledge acquisition.

Action Steps to Implement

1. Create topic assessments to be used to progress monitor, implement a schedule for administering the assessments.
2. Tutoring
3. Online purchase of textbooks to facilitate remote learning instruction.
4. USA test Prep to prepare students for EOC.

Person Responsible	Carolyn Andrade (candrade@somersetprephomestead.com)

#3. Other specifically relating to ELA Achievement

Area of Focus Description and Rationale:	Students showed minor gains in ELA but not any significant growth. This was evident in their Performance Matters data.
Measurable Outcome:	Students in Grades 9-10 will perform at or above the proficiency level of our neighboring schools. Once we have tangible data we will be able to specify percentage levels of gains. More than 50% of the lowest 25% will make annual gains.
Person responsible for monitoring outcome:	Carolyn Andrade (candrade@somersetprephomestead.com)
Evidence-based Strategy:	Tutoring, Push in, Pull out and after school tutoring coupled with the use of Reading Plus.
Rationale for Evidence-based Strategy:	Individualized targeted tutoring will support students in filling gaps in reading comprehension skills. The i-Ready program is a differentiated research-based online remediation program aimed at filling gaps. Purchase on-line resources to facilitate remote learning instruction.

Action Steps to Implement

1. Provide ELA tutoring opportunities
2. Implement Reading Plus with our intensive reading students
3. Additional online purchase of texts to facilitate remote learning instruction

Person Responsible	Carolyn Andrade (candrade@somersetprephomestead.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School leadership will ensure that teachers have proper support and implement our curriculum and online components with fidelity. We will also ensure that tutoring is aligned with science benchmarks and that our paraprofessionals help with push in and pull out tutoring as well as with Saturday tutoring.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Last year we began a new initiative, the school created a Parent Academy, which aims to involve parents and the community in the school and develop the capacity of families to support their child's education. The Academy will meet virtually 6 times during the year and engage participants in topics such as parenting skills, navigating the path to college, how to best support children in school, etc.

The school also hosts a variety of events open to families and the community, for example, the Hispanic Heritage Expo and Black History Showcase. Furthermore extracurricular clubs, such as the National Junior Honor Society and Key Club, prepare students to be leaders for the public and engage in a variety of community service projects. These events will continue to take place per CDC guidelines.

Furthermore, the counseling team has partnered with community organizations to provide resources to families, such as counseling and information and services during the school's Wellness Fair. The school has also teamed with local restaurants and businesses (e.g., Texas Roadhouse to raise funds for the school's various organizations). These events will continue to take place per CDC guidelines.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Math Performance				$8,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300		7242 - Somerset PREP Academy High School Homestead	Other		$8,000.00
			Notes: ALEKS			
	6500		7242 - Somerset PREP Academy High School Homestead	Title, I Part A		$900.00
			Notes: USA Test Prep			
2	III.A.	Areas of Focus: Other: Science Achievement				$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6500		7242 - Somerset PREP Academy High School Homestead			$450.00
			Notes: USA Test Prep			
3	**III.A.**	**Areas of Focus: Other: ELA Achievement**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			7242 - Somerset PREP Academy High School Homestead	Other		$0.00
			Notes: Reading Plus			
					Total:	**$19,350.00**