

Monroe County School District

Somerset Island PREP



2021-22 Schoolwide Improvement Plan

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Somerset Island PREP

1908 FLAGLER AVE, Key West, FL 33040

<https://www.islandprep.org/index.jsp>

Demographics

Principal: Thomas Rompella P

Start Date for this Principal: 9/17/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: C (52%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Monroe 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)
High School 9-12	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	43%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Through the collaboration of all stakeholders, Somerset Island Prep structures a rigorous and innovative academic experience that holistically develops each student and fosters their sense of purpose in order to prepare them to contribute both locally and globally as responsible and respectful citizens in a college preparatory environment.

Provide the school's vision statement.

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

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
Rompella, Thomas	Principal	The essential function of the position within the organization is to provide the leadership and management necessary at a senior high school to maximize the efforts of teachers and students in an environment that is conducive to educational enhancement, growth, and achievement for students. The position is responsible for directing all daily operations of the school campus, supervising and coordinating the work of all professional and classified personnel, ensuring subordinates' adherence to District policies, regulations, and goals, preparing required reports, and performing other professional, administrative and supervisory work as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.

Demographic Information

Principal start date

Friday 9/17/2021, Thomas Rompella P

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

4

Total number of students enrolled at the school

82

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

1

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

2

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	19	26	19	18	82	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	5	4	3	13	
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	2	3	2	7	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	2	4	2	9	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	1	5	5	14	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	5	6	5	19	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	1	5	5	14	

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	3	5	5	5	18

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 9/17/2021

2020-21 - 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		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math 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		

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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA 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	

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				57%	61%	56%	44%	61%	56%
ELA Learning Gains				70%	58%	51%	54%	54%	53%
ELA Lowest 25th Percentile					39%	42%		43%	44%
Math Achievement				18%	52%	51%	33%	75%	51%
Math Learning Gains					58%	48%	37%	67%	48%
Math Lowest 25th Percentile					51%	45%		67%	45%
Science Achievement				71%	76%	68%	71%	76%	67%
Social Studies Achievement				64%	74%	73%	81%	76%	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	0%	62%	-62%	55%	-55%
Cohort Comparison						
10	2021					
	2019	40%	55%	-15%	53%	-13%
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
2021					
2019	58%	72%	-14%	67%	-9%

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	64%	74%	-10%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Testing, USATestPrep, and Edmentum

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76%	76%	80%
	Economically Disadvantaged	36%	32%	32%
	Students With Disabilities	20%	20%	20%
	English Language Learners	4%	4%	4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	64%	72%
	Economically Disadvantaged	36%	32%	32%
	Students With Disabilities	20%	20%	20%
	English Language Learners	4%	4%	4%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	72%	72%
	Economically Disadvantaged	36%	32%	32%
	Students With Disabilities	20%	20%	20%
	English Language Learners	4%	4%	4%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	60%	68%
	Economically Disadvantaged	36%	32%	32%
	Students With Disabilities	20%	20%	20%
	English Language Learners	4%	4%	4%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	55%	52%
	Economically Disadvantaged	35%	45%	45%
	Students With Disabilities	50%	45%	45%
	English Language Learners	5%	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	40%	40%
	Economically Disadvantaged	35%	45%	45%
	Students With Disabilities	50%	45%	45%
	English Language Learners	1	1	1
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	37%	42%
	Economically Disadvantaged	53%	53%	53%
	Students With Disabilities	32%	32%	32%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	32%	37%
	Economically Disadvantaged	53%	53%	53%
	Students With Disabilities	32%	32%	32%
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged			n/
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58%	58%	63%
	Economically Disadvantaged	37%	32%	32%
	Students With Disabilities	21%	21%	21%
	English Language Learners	5%	5%	5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	52%	58%
	Economically Disadvantaged	37%	32%	32%
	Students With Disabilities	21%	21%	21%
	English Language Learners	5%	5%	5%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	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
WHT	63	42		69			69	60			

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
WHT										93	38
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
WHT	60	47		46	42		80	90		56	60
FRL	38	58		20	30					50	

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	8
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

Overall, student percentages of at grade level performance increase over time. Economically disadvantaged students and students with disabilities have an unproportionally high percentage of students below grade level. However, both groups of students showed more growth throughout the year.

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

11th Grade students need improvement in their ELA reading and writing skills.

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

Somerset Island Prep has 1 English Teacher. This teacher left suddenly and unexpectedly and the position was vacant until filled. The transition could have been more smooth and students lost continuity in their learning. We will address this by ensuring we are fully staffed and a list of potential candidates ready in case of unexpected teacher departures.

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

Our lowest 25% showed the most significant gains. This is important to us as it shows that our teachers and program are using an equitable approach.

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

A commitment at the school and teacher level of growth mindset and high expectations for all students. This allowed us to reach students that historically have been underserved. We enacted a new "0 Period" that was mandatory for all students who were failing a course(s), this time was mandatory tutoring until the student was passing the course with a C.

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

I do, We do, You do approach. This ensures that teachers cover the material, works with the students to learn the materials, and allow the students to show and apply their knowledge of the topic they learned.

Project-Based Learning- Students will apply their knowledge through projects.

Student Self Assessment and Accountability- Students will be charged with assessing their own work, effort, and progress throughout the school year.

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.

For new teacher orientation, we cover all three strategies and practice how to implement them. Teachers share progress, success, and areas of improvement at our monthly staff meetings.

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

We will open zero periods to all students for tutoring and we will add an after-school tutoring period for 45 mins.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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 Island Prep has lower than average discipline when compared to schools across the state. In 2020-2021 SIP has 1 major discipline issue throughout the year. The school has averaged 1 to zero major discipline data points on average over the last 3 years. The school culture and environment are positive and students enjoy attending Somerset Island Prep, which in turn lowers discipline issues. With a small staff, we ensure that all staff is notified and involved in any discipline issues at the school. This allows the school to have a holistic understanding of any students who may have a discipline issue. This allows the team as a whole to provide support and feedback as we monitor improvement going forward from the disciplined action.

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.

SIP has an "Island Prep" students page on Google Classroom that is used for announcements to celebrate students' achievements.

We have a 45 min. breakfast everyone Monday that is family style. It is a time for the student and staff to eat together. We also review last week's news with the students at the end of breakfast and do "energizer activities" to start the week. This has the added benefit of ensuring students want to get to school and on time Monday morning.

We do monthly field trips that build comradery and allow students to share unique experiences with each other.

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

Parents- Parents attend parent-teacher conferences, volunteer 30 hours a year (currently waived for COVID). We also encourage parents to attend the School Advisory Council Meetings meetings.

Community- We have 3 guest speakers from the community per month (3 Fridays a month). This allows the community to come into the school and learn about Somerset Island Prep, and for our students to learn about our community members.

Somerset Organization, Monroe County School District, and Academica- All three of these organizations support students for a variety of services including but not limited to ESE services, counseling, and overall support for the program.

Part V: Budget

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

Total:	\$0.00
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