

Miami-Dade County Public Schools

Somerset Academy Charter High School (South



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	21
Budget to Support Goals	21

Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademy.dadeschools.net

Demographics

Principal: Walk IR la Soberon

Start Date for this Principal: 9/19/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 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 (54%) 2017-18: B (60%) 2016-17: B (56%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	21

Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademy.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	89%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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 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.

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	Position Title	Job Duties and Responsibilities
Morfa, Caridad	Assistant Principal	
Soberon, Walkiria	Principal	
Berry, Lakisha	Instructional Coach	
Marques, Sonia	Instructional Coach	
Daniel, Matthew	Teacher, ESE	

Demographic Information

Principal start date

Sunday 9/19/2021, Walk IR la Soberon

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.*

18

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.*

16

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

532

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	0	173	146	114	99	532
Attendance below 90 percent	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	0	0	3	4	5	5	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	21	6	8	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	0	29	38	16	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	39	40	28	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	42	39	5	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	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	0	61	10	28	17	116

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

Date this data was collected or last updated

Sunday 9/19/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	151	131	105	107	494
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	1	2	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	1	2	3	4	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	26	11	12	17	66
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	33	7	7	27	74

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	49	1	1	23	74

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	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	15	9	18	59

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	151	131	105	107	494
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	1	2	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	1	2	3	4	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	26	11	12	17	66
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	33	7	7	27	74

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	49	1	1	23	74

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	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	15	9	18	59

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	59%	56%	62%	59%	56%
ELA Learning Gains				54%	54%	51%	69%	56%	53%
ELA Lowest 25th Percentile				41%	48%	42%	68%	51%	44%
Math Achievement				50%	54%	51%	43%	51%	51%
Math Learning Gains				44%	52%	48%	45%	50%	48%
Math Lowest 25th Percentile				33%	51%	45%	38%	51%	45%
Science Achievement				58%	68%	68%	64%	65%	67%
Social Studies Achievement				74%	76%	73%	73%	73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	55%	-1%	55%	-1%
Cohort Comparison						
10	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison		-54%				

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
2021					
2019	55%	68%	-13%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	71%	1%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	63%	-8%	61%	-6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	54%	-16%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Throughout the high school we used a combination of different programs. We have used Aleks for students math baseline, mid-year and the EOC for spring. US History; we use study island and performance matters. For ELA we used performance matters and the FSA for progress monitoring.

N/A- Not a tested subject

*- Not able to retrieve data from the platform that was used

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0.7	35	54
	Economically Disadvantaged	*	21	*
	Students With Disabilities	*	0.012	*
	English Language Learners	*	0	*
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	32	26
	Economically Disadvantaged	*	48	*
	Students With Disabilities	*	0.03	*
	English Language Learners	*	0.04	*
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.1	31	55
	Economically Disadvantaged	*	31	*
	Students With Disabilities	*	0	*
	English Language Learners	*	0	*
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	31	35
	Economically Disadvantaged	*	56	*
	Students With Disabilities	*	0.03	*
	English Language Learners	*	0.09	*
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	31	35	40
	Economically Disadvantaged	11	19	*
	Students With Disabilities	0	0.02	*
	English Language Learners	0	0	*
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	33	48	60
	Economically Disadvantaged	44	47	*
	Students With Disabilities	0	0	*
	English Language Learners	0	0	*

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	39	55	25	21						
ELL	16	44	54	23	24	13	24			94	65
BLK	39	53		38	50			54			
HSP	43	50	54	32	22	24	42	62		95	73
WHT	78	65		31	23						

2021 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 2019-20	C & C Accel 2019-20
FRL	43	52	53	29	23	27	40	61		98	67
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	35	40		29	47		56				
ELL	37	47	50	43	50	38	59	47			
BLK	36	31		33	33						
HSP	54	55	47	51	45	36	57	70		87	39
WHT	74	63		52	43		71				
FRL	54	52	43	51	43	36	59	68		95	31
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	42	38		28	35	30					
ELL	21	57	80	31	39	40		54			
BLK	40	60		33	47						
HSP	61	67	71	41	40	39	61	69		95	45
WHT	73	80		58	65						
FRL	58	66	64	40	44	34	59	71		96	33

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
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	52
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	41
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	47
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	50
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	49
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the Progress-monitoring data by grade level you see that our English Language Arts scores improved from the baseline exams but did not reach our goal. In Math our deficiencies show across board through the baselines and spring exams. These deficiencies are due to the lack of student attendance and students on remote learning.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Mathematics and English Language Arts are the areas needed for the greatest improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This low performance can be attributed to a lack of foundational mathematical computation skills, deficiencies that have compounded from previous school years. The reason for the low performance can also be attributed to the lack of individualized remediation for this subject area and insufficient tutoring opportunities.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on data US History showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor to this improvement was the retention of our US History teacher. We began to use study island as a progress monitoring tool to ensure that we were able to track student data.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we will need to use paraprofessionals to implement differentiated instruction, push-in tutoring, and pull-out tutoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided various forms of professional development involving differentiated instruction and the BEST standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Throughout this year and moving forward we will provide two collaboration teachers that will help with our ESE students. We will also provide paraprofessionals for the different subjects to help with the differentiated instruction and the pull-out tutoring sessions to target the students in the lowest 25%.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: Our Algebra 1 EOC and Geometry EOC passing rate are below the district percentiles.

Measurable Outcome: Last year, 26% of the students passed the Algebra I EOC and 35% of the students passed the Geometry EOC, the goal is to raise both to 50% proficiency this year.

Monitoring: Using ALEKS, math teachers will be able to progress monitor each month by tracking how the students are mastering the standards that they need the most assistance with. We will be monitoring growth from the baseline testing done in September to midyear testing done in January in order to identify those areas that need the most remediation and those students that need the most individual assistance.

Person responsible for monitoring outcome: Sonia Marques (smarques@somersetacademysh.com)

Evidence-based Strategy: Improve achievement in Algebra I and Geometry by implementing project based learning and intervention. Resources for intervention include ALEKS, Study Island and Performance Coach. Paraprofessionals will use these resources to remediate struggling students in a small group setting throughout the school day.

Rationale for Evidence-based Strategy: Due to Covid and summer slide, students have many gaps in knowledge from previous years. ALEKS finds these gaps and customizes lessons in order to close these gaps. Afterschool tutoring and small group tutoring with paraprofessionals will support those areas with the greatest gaps to close.

Action Steps to Implement

1. Implement ALEKS program and have students take diagnostic assessment (Test chair/Curriculum specialist)
2. Lessons assigned weekly in ALEKS to remediate lowest areas (teachers)
3. Progress monitoring (Test chair/Curriculum specialist)
4. Purchase additional curricular resources such as Performance coach (Test chair/Curriculum specialist)
5. Schedule afterschool tutoring and in-school small group tutoring with paraprofessionals (Curriculum specialist)

Person Responsible: Sonia Marques (smarques@somersetacademysh.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Overall our ELA proficiency went down from our 2019 FSA and our progress monitoring tool. 9th grade from 54% to 42%; 10th grade from 55% to 47%
Measurable Outcome:	As a school we would like a 52% proficiency in in 9th grade and a 57% in 10th grade. With the remainder of students increasing a level on their assessment.
Monitoring:	This area of focus will be monitored three times the year through the new program adopted (Read 180) a reading intervention program.
Person responsible for monitoring outcome:	Lakisha Berry (lmacias@somersetacademysh.com)
Evidence-based Strategy:	This area of focus will be monitored by the implementation of Read 180 which is a reading intervention program, pull-out tutoring and push-in services provided by our paraprofessionals.
Rationale for Evidence-based Strategy:	Read 180 is a districtu curriculum, it also assess students on their reading lexile levels they then take assessments three times a year. It then the program adapts to where each student is at personally.

Action Steps to Implement

1. Implementation of Read 180
2. Pro

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Our student
Measurable Outcome:	Achievement levels for the Black/African American ESSA subgroup fell below the 41% threshold to 33%.
Monitoring:	The Black/ African American ESSA subgroup will increase by 8% percentage points.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Target the Black/African American ESSA subgroup with pull-out tutoring throughout the day and after school tutoring sessions.
Rationale for Evidence-based Strategy:	Students with a learning gap require a smaller group setting to maximize their learning. By placing them in a pull-out tutoring group will allow us to focus on their specific deficiency.

Action Steps to Implement

1. Push-In Tutoring
2. Pull- Out Tutoring
3. After School Tutoring

Person Responsible Lakisha Berry (lmacias@somersetacademysh.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Somerset Academy High, has had minimal discipline issues compared to the state. The primary concern that will be monitored by Halo Vape Detectors is the Drug/Public Order Incidents. These incidents will be monitored daily through the vape detectors to ensure that our school culture continues to remain that of a drug/Tabaco free school.

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.

Somerset Academy South Homestead builds a positive school culture and the environment with all stakeholders by providing Parent Academies for our parents and social-emotional learning (SEL) lessons for our students. Parent Academies aim 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. At Somerset Academy, we aim to have a well-rounded student. To be able to do this our students must be able to see the child as a whole. Our SEL program is geared to teach students how to master their emotions and learn how to deal with the day-to-day of life. These programs assist our school culture and the environment by providing the family atmosphere that we strive for.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Somerset Academy South Homestead also hosts a variety of events open to families and the community, for example, the Hispanic Heritage Expo, Black History Showcase, and SASH Bash (food truck night). Further 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$8,491.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500	690-Computer Software	7034 - Somerset Academy Charter High (S Homestead)	Title, I Part A		\$8,491.50
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$7,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374		7034 - Somerset Academy Charter High (S Homestead)	Title, I Part A		\$7,750.00
<i>Notes: Supplemental Programs like Edgenuity</i>						
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$36,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	160-Other Support Personnel	7034 - Somerset Academy Charter High (S Homestead)	Title, I Part A		\$36,000.00
<i>Notes: Paraprofessionals for push-in and pull out salaries</i>						
					Total:	\$52,241.50