Jefferson County Middle A Somerset Charter School

2021-22 Schoolwide Improvement Plan

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Jefferson County Middle A Somerset Charter School

50 DAVID RD, Monticello, FL 32344

somersetjefferson.org

Demographics

Principal: Cory Oliver

Start Date for this Principal: 7/17/2017

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (44%) 2017-18: C (51%) 2016-17: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
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 Jefferson 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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.

Jefferson County K-12: A Somerset School promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed learners in a safe and enriching environment to support future life-long learners.

Provide the school's vision statement.

Jefferson County K-12: A Somerset School will be the first diverse rural school system to work with families and the community to successfully educate all of its students at high levels
All students will learn Tiger PRIDE: Persistence, Responsibility, Independence, Dedication, and Excellence.
Tiger Pledge
• A Somerset Tiger will not disrupt, nor allow anyone else to disrupt the sanctity of our learning environment
• A Somerset Tiger will not demean or disrespect the self nor another Tiger by words, actions, or technology.
• A Somerset Tiger is strong, courageous and even in failure has the heart to still win.
• A Somerset Tiger is intelligent, dedicated, and always learning.
• A Somerset Tiger will not lower the self to a standard lesser greatness.
Somerset Tiger teachers, administrators, parents, and the community share the responsibility for advancing the school's mission so all Tigers will achieve.

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
Oliver, Cory	Principal	
Gainey, Andre	Assistant Principal	
Barany, Shirrie	Other	
	Other	
Pons, John	Administrative Support	
Rivera, Maribel	ELL Compliance Specialist	
Roddenberry, Nicole	Reading Coach	
West, Rowena	Math Coach	
Wilcoxson, Raven	Other	

Demographic Information

Principal start date
Monday 7/17/2017, Cory Oliver

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.*

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.*

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

178

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

5

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

12

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	54	63	61	0	0	0	0	178
Attendance below 90 percent	0	0	0	0	0	0	22	33	50	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	19	9	11	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	22	14	21	0	0	0	0	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	34	31	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	36	28	0	0	0	0	97
Number of students with a substantial reading deficiency	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	31	27	34	0	0	0	0	92

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	15	22	16	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	3	10	7	0	0	0	0	20

Date this data was collected or last updated

Wednesday 8/25/2021

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	0	0	0	0	
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	0	0	0	0	
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	0	0	0	0	

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	

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	54	63	61	0	0	0	0	178
Attendance below 90 percent	0	0	0	0	0	0	22	33	50	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	19	9	11	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	22	14	21	0	0	0	0	57
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	34	31	0	0	0	0	89
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	36	28	0	0	0	0	97

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	31	27	34	0	0	0	0	92

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	15	22	16	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	3	10	7	0	0	0	0	20

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				34%	34%	54%	31%	31%	53%
ELA Learning Gains				46%	46%	54%	61%	61%	54%
ELA Lowest 25th Percentile				49%	49%	47%	70%	70%	47%
Math Achievement				37%	37%	58%	38%	38%	58%
Math Learning Gains				50%	50%	57%	67%	67%	57%
Math Lowest 25th Percentile				53%	53%	51%	61%	61%	51%
Science Achievement				19%	19%	51%	28%	28%	52%
Social Studies Achievement				56%	56%	72%	55%	55%	72%

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
06	2021					
	2019	30%	30%	0%	54%	-24%
Cohort Comparison						
07	2021					
	2019	29%	29%	0%	52%	-23%
Cohort Comparison		-30%				
08	2021					
	2019	35%	35%	0%	56%	-21%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	38%	0%	55%	-17%
Cohort Comparison						
07	2021					
	2019	38%	38%	0%	54%	-16%
Cohort Comparison		-38%				
08	2021					
	2019	16%	16%	0%	46%	-30%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	18%	18%	0%	48%	-30%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	53%	0%	71%	-18%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	59%	32%	27%	61%	-2%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

6th grade: iReady (ELA and Mathematics)
7th grade: iReady (ELA and Mathematics)
8th grade: iReady (ELA and Mathematics)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	13	12
	Economically Disadvantaged	10	13	12
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	9	15
	Economically Disadvantaged	7	9	15
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	13	18
	Economically Disadvantaged	12	13	18
	Students With Disabilities	1	1	1
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	11	15
	Economically Disadvantaged	5	11	15
	Students With Disabilities	1	1	1
	English Language Learners	0	0	1
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	19	19
	Economically Disadvantaged	13	19	19
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	8	11
	Economically Disadvantaged	8	8	11
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	27	22	14	29	33	42		40			
ELL	13	27	20	13	33						
BLK	29	34	18	25	26	38	23	35			
HSP	30	43	27	30	39						
WHT	43	36		37	42			45			
FRL	32	36	29	25	28	29	28	35			
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	26	53		20	58						
BLK	22	42	47	29	48	52	5	55	45		
HSP	44	50		59	53		30				
WHT	64	66		53	58		44	55			

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
FRL	34	43	52	35	47	57	21	52	58		
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	60		29	53						
BLK	22	51	65	29	61	43	15	49			
HSP	52	87		61	83			50			
WHT	40	67		47	74			67			
FRL	29	59	66	35	68	61	19	58			

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	41
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:
No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the 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.

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.

Jefferson County K-12, a Somerset Charter School will continue to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keeping parents informed of their child's progress through the following:
- Progress Monitoring administered three times a year (Baseline, Mid point, End of year)
- Weekly academic and behavioral progress reports (as needed)
- Utilization of the school's website and Blackboard Connect to inform parent of upcoming events.
- Parent Surveys: feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- During SAC, Open House, curriculum night, etc. provide various methods for parents to conference with teachers and administrators. (Parent Conferences, emails, student agendas)
- Offer fun, interactive tutorials to parents who are unfamiliar with Focus and other forms of educational technology.
- Communicate classroom and school news to parents.
- Teacher Call Log: Positive notes, letters, phone calls home.
- Maintain a school Facebook page to dialog with parents and give assistance if needed.
- Parent University offered throughout the year.
- Volunteer opportunities available throughout the school year.
- Quarterly Academic Celebrations
- Character Education participation rewards
- Collaboration with local community agencies (Head Start, Local Mental Health Agencies)
- Discretionary Projects (FLDRS, CARD, FIN)
- Coordination of Mental Health Services through the school's impact team (Social Worker, BCBA, RBT)

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

Part V: Budget

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

Total:	$0.00