

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2017-2018

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

School Name: Somerset Academy Key Charter High School **School Location Number:** 5224

Current Grades Served: 9-12 **Contract Grades Served:** 9-12 **Year School Opened:** 2016-2017

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017-2018 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: Somerset Academy Key Charter High School School Location Number: 5224	District: Broward
Principal: Dennis Mulrooney	District Superintendent: Robert Runcie
Governing Board Member(s): Lourdes Isla Marrero (Chair)	Date of School Board Charter Approval: June 2016 Date of Most Recent School Board Charter Amendment: NA

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[School Accountability Reports](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)			
Principal	Dennis Mulrooney	Masters of Science in Educational Leadership Bachelor of Arts in Elementary Education	2	6	2016-2017	2015-2016	2014-2015	
					School Number	5224	6009	6009
					School Grade	D	C	C
					FCAT/FSA Reading Proficiency	34%	50%	46%
					Lowest 25% Gains	43%	68%	
					FCAT/FSA Math Proficiency	19%	48%	45%
					Lowest 25% Gains	22%	54%	
					Writing Proficiency			
					FCAT Science Proficiency	19%	52%	51%

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)			
Lead Teacher	Tannia Rodriguez	Bachelors Elementary Education (K-5) Masters in Reading (K-12) ESOL Endorsement	2	7	2016-2017	2015-2016	2014-2015	
					School Number	5224	6047	6047
					School Grade	D	A	A
					FCAT/FSA Reading Proficiency	34%	70%	65%
					Lowest 25% Gains	43%	62%	
					FCAT/FSA Math Proficiency	19%	70%	74%
					Lowest 25% Gains	22%	72%	
					Writing Proficiency			
					FCAT Science Proficiency	19%	46%	55%
Lead Teacher	Caridad Rodriguez	Masters of Exceptional Student Education	2	3	2016-2017	2015-2016	2014-2015	
					School Number	5224	6013	6033

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		Bachelor of Science in Elementary Education			School Grade	D	C	A
		Reading Endorsed			FCAT/FSA Reading Proficiency	34%	54%	69%
		Autism Endorsed			Lowest 25% Gains	43%	51%	
		ESOL Endorsed			FCAT/FSA Math Proficiency	19%	47%	73%
					Lowest 25% Gains	22%	48%	
					Writing Proficiency			
					FCAT Science Proficiency	19%	43%	53%
Curriculum Coach	Tatiana Hernandez	Masters in Educational Leadership	1	1	2016-2017	2015-2016	2014-2015	
		Bachelors Elementary Education (K-6)			School Number	3030	3030	3030
		ESOL Endorsement			School Grade	A	A	A
					FCAT/FSA Reading Proficiency	87%	85%	84%
					Lowest 25% Gains	57%	66%	
					FCAT/FSA Math Proficiency	91%	91%	87%
					Lowest 25% Gains	72%	74%	
	Writing Proficiency							
		FCAT Science Proficiency	78%	82%	82%			
Special Programs Coordinator	Marissa Turner	Educational Specialist in Educational Leadership	1	1	2016-2017	2015-2016	2014-2015	
		Masters in Elementary Education			School Number	5224	6047	6047
		Bachelors of Science in Psychology			School Grade	D	A	A
		ESE Endorsement			FCAT/FSA Reading Proficiency	34%	70%	65%
		ESOL Endorsement			Lowest 25% Gains	43%	62%	
					FCAT/FSA Math Proficiency	19%	70%	74%
					Lowest 25% Gains	22%	72%	
	Writing Proficiency							
		FCAT Science Proficiency	19%	46%	55%			
BRACE Advisor/ School Counselor	Ben Tessler	Bachelor in Psychology	1	1	N/A (First year working in a school system.)			
		Masters in Clinical Mental Health Counseling & School Counseling						
		School Counseling (K-12)						

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

Somerset Academy Key Charter High School sets high academic and social expectations that together lead to the successful development of our students and provides each child the opportunity to gain a competitive advantage to post-secondary success.

2. Academic Data

Provide detailed student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.0, FAIR-FS, BAS, iReady, etc.), if available:

School Grade Insight	
Calculated Grade	D
Percent of Total Points	33
ELA Achievement %	34
ELA Learning Gains %	43
ELA Lowest 25 Gains %	33
Math Achievement %	19
Math Learning Gains %	22
Math Low 25 Gains %	25
Science Achievement %	19
Social Studies Achievement %	69
High Acceleration %	Not Listed
Graduation Rate %	Not Listed

Spring 2017 FSA ELA Grade 10								
	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5	% No Score
Grade 9	71	27(38%)	19(27%)	14(20%)	8(11%)	0(0%)	8(11%)	3(4%)
Grade 10	30	14(47%)	8(27%)	3(10%)	2(3%)	2(3%)	7(23%)	1(1%)
Total	101	41(41)	27(27%)	17(17%)	10(10%)	2(2%)	15(15%)	4(4%)

Fall 2016 FSA ELA Retake								
	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5	% No Score
Grade 10	1	1(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Grade 11	9	1(11%)	2(22%)	5(55%)	0(0%)	0(0%)	5(55%)	1(11%)
Grade 12	9	1(11%)	3(33%)	2(22%)	2(22%)	1(11%)	5(55%)	0(0%)
Total	19	3(16%)	5(26%)	7(37%)	2(11%)	1(5%)	10(53%)	1(5%)

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Spring 2017 FSA ELA Retake								
	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5	% No Score
Grade 11	5	1(20%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)
Grade 12	4	0(0%)	2(50%)	2(50%)	0(0%)	0(0%)	2(50%)	0(0%)
Total	9	1(11%)	5(55%)	2(22%)	0(0%)	0(0%)	2(22%)	1(11%)

Math 2016-2017 EOC Results								
	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Passed	Not Passed
Algebra I	72	49 (68%)	10(14%)	11(16%)	1(1%)	1(1%)	13(19%)	59(81%)
Algebra II	46	28 (60%)	7 (15%)	9 (20%)	2 (4%)	0 (0%)	11(23%)	35(77%)
Geometry	14	10(72%)	2(14%)	2(14%)	0(0%)	0(0%)	2(14%)	12(86%)
Total	132	87(66%)	19(14%)	22(17%)	3(2%)	1(1%)	26(20%)	106(80%)

Spring 2017 NGSSS EOC Biology 1								
	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5	% No Score
Grade 9	64	25(39%)	28(44%)	9(14%)	0(0%)	1(1.5%)	10(16%)	1(1.5%)
Grade 10	1	1(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Grade 11	6	2(33.33%)	3(50%)	1(17%)	0(0%)	0(0%)	1(17%)	0(0%)
Grade 12	8	1(12%)	4(50%)	2(25%)	0(0%)	1(13%)	3(38%)	0(0%)
Total	79	29(37%)	35(44%)	12(15%)	0(0%)	2(3%)	14(18%)	1(1%)

Spring 2017 NGSSS EOC US History								
	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5	% No Score
Grade 9	1	0(0%)	1(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Grade 10	2	0(0%)	0(0%)	0(0%)	1(50%)	1(50%)	2(100%)	0(0%)
Grade 11	10	1(10%)	2(20%)	3(30%)	2(20%)	2(20%)	7(70%)	0(0%)
Grade 12	9	6(67%)	1(11%)	0(0%)	2(22%)	0(0%)	2(22%)	0(0%)
Total	22	7(31%)	4(18%)	3(14%)	5(23%)	3(14%)	11(50%)	0(0%)

2017 FSA ELA Results							
	Total Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Grade 9	68	2.61	40	28	21	12	0
Grade 10	29	2.45	48	28	10	7	7

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Grade 9 FSA ELA Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	1	4.20	0	0	0	100	0
Black	19	2.70	47	16	26	11	0
Hispanic	18	2.36	50	28	17	6	0
Multi Ethnicity	2	2.08	50	50	0	0	0
White	28	2.69	29	36	21	14	0
ELL	9	1.77	78	11	11	0	0
SWD	10	2.23	60	20	20	0	0
ED/FRL	47	2.49	45	28	19	9	0

2017 Grade 10 FSA ELA Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	7	1.9	71	14	14	0	0
Hispanic	9	1.69	78	22	0	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	13	3.25	15	38	15	15	15
ELL	5	80	20	0	0	0	0
SWD	4	2.50	25	50	25	0	0
ED/FRL	11	2.22	55	27	9	9	0

2017 Grade 9 FSA ELA Breakdown by Reporting Categories					
68 Students Tested					
	Key Idea and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-Based Writing
Total Points Earned	509	653	471	302	410
Average Points Earned	7.4	9.6	6.9	4.4	6.0
Total Possible Points	14	17	15	8	10
Percent Proficiency	53	56	46	55	60

2017 Grade 10 FSA ELA Breakdown by Reporting Categories					
29 Students Tested					
	Key Idea and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-Based Writing
Total Points Earned	194	246	141	204	85
Average Points Earned	6.6	8.4	4.8	7.0	2.9

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Total Possible Points	15	18	10	11	10
Percent Proficiency	44	46	48	63	29

2017 FSA Algebra I EOC Results							
	Total Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Grade 9	57	1.97	68	14	18	0	0
Grade 10	5	1.86	80	20	0	0	0
Grade 11	2	3.95	0	0	50	50	0

2017 Grade 9 FSA Algebra I EOC Results by Subgroups								
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	
Asian	0	NA	NA	NA	NA	NA	NA	NA
Black	17	2.05	65	18	18	0	0	
Hispanic	15	1.86	67	20	13	0	0	
Multi Ethnicity	2	1.71	100	0	0	0	0	
White	23	2.01	70	9	22	0	0	
ELL	7	1.95	71	0	29	0	0	
SWD	9	1.53	89	0	11	0	0	
ED/FRL	39	1.94	72	13	15	0	0	

2017 Grade 10 FSA Algebra I Results by Subgroups								
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	
Asian	0	NA	NA	NA	NA	NA	NA	NA
Black	1	1.48	100	0	0	0	0	
Hispanic	2	2.16	50	50	0	0	0	
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA	NA
White	2	1.75	100	0	0	0	0	
ELL	1	2.70	0	100	0	0	0	
SWD	1	1.48	100	0	0	0	0	
ED/FRL	2	2.09	50	50	0	0	0	

2017 Grade 11 FSA Algebra I Results by Subgroups								
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	
Asian	0	NA	NA	NA	NA	NA	NA	NA
Black	0	NA	NA	NA	NA	NA	NA	NA
Hispanic	0	NA	NA	NA	NA	NA	NA	NA
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA	NA

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

White	2	3.95	0	0	50	50	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	0	NA	NA	NA	NA	NA	NA
ED/FRL	1	0	0	100	0	0	0

2017 Grade 9 FSA Algebra I EOC Breakdown by Reporting Categories			
61 Students Tested			
	Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Total Points Earned	181	306	113
Average Points Earned	2.9	5.0	1.8
Total Possible Points	24	23	11
Percent Proficiency	12	21	16

2017 Grade 10 FSA Algebra I EOC Breakdown by Reporting Categories			
5 Students Tested			
	Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Total Points Earned	17	31	4
Average Points Earned	3.4	6.2	.8
Total Possible Points	24	23	11
Percent Proficiency	14	27	7

2017 Grade 11 FSA Algebra I EOC Breakdown by Reporting Categories			
2 Students Tested			
	Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Total Points Earned	19	20	9
Average Points Earned	9.5	10	4.5
Total Possible Points	24	23	11
Percent Proficiency	39	43	41

2017 Grade 12 FSA Algebra I EOC Breakdown by Reporting Categories			
1 Student Tested			
	Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Total Points Earned	14	17	5
Average Points Earned	14	17	5
Total Possible Points	24	23	11
Percent Proficiency	58	73	45

2017 FSA Algebra II EOC Results
--

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	Total Students	Average Mastery	% Level 1	% Level 2	% Level3	% Level 4	% Level 5
Grade 9	4	3.13	0	75	0	25	0
Grade 10	8	2.16	75	0	25	0	0
Grade 11	6	2.31	50	17	33	0	0

2017 Grade 9 FSA Algebra II EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	1	4.38	0	0	0	100	0
Black	1	3.00	0	0	100	0	0
Hispanic	1	3.50	0	0	100	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	4	3.13	0	75	0	25	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	0	NA	NA	NA	NA	NA	NA
ED/FRL	4	2.91	0	50	50	0	0

Grade 10 FSA Algebra II Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	5	1.30	100	0	0	0	0
Hispanic	7	1.87	71	14	14	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	8	2.16	75	0	25	0	0
ELL	4	1.73	75	0	25	0	0
SWD	3	1.56	100	0	0	0	0
ED/FRL	8	1.80	88	0	13	0	0

Grade 11 FSA Algebra II Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	1.85	37	33	0	0	0
Hispanic	1	1.96	100	0	0	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	6	2.31	50	17	33	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	1	1.96	100	0	0	0	0
ED/FRL	2	1.72	50	50	0	0	0

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Grade 12 FSA Algebra II Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	1.65	67	33	0	0	0
Hispanic	1	3.78	0	0	100	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	4	1.67	75	0	25	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	2	2.17	50	0	50	0	0
ED/FRL	1	1.00	100	0	0	0	0

2017 Grade 9 FSA Algebra II EOC Breakdown by Reporting Categories			
7 Students Tested			
	Algebra and Modeling	Functions and Modeling	Statistics, Probability and the Number System
Total Points Earned	62	35	33
Average Points Earned	8.8	5	4.7
Total Possible Points	21	22	16
Percent Proficiency	42	22	29

2017 Grade 10 FSA Algebra II EOC Breakdown by Reporting Categories			
20 Students Tested			
	Algebra and Modeling	Functions and Modeling	Statistics, Probability and the Number System
Total Points Earned	68	42	36
Average Points Earned	3.4	2.1	1.8
Total Possible Points	21	22	16
Percent Proficiency	16	9	11

2017 Grade 11 FSA Algebra II EOC Breakdown by Reporting Categories			
10 Students Tested			
	Algebra and Modeling	Functions and Modeling	Statistics, Probability and the Number System
Total Points Earned	41	21	25
Average Points Earned	4.1	2.1	2.5
Total Possible Points	21	22	16
Percent Proficiency	19	9	15

2017 Grade 12 FSA Algebra II EOC Breakdown by Reporting Categories			
9 Student Tested			

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	Algebra and Modeling	Functions and Modeling	Statistics, Probability and the Number System
Total Points Earned	39	19	27
Average Points Earned	4.3	2.1	3
Total Possible Points	21	22	16
Percent Proficiency	20	9	18

2017 FSA Geometry EOC Results							
	Total Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Grade 11	5	1.53	80	20	0	0	0
Grade 12	8	2.19	63	13	25	0	0

2017 Grade 11 FSA Geometry EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	2	1.04	100	0	0	0	0
Hispanic	1	1.80	100	0	0	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	2	1.89	50	50	0	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	1	1.80	100	0	0	0	0
ED/FRL	0	NA	NA	NA	NA	NA	NA

2017 Grade 12 FSA Geometry EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	2.23	67	0	33	0	0
Hispanic	1	3.27	0	0	100	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	4	1.88	75	25	0	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	2	2.06	50	50	0	0	0
ED/FRL	1	1.70	100	0	0	0	0

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Grade 11 FSA Geometry EOC Breakdown by Reporting Categories			
5 Students Tested			
	Congruence, Similarity, Right Triangles, and Trigonometry	Circles, Geometric Measurement, and Geometric Properties	Modeling with Geometry
Total Points Earned	20	9	3
Average Points Earned	4	1.8	.6
Total Possible Points	27	22	9
Percent Proficiency	14	8	6

2017 Grade 12 FSA Geometry EOC Breakdown by Reporting Categories			
9 Student Tested			
	Congruence, Similarity, Right Triangles, and Trigonometry	Circles, Geometric Measurement, and Geometric Properties	Modeling with Geometry
Total Points Earned	46	29	8
Average Points Earned	5.1	3.2	.9
Total Possible Points	27	22	9
Percent Proficiency	18	14	10

2017 NGSS Biology EOC Results							
	Total Students	Average Mastery	% Level 1	% Level 2	% Level3	% Level 4	% Level 5
Grade 9	63	2.25	40	44	14	0	0
Grade 10	1	1.50	100	0	0	0	0
Grade 11	6	2.24	33	50	17	0	0
Grade 12	8	2.89	13	50	25	0	13

2017 Grade 9 NGSS Biology EOC Results							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	16	2.31	44	38	13	0	6
Hispanic	19	2.01	53	42	5	0	0
Multi Ethnicity	2	1.29	100	0	0	0	0
White	26	2.46	23	54	23	0	0
ELL	9	1.89	56	54	0	0	0
SWD	10	2.38	40	30	30	0	0
ED/FRL	47	2.23	45	40	13	0	2

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Grade 10 NGSS Biology EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	1	1.50	100	0	0	0	0
Hispanic	0	NA	NA	NA	NA	NA	NA
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	0	NA	NA	NA	NA	NA	NA
ELL	0	NA	NA	NA	NA	NA	NA
SWD	0	NA	NA	NA	NA	NA	NA
ED/FRL	1	1.50	100	0	0	0	0

2017 Grade 11 NGSS Biology EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	2.24	33	33	33	0	0
Hispanic	1	2.77	0	100	0	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	2	1.96	50	50	0	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	1	2.77	0	100	0	0	0
ED/FRL	1	3.46	0	0	100	0	0

2017 Grade 12 NGSS Biology EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	2.97	33	33	0	0	33
Hispanic	2	3.09	0	50	50	0	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	3	2.67	0	67	33	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	1	2.35	0	100	0	0	0
ED/FRL	1	3.31	0	0	100	0	0

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Grade 9 NGSS Biology EOC Breakdown by Reporting Categories			
64 Students Tested			
	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems
Total Points Earned	365	293	471
Average Points Earned	5.7	4.5	7.3
Total Possible Points	20	14	22
Percent Proficiency	28	32	33

2017 Grade 10 NGSS Biology EOC Breakdown by Reporting Categories			
1 Student Tested			
	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems
Total Points Earned	3	1	5
Average Points Earned	3	1	5
Total Possible Points	20	14	22
Percent Proficiency	15	7	22

2017 Grade 11 NGSS Biology EOC Breakdown by Reporting Categories			
6 Students Tested			
	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems
Total Points Earned	41	23	43
Average Points Earned	6.8	3.8	7.1
Total Possible Points	20	14	22
Percent Proficiency	34	27	32

2017 Grade 12 NGSS Biology EOC Breakdown by Reporting Categories			
8 Students Tested			
	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems
Total Points Earned	75	44	74
Average Points Earned	9.3	5.5	9.25
Total Possible Points	20	14	22
Percent Proficiency	46	39	42

2017 NGSS U.S. History EOC Results							
	Total Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Grade 9	1	2.84	0	100	0	0	0
Grade 10	2	5.13	0	0	0	50	50
Grade 11	10	3.53	10	20	30	20	20

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Grade 12	8	2.69	63	13	0	4	0
2017 Grade 9 NGSS U.S. History EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	0	NA	NA	NA	NA	NA	NA
Hispanic	0	NA	NA	NA	NA	NA	NA
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	1	2.84	0	100	0	0	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	0	NA	NA	NA	NA	NA	NA
ED/FRL	1	2.84	0	100	0	0	0

2017 Grade 10 NGSS U.S. History EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	0	NA	NA	NA	NA	NA	NA
Hispanic	0	NA	NA	NA	NA	NA	NA
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	2	5.13	0	0	0	50	50
ELL	0	NA	NA	NA	NA	NA	NA
SWD	0	NA	NA	NA	NA	NA	NA
ED/FRL	0	NA	NA	NA	NA	NA	NA

2017 Grade 11 NGSS U.S. History EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	3.54	0	0	67	33	0
Hispanic	1	5.36	0	0	0	0	100
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	6	3.22	17	33	17	17	17
ELL	0	NA	NA	NA	NA	NA	NA
SWD	1	5.36	0	0	0	0	100
ED/FRL	2	3.68	0	50	0	50	0

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Grade 12 NGSS U.S. History EOC Results by Subgroups							
Race	# of Students	Average Mastery	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Asian	0	NA	NA	NA	NA	NA	NA
Black	3	1.92	100	0	0	0	0
Hispanic	1	4.73	0	0	0	100	0
Multi Ethnicity	0	NA	NA	NA	NA	NA	NA
White	4	2.75	50	25	0	25	0
ELL	0	NA	NA	NA	NA	NA	NA
SWD	2	3.27	50	0	0	50	0
ED/FRL	1	2.84	0	100	0	0	0

2017 Grade 9 NGSS US History EOC Breakdown by Reporting Categories			
1 Students Tested			
	Late Nineteenth and Early Twentieth Centuries (1860-1910)	Global Military, political, and Economic Challenges (1890-1940)	The US and the Defense of the International Peace (1940-2010)
Total Points Earned	10	6	6
Average Points Earned	10	6	6
Total Possible Points	17	18	17
Percent Proficiency	58	33	35

2017 Grade 10 NGSS US History EOC Breakdown by Reporting Categories			
2 Student Tested			
	Late Nineteenth and Early Twentieth Centuries (1860-1910)	Global Military, political, and Economic Challenges (1890-1940)	The US and the Defense of the International Peace (1940-2010)
Total Points Earned	31	28	27
Average Points Earned	15.5	14	13.5
Total Possible Points	17	18	17
Percent Proficiency	91	77	79

2017 Grade 11 NGSS US History EOC Breakdown by Reporting Categories			
10 Students Tested			
	Late Nineteenth and Early Twentieth Centuries (1860-1910)	Global Military, political, and Economic Challenges (1890-1940)	The US and the Defense of the International Peace (1940-2010)
Total Points Earned	104	91	97
Average Points Earned	10.4	9.1	9.7
Total Possible Points	17	18	17
Percent Proficiency	58	50	57

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Grade 12 NGSS US History EOC Breakdown by Reporting Categories			
9 Students Tested			
	Late Nineteenth and Early Twentieth Centuries (1860-1910)	Global Military, political, and Economic Challenges (1890-1940)	The US and the Defense of the International Peace (1940-2010)
Total Points Earned	56	63	72
Average Points Earned	6.2	7	8
Total Possible Points	17	18	17
Percent Proficiency	36	38	47

2016-2017 i-Ready Reading Results Need Analysis by Grade				
	Grade 9 Students Below Level	Grade 10 Students Below Level	Grade 11 Students Below Level	Grade 12 Students Below Level
Overall Reading Level	86%	90%	82%	89%
Phonological Awareness	NA	0%	NA	NA
Phonics	29%	24%	NA	22%
High Frequency words	NA	0%	NA	NA
Vocabulary	71%	76%	45%	78%
Comprehension: Literature	87%	90%	73%	89%
Comprehension: Informational	89%	93%	91%	89%

2016-2017 1-Ready Reading Results Intervention Screener At Risk Students			
Grade	% of Tier I : On or Above Level	Tier 2: 1 Level Below	At Risk for Tier 3: 2 or more levels Below
9	14	23	63
10	10	14	76
11	18	27	55
12	11	11	78

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2016-2017 i-Ready Math Results Need Analysis by Grade				
	Grade 9 Students Below Level	Grade 10 Students Below Level	Grade 11 Students Below Level	Grade 12 Students Below Level
Overall Math Level	90	100	100	100
Number and Operations	43	38	38	NA
Algebra and Algebraic Thinking	89	77	77	100
Measurement and Data	43	38	38	NA
Geometry	90	88	88	100

2016-2017 i-Ready Math Results Intervention Screener At Risk Students			
Grade	% of Tier I : On or Above Level	Tier 2: 1 Level Below	At Risk for Tier 3: 2 or more levels Below
9	10	14	76
10	0	27	73
11	0	10	90
12	0	0	100

2016-2017 PERT Scores			
Test	# of Students	Average Score	Percent Pass
PERT Math	15	94	46
PERT Reading	8	102	62
PERT Writing	8	101	75

3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

- By June 2018, the percentage of students that achieve proficiency in reading will increase by at least 20%
- By June 2018, the percentage of students that achieve proficiency in mathematics will increase by at least 31%
- By June 2018, the percentage of students that achieve proficiency in science will be at least 30%
- By June 2018, the percentage of students in subgroups that achieve proficiency in reading and math will increase by 15%.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

4. Student Performance Data Analysis

Provide a detailed analysis in narrative format of the student performance data including academic performance by each subgroup:

English Language Arts:

Thirty-four percent of students were proficient in the FSA ELA. Sixty-eight students in ninth grade were assessed. Students in grade 9 received an average mastery level of 2.61. Sixty-eight percent of the students scored a level 1 and 2 and thirty-three percent of students scored a 3 or above. Twenty-nine students in grade 10 were assessed. The students achieve an average mastery level of 2.45. Seventy-six percent of the students scored a level 1 and 2 and twenty-four percent of students scored a 3 or above. Students with disabilities scored an average mastery of 2.23 compare to 1.77 of ELL students. The Asian subgroup, received the highest average of mastery at 4.20. The Black, Hispanic, Multi-Ethnic and White subgroups all average at mastery of level 2. Ninth grade students performed best on the Text-Based Writing reporting category compared to 10th grade who scored the lowest at a 29%. Tenth graders averaged a 63% on the Language and Editing reporting category of the assessment. The other reporting categories received an average of 45% proficiency.

iReady: Students in grades 9-12 tested out from phonological awareness and high frequency words sections of the iReady Assessment Period 3 Diagnostic Test.

Grade 9: Seventy-one percent of students score at or above level in Phonics. Twenty-nine percent of students score at or above level on Vocabulary. Comprehension in Literature and Informational text were the lowest scoring categories on the iReady assessment.

Grade 10: Seventy-six percent of students score at or above level in Phonics. Twenty-four percent of students score at or above level on Vocabulary. Comprehension in Literature and Informational text were the lowest scoring categories on the iReady assessment.

Grade 11: Grade 11 students tested out from phonological awareness, phonics, and high frequency words. Fifty-five percent of students scored on or above level on Vocabulary. Students were the most deficient in Comprehension in both literature and informational text.

Grade 12: Seventy-eight percent of students scored on or above level on the Phonics category of their Ready assessment. Only twenty-two students in grade 12 scored on or above level on the Vocabulary category of the assessment

Mathematics:

Nineteen percent of the overall student population scored proficient in Mathematics.

Algebra I: Eighteen percent of students were proficient in the FSA Algebra I EOC. Fifty-nine students in ninth grade were assessed. Students in grade 9 received an average mastery level of 1.97. Eighty-two percent of the students scored a level 1 and 2 and eighteen percent of students scored a 3 or above. Five students in grade 10 were assessed. The students achieve an average mastery level of 1.86. Eighty percent of the students scored a level 1 and twenty percent of students scored a level 2. Students with disabilities scored an average mastery of 1.53 compared to 1.95 of ELL students. The Black and White subgroups averaged a performance level of a 2.

Algebra II: Eighteen students took the Algebra II EOC. Four students in grade 9 achieved an average mastery of 3.13. Seventy-five percent of the students scored a level 2 and 25% scored a level 4. Eight students in grade 10 received an average mastery of 2.16. Seventy-five percent of these students scored a level 1 and 25% scored a level 3. Six students in grade 11 scored an overall mastery of 2.31. Fifty percent of grade 11 students scored a level 1. Seventeen percent scored a level 2 and 33% scored a level 3.

iReady: Grade 9: Fifty-seven percent of ninth grade students scored on or above level on the Number and Operations and Measurement and Data reporting categories of the iReady Diagnostic Assessment (AP3). Eleven percent of students scored on or above level on Algebra and Algebraic Thinking and ten percent scored on or above level on Geometry reporting category.

Grade 10: Sixty-two percent of tenth grade students scored on or above level on the Number and Operations and Measurement and Data reporting categories of the iReady Diagnostic Assessment (AP3). Twenty-three percent of students scored on or above level on Algebra and Algebraic Thinking and twelve percent scored on or above level on Geometry reporting category.

Grade 11: Sixty-two percent of eleventh grade students scored on or above level on the Number and Operations and Measurement and Data reporting categories of the iReady Diagnostic Assessment (AP3). Twenty-three percent of students scored on or above level on Algebra and Algebraic Thinking and twelve percent scored on or above level on Geometry reporting category.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Grade 12: Grade 12 students tested out of Numbers and Operations and Measurement and Data. One-hundred percent of students scored below level on Algebra and Algebraic Thinking and Geometry reporting categories.

Science:

Biology: Nineteen percent of the overall student population scored proficient in Science. Biology results show that the students averaged at a level of 2 in the assessment. Eighty-eight percent of grade 9 students received a level 1 or 2 on the assessment. The same results reflected that of the subgroups, averaging from a level of 1.89 to a 2.46 in all the grades assessed.

US History:

Eleventh grade students scored an average mastery level of 3.53. Seventy percent of the students scored a level 3 or above. Students scored best on the Late Nineteenth and Early Twentieth Centuries reporting category. There was not a significant difference in the average performance of mastery by the different subgroups.

5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. A chart format is acceptable. Areas of deficiency are based on student performance data.

Somerset Academy Key High School was approved as a Broward County Public Charter School on June 15, 2016. Somerset Key strives to provide a safe and rigorous academic program for students in grades 9-12, preparing them for their college education and potential careers. The school took over Zion Lutheran Christian School, a private school run by Zion Lutheran Church, which offered curricular programs for K-12th grade. In order to support this community, Somerset Key enrolled many of the private school students in 9-12th grade so they would have a place to continue their academic journey in an environment where they felt comfortable. However, the difficulties began during the process of transitioning private school high school students to meet the public school graduation requirements set by the state. Many of the students that came from the private sector were behind in credits required for graduation. Somerset Key administration met with all the families to delineate a curriculum plan of action to ensure student graduation. It was difficult to offer courses in the master schedule that would fit the needs of all the students in high school. For that reason, many of the high school students from private were registered on Somerset Virtual. Our original Somerset Key master schedule had to be developed strategically with the specific needs of our student population in mind and for maximizing credit opportunities for students to remain on track for graduation. Elective and advanced placement offerings were limited and various courses, such as Geometry, were omitted from the master schedule because the student body, as it was during the 2016-2017 school year, did not yet require specific courses, could not qualify for specific courses or had already taken various courses at their previous school site.

Curriculum/ Best Practices

All students in grades 9-12 receive ELA instruction aligned to the Florida State Standards through the Houghton Mifflin Collections curriculum. Intensive readers will use National Geographic, Edge. Students will use Holt McDougal for Algebra I, Algebra II, and Geometry curriculum. Holt McDougal is also the publisher for Chemistry, Biology and Environmental Science curriculum used at the school. All curriculum purchased through Houghton Mifflin comes with online resources for teachers and students through MYHRW.COM. Teachers and students have access to the curriculum online, digital homework assignments, and access to Personal Math Trainer, an adaptive intervention tool that supports students' individual needs. Daily bell ringers and exit slips will be used in all core subject areas in order to review and gauge skill acquisition for differentiated instruction. To help meet the needs of all students, technology programs have also been incorporated into the daily schedule. All grades will use mini-assessment data as a means to assist us with progress monitoring throughout the RtI process. Benchmark assessments will be conducted to monitor student progress to meeting grade-level standards. Students will use these programs during their allotted technology time within their classroom as well as at home. The curriculum coach will assist with pulling small groups. These groups were formed based on the 2017 FSA results. Groups will be reformatted to meet student needs as data is compiled through benchmark assessments, BSA, and teacher input. After school tutoring will take place from October until April and will target students. This program will target those students who were below proficiency in reading and math and will be offered for free. In addition, pull-out and push-in sessions will begin in the month of October, continuing

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

on until April. The program's objective is targeted to those students who need intensive reading assistance in a small ratio, 6 to 1, daily focusing on their specific areas of concern.

Literacy Across the Curriculum

All core subject area teachers will use content-based materials (i.e. content specific leveled readers) with reading groups in order to practice informational text and research skills. Teachers have met with the administrative team for data chats. Teachers were debriefed on data trends and instructional implications to foster academic growth with students. Among these was the specific need of literacy-based learning throughout the curriculum.

Teachers were provided SPADE strategy techniques where students are to Survey, Predict, Annotate and Analyze, Dissect, and find Evidence in order to rationalize information. The SPADE strategy is an in-house strategy to support close reading that is aligned to Florida Standards. Close Reading is a central focus of the Language Arts Florida Standards. It requires students to get truly involved with the text they are reading. The purpose is to teach them to notice features and language used by the author. Students will be required to think thoroughly and methodically about the details in a text. Close reading teaches students to seek out micro-levels of understanding. When students are taught to read a text closely, they become more skilled at locating evidence within a sentence or a paragraph or a page of a text or story. Then orally or in writing, they can justify answers to text-dependent questions based on evidence. These are basic close reading skills as outlined by the LAFS that every student must know to succeed in college and career.

The SPADE strategy was taught to reading professionals at a Reading Symposium offered by Dade County. The purpose of the instructional procedure is to provide direct support to the teacher in order to use a passage or text as an instructional tool in both whole and small group instruction. While following the instructional procedure, which is a set of effective instructional strategies, the teacher systematically and explicitly teaches and models a close reading of a text.

Teachers were trained on this strategy during the Literacy in Content Areas workshop during preplanning week. The strategy helps students analyze text to answer essential questions based on the theme or content. This strategy emphasizes the process of gathering textual evidence to support understanding. This correlates directly to the language arts Florida standards. The implementation of this strategy will be monitored during classroom walkthroughs. Graphic organizers will also be used to organize ideas, show relationships and gather text-based evidences to support understanding of content in all subject areas.

The SPADE strategy will only be used during guided close reading activities where the teacher will model and scaffold the use of the strategy with the students. Administrators will observe the teachers the implementation of this strategy and will also note lesson plans where teachers demonstrate the use of the strategy by the students. Close reading is an essential part of the Language Arts Florida Standards. This strategy is directly related to data-driven instructional applications in that it helps students annotate, analyze, and dissect information which is what the LAFS are requiring the students be able to implement in the reading process.

In order to meet the needs of proficient student scoring at or above a level 3, students will participate in novel studies through their language arts classes to meet College and Career Readiness objectives. In order to support comprehension in literature, students will partake in novel studies. The novel studies will be selected by the teachers to correlate with the standards and the Collections curriculum. The curriculum coach will review novel selections and plan to ensure alignment to grade level objectives based on Language Arts Florida Standards. Students will complete short and/or extended literacy/research projects each semester incorporating a cross section of Florida State Standards in reading, writing, speaking and listening, and language. Students engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the new FSA Standards.

Student Grouping

Students will be grouped according to their specific needs based on different data points to include: FSA Statewide-assessment data, FAIR, Broward Standards Assessments (BSA), iReady Reading and Math diagnostics/growth monitoring assessments, and other progress monitoring data used internally at the school (Benchmark Assessments and Monthly Writing Prompts). The RTI/ MTSS team will meet monthly to review student data and monitor student progress to ensure they are making adequate progress towards year –end goals and Florida Standards. Analyzing achievement data is essential when determining intensive reading/intervention groups within all subgroups of the school.

Response to Intervention/ Multi-Tiered Student Support Team

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

In order to facilitate the process of meeting the needs of all learners Somerset Academy Key Charter High School has established an MTSS/RtI Leadership Team. The roles, responsibilities and purpose of the team is as follows:

School-based MTSS leadership team:

Principal

Lead Teachers

Curriculum Coach

Special Programs Coordinator (ESE/ELL Specialist)

BRACE Advisor/ School Counselor

Social Science Department Chair

Math Department Chair

Science Department Chair

Language Arts/Reading Department Chair

Principal: Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RTI model.

General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.

Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

Special Program Coordinator for ESE and ELL Students: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stakeholders.

BRACE Advisor/School Counselor: Provides student support for students in need of additional counseling services. Monitors students' progress toward college and career readiness.

The MTSS/RTI Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies.

The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading and Intensive Math classes, monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes and regular curriculum classes.

Develop and monitor the FSA afterschool tutoring that will be offered to all Level 1 and Level 2, ELL students. Review progress of all students using iReady and data collected from the use of mini-assessments. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science.

Ensure that all FSA ELA benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the leadership team will determine the professional development and resources needed to optimize instruction and intervention.

Data from the following sources will be used to provide clear and definite evidence of student progress and the effectiveness of strategies as they are implemented:

Florida Standards Assessment (FSA), School-wide Baseline Diagnostic Assessment,

Florida Assessments for Instruction in Reading (FAIR), iReady Reading and Math Diagnostics.

Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments

Midyear: Broward Standards Assessment (BSA), Florida Assessments for Instruction in Reading (FAIR), iReady Reading and Math Mid-Year.

Florida Standards Assessment (FSA), School-wide Baseline Diagnostic Assessment,

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Florida Assessments for Instruction in Reading (FAIR), iReady Reading and Math Diagnostics.

Frequency of Data Days: Once a quarter for data analysis of iReady Reading and Math, bi-weekly mini-assessments, as well as Teacher created assessments

Response to Intervention: Math and Science

The RtI process for math and science will model that of Reading. The MTSS/RtI team will review student baseline data to identify the students who are at risk of failure based on previous FSA scores and current baseline data. The baseline data will be I-Ready diagnostic for Math and the baselines provided at the beginning of the school year that were directly aligned to the math and science standards by grade. iReady Mathematics will only be used for the purposes of Diagnostic testing for students in grades 9-12. iReady Diagnostic assesses students in the areas of Number and operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry; all pre-requisite areas necessary for mastering high school level standards. Teachers can use iReady Diagnostic data to determine specific pre-requisite skills needing reteach or additional practice. The school will use iReady results to determine specific instructional groups that have deficiencies in common areas for teachers to support during small group instruction and tutoring. The data will also be used as a benchmark to note progress in the listed reporting categories.

The curriculum coach ensured that the science baselines were aligned to standards and covered all the content the students will be assessed on at the end of the school year. The RtI/MTSS team will meet monthly to review student performance on these areas using mini-assessment data and student grades. Students not making adequate progress towards standards mastery will be placed on Tier II interventions through intensive math. Intensive math classes will be offered to FSA Level 1 and 2 students through Liberal Arts. This math class will be in addition to their core mathematics course for the school year. The curriculum used during these intensive math classes are Algebra Nation and Pearson Mathematics in Action: An Introduction to Algebraic, Graphical, and Numerical Problem Solving. This curriculum was adopted by Broward County is directly aligned and designed to support the pre-requisite skills needed to master high school mathematics standards. Coach digital through Triumph learning provides teacher the ability to create Florida Standards generated test questions by standards. Teachers will use this resource to create in house interim and bi-weekly assessments.

Tier II interventions for Science will include pull out groups taught by the high school science teacher. These interventions will take place during the teacher's daily planning time. The teacher will use resources from MyHRW that directly aligns to with content and standards they are learning in class. Student progress will be monitored in Tier II. Students who continue to struggle with the additional support provided, will be referred to the MTSS/RtI team for Tier III interventions. Based on the student data and grades, the RTI team will delineate a plan to meet the objectives set forth by the team and progress monitoring will continue to ensure there is progress towards the goals. The team will revisit Tier III student progress on a monthly basis.

Assessments for 9 and 10 graders will be different than that of 11th and 12th graders given their differences in performance. The students are assessed using Broward Standards Assessment (BSA) that correlates to the specific standards assessed in their tested grade level. Mini-assessments are also aligned to student courses and retrieved from myhrw.com (Houghton Mifflin online component) It is important to note that the majority of the eleventh and twelfth grade students came from private school and were never exposed to Florida Standards and the FSA prior to their enrollment in the school Those who came from public schools has already taken the FSA in their previous schools.

Reading Interventions

Tier II

The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier II identified students. During the summer of 2017. The team gathered to analyze school-wide data and schedule Level 1 and 2 reading students in intensive reading classes dependent on the data collected from the FSA, FAIR, and iReady results. The Tier II, Level 1 and Level 2 students were placed in their respective intensive reading classes. This Tier II instruction takes the place of an elective and is provided to students either daily (first period only) or in 100 minute instructional blocks (Periods 2-7). Students in intensive reading (Tier II) are taught using the National Geographic Edge curriculum. The intensive reading teachers are high-qualified professionals certified in the area of Reading. Disfluent Level 1s and 2s were identified by the RtI team using FAIR and iReady results and receive instruction using the National Geographic Edge curriculum and Rewards The instructional block is divided evenly, and 50 minutes are taught using Edge and the other 50 minutes in the instructional block are taught using Rewards. Student progress in Tier II interventions is monitored through several assessments. iReady Diagnostic assessments are conducted three times a year to monitor student progress in selected reporting categories. The

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Broward Standards Assessment (BSA) is a midyear assessment that is administered in winter and used to identify students' deficiencies based on specific grade-level standards. Mini-assessments are provided bi-weekly and are used to measure mastery of the standards taught within a two-week time period. Directly correlates to the focus calendars and Broward curriculum guides. The results of these assessments and other class data are used to make on-going instructional decisions for Tier II interventions through intensive reading.

Tier III

The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier III identified students. Students not making adequate progress toward grade-level expectations and standards are identified and referred to Tier III. Tier III students receive 30 minutes of differentiated reading instruction three times a week. The students are pulled from their electives. Specifically, students are only pulled from elective, not to include intensive classes or other Tier II/III related instructional blocks. They are pulled and taught by the curriculum coach during these instructional time blocks. The RtI team makes instructional decisions based on student data results. The curriculum coach uses supplemental materials from myNGconnect, Rewards, and myhrw.com to meet the needs of the different Tier III students. The RtI team meets monthly to review and monitor students' progress in Tier III intervention.

Writing Plan

Reading and writing are interlinking areas. Writing is a channel for communicating knowledge. The Florida standards for English Language Arts are placing a great emphasis on writing to respond to text. Teachers do not have sufficient experience in teaching constructed response/evidence based writing strategies and would benefit from additional professional development in this area. Students are also not equipped with the tools necessary to respond and cite evidence from text in writing and lack exposure to analytical writing across subject areas. Students who have difficulty in reading comprehension will find writing across the curriculum a struggle. Lack of teacher experience in writing instruction is also an anticipated barrier.

Teachers will participate in a professional development workshop that will focus on reading and writing strategies through the content areas. This workshop will be facilitated by the school's curriculum coach. During this workshop, teachers will be trained on how to implement the use of the writing rubrics found on the Florida Standards Assessment website. Teachers will bring in examples of student writing and they will be guided through using the rubrics to score the writing samples appropriately. Teachers will also be trained in how to implement evidence-based writing and extended responses as part of an instructional framework to support students in the production of coherent writing. Students will have Constructed Response Journals where they will cite evidence, note observations, highlight main points, create graphic organizers, etc. to promote understanding in the specific curricular subject.

Students will be given monthly writing performance tasks to monitor student progress toward proficiency in the ELA Writing Assessment. The performance tasks will be retrieved from the Florida Department of Education (FLDOE) website from prior FSA Writing assessments and from the Broward County School English Language Arts SharePoint. *In addition, exemplar student samples of writing materials and resources will also be retrieved from Achievethecore.org. These resources are aligned to the standards and the student models provided will be helpful to meet student needs.* The new writing rubrics will be used to evaluate the performance tasks and will be part of the data chat process and a tool for instructional decision-making. Teachers will use the writing rubrics to assess students' writing skills in three domains: Purpose, Focus, and Organization (4-point Rubric) Evidence and Elaboration (4-point Rubric) Conventions of Standard English (2-point Rubric). Teachers will upload the results in a spreadsheet that will show student performance results in each of the areas and send them to the administrators for review and feedback. The results will be discussed during the RTI/Literacy Leadership meetings. Teachers will use exemplar models to support writing instruction. Student writing samples will be used as models. Teachers will also pull examples from the Florida Standards Assessment website, FLDEO, and/or student curriculum. In addition, exemplar student samples of writing materials and resources will also be retrieved from Achievethecore.org. These resources are aligned to the standards and the student models provided will be helpful for your needs.

Professional Development

The leadership team gathered in the summer to analyze school-wide data. The team noted deficiencies and created a plan of action to address the different deficiencies for all student subgroups. Professional development topics were created to align to the data trends. During pre-planning week, teachers completed a Needs Assessment where they described the different professional development trainings, workshops, or support they felt they needed to enhance their instructional practices. The leadership team gathered

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

and finalized the professional development calendar using school-wide data and the needs assessment results. The curriculum coach is responsible for facilitating the different professional development activities. This includes the Professional Learning Communities (PLCs) that are being implemented during the school year. In order to get buy-in to PLCs, teachers will receive PD Bonus bucks for their attendance and participation. The bonus bucks are not real cash but are similar to Monopoly money. Teachers will be able to use the bonus bucks to "purchase" employee vouchers. The vouchers include exemption from morning or afternoon post, leave early ticket, no uniform pass, etc. As the PD liaison, the curriculum coach provides teachers information on Broward county trainings and workshops. She also is responsible for implementing in-house trainings. The administration team ensures that teachers are making progress toward their professional goals by noting implementation of best practices reviewed in PDs and providing feedback and additional support when necessary.

Addressing Deficiencies

The Response to Intervention and Literacy Leadership Team is comprised of the administrators, ESE specialist, department heads, speech therapist and psychologist of the schools. The team meets once a month to review data and discuss various components of data, whether it be grade-level, class, or student specific. The team will analyze and synthesize data over time and identify the deficiencies, which need particular focus. Together, the team will formulate an action plan on how to address the deficiency. The following deficiencies are based on 2017 FSA ELA data for grades 9-12 and in-house baseline data used for progress monitoring.

Specific Deficiencies and Action Plans

Student Performance Deficiency Plan- English Language Arts				
Deficiency	Action Plan	Person Responsible	Resources	Timeline
Only 33 percent of 9 th and 10 th graders scored proficiency on the FSA ELA.	In order to address this deficiency, teachers will focus on close reading through the SPADE strategy (Survey, Predict, Annotate and Analyze, Dissect, and Evidence). During close reading, teachers will provide numerous purposes for reading with a particular focus on text structure, determining meaning of words and phrases and use of language. Teachers will meet during common planning to discuss these strategies with administrators and coaches that will provide valuable support.	Curriculum Coach- emphasis on focus calendars Teachers – implementation of strategies Administration- Oversee implementation of action plan Teachers- for implementation	Focus Calendars Item Specs CPalms Fl DOE.org Graphic Organizers Strop Drop Test Results	Bi-weekly progress monitoring
Students in grade 9 scored the lowest on the Integration of Knowledge and Ideas reporting category of the FSA ELA, scoring 42% proficiency in this area.	In order to attain mastery of the standards within the Integration of Knowledge and ideas, students must be able to understand the main ideas and facts of content, interpret structure and purpose to be able to analyze text, draw conclusions about the text's meaning and compare and contrast to other texts. Some of the strategies that the teachers will utilize to help students achieve mastery are, talking to the text, using anticipation guides, chunking and graphic organizers. Teachers will work in conjunction with other core academic teachers to provide cross-curricular opportunities to apply the skill being taught. The standards aligned to Integration of Knowledge and ideas will be monitored via the mini-assessment data and FAIR. Teachers will use exit slips to monitor their daily instructional practice and determine the level of student understanding. They will continuously review the skills	Curriculum Coach- emphasis on focus calendars Teachers – implementation of strategies Administration- Oversee implementation of action plan Teachers- for implementation	Focus Calendars Item Specs CPalms Fl DOE.org Graphic Organizers Strop Drop Test Results	Bi-weekly progress monitoring

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	through the warmup/bell ringer activities to consistency monitor the students' level of understanding.			
Students in grade 10 scored the lowest on the Text-Based Writing reporting category of the FSA ELA, scoring 29% proficiency in this area.	The school will follow the writing plan illustrated above to support text-based writing initiatives. Students will be writing in all curricular areas. The school will review writing on a monthly basis through the Performance Based Writing prompts and will discuss results in department meetings. A strong focus on the LAFS writing standards will be analyzed. Teachers will be provided focus calendar that emphasize the genres and skills to be taught during the instructional periods.	Curriculum Coach- emphasis on focus calendars Teachers – implementation of strategies Administration- Oversee implementation of action plan	Performance Writing Tasks Interactive Reading Journals	Monthly -Writing Performance Tasks/ Data analysis
According to i-Ready assessment results, an average of 84% of students in grades 9-12 scored below level on Comprehension in both literature and informational text.	In order to support comprehension in literature, students will partake in novel studies. The novel studies will be selected by the teachers to correlate with the standards and the Collections curriculum. The curriculum coach will review novel selections and lesson plans to ensure alignment to grade level objectives based on Language Arts Florida Standards. Teachers will use anchor charts, graphic organizers, and interactive notebooks to support literary concepts and devices.	Curriculum Coach- emphasis on focus calendars Teachers – implementation of strategies Administration- Oversee implementation of action plan Teachers- for implementation	Focus Calendars Item Specs CPalms Fldoe.org Graphic Organizers Strop Drop Test Results	Once a month/ Quarterly

Student Performance Deficiency Plan- Math				
Deficiency	Action Plan	Person Responsible	Resources	Timeline
<p>The data for the 2017 FSA Algebra I EOC assessment reflects an overall proficiency rate of 31% in the reporting category of Algebra and Modeling. Ninth grade students had a proficiency rate of 12% and tenth graders had an average proficiency rate of 14% in this reporting category. Eleventh and twelfth grade students reported much higher proficiency rates in this category, at 39% and 24%, respectfully. ELL students had an overall proficiency level of 18%.</p> <p>According to the data, our students showed the highest proficiency overall within the reporting category of Functions and Modeling. Ninth grade students demonstrated a 21% proficiency average, 10th graders were at 27%, 11th grade</p>	<p>Teachers will work with the curriculum specialist to create a focus calendar using the BCS pacing guide, MAF standards, and Item Specifications as a guide. This will ensure all standards within this reporting category are reviewed prior to the Algebra I EOC assessment date. Curriculum Specialist will work with teachers to find standard aligned resources through CPALMS and Triumph Learning to supplement the Holt McDougal Algebra I curriculum being used. Teachers will implement the use of manipulations, both virtual and hands-on, during lessons to facilitate meaningful lessons and provide students with visual representations of the skills being covered. Bi-weekly mini-assessments will be administered to track student progress toward the skills within this reporting category. The data collected from these assessments will be used to determine student needs and provide a guide for planning for DI within the classroom. In order to close the performance gap between students in 9th and 10th grade and those in 11th and 12th grade, Teachers will ensure students are using the Personal Math Trainer offered through my.hrw.com with fidelity. They will</p>	<p>Curriculum Specialist, ESOL Contact, Math Department Chair</p>	<p>Focus Calendars, Item Specs, Triumph Learning, Fldoe.org, my.hrw.com, i-Ready</p>	<p>August 2017- June 2018</p>

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>students were at 43%, and 12th graders scored a 73% proficiency average.</p> <p>The data collected from the 2017 FSA Algebra I EOC assessment shows that 9th and 10th grade students scored at a drastically lower proficiency level in the reporting category Statistics and the Number System than the 11th and 12th graders. The average proficiency in 9th grade was 16% and 7% in 10th grade. The proficiency levels within this subcategory for 11th grade 41% and 45% for 12th grade.</p>	<p>also require students to complete i-Ready lessons in order to remediate skills they may be lacking in.</p> <p>ELL Action Plan Teachers will implement the use of ELL Strategies such as the use of manipulatives, both virtual and hands-on, during lessons to facilitate meaningful lessons and provide students with visual representations of the skills being covered. Additionally, teachers will incorporate the use of the Algebra I content glossary in their instruction. In order to close the performance gap between students in 9th and 10th grade and those in 11th and 12th grade, Teachers will ensure students are using the Personal Math Trainer offered through my.hrw.com with fidelity. They will also require ELL students to complete i-Ready lessons using their ELL accommodations as listed in their lesson plans in order to remediate skills they may need improvement in.</p>			
<p>Analyzing the data for the FSA Algebra I EOC assessment reveals that 9th and 10th grade students with disabilities had lower average mastery rates on this exam when compared to other subgroups.</p>	<p>Teachers will be trained during pre-planning week on ESE accommodations and will meet with the ESE Specialist on a regular basis to discuss strategies for helping SWDs. Teachers will provide appropriate accommodations to students according to their IEP's. In addition to their listed accommodations, teachers will monitor student comprehension through constant progress monitoring using bi-weekly standards based assessments. They will use this data to provide appropriate intervention during DI within their classroom using a variety of resources. Teachers will use models, visual aids, and manipulatives to ensure SWD attain a better conceptual understanding of the skills being taught. SWD will participate in the after school Algebra I tutoring program that will run from October until April.</p>	<p>ESE Specialist, Curriculum Specialist, Math Department Chair</p>	<p>Focus Calendars, Item Specs, Triumph Learning, Fldoe.org, my.hrw.com, i-Ready</p>	<p>August 2017- June 2018</p>
<p>According to the FSA Geometry EOC assessment results indicate that 14% of students scored proficiency.</p>	<p>Geometry, based on student needs, was not a course offering in 2016-2017. The 13 students that took the Geometry EOC last year had taken Geometry at their previous school site but had not previously taken the Geometry EOC because their school site was a private school. Now that Geometry is a course offering we have provided our teachers with appropriate pacing guides and curriculum, through HMH Geometry, that ensures FSA EOC standards are addressed and that our students are successful. The school will also implement the review of Geometry skills during our "crunch time" program, implemented in April, during class, just prior to the FSA EOC testing window. During math department meetings, teachers</p>	<p>Curriculum Coach</p>		

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	will share best practices when teaching geometry to students. They will also use math manipulatives to give students visual and kinesthetic opportunities to attain geometric concepts.			
Student Performance Deficiency Plan- Science				
Deficiency	Action Plan	Person Responsible	Resources	Timeline
Based on data for the 2017 administration of the NGSSS Biology EOC, our high school students had an average proficiency of 31% in the Molecular and Cellular Biology reporting category. Among our students, only 28% percent of 9 th graders and 15% of 10 th graders showed mastery of this reporting category. The average proficiency of 11 th and 12 th grade students in this reporting category was a bit higher in comparison to 9 th and 10 th grade. Students in 11 th grade had an average proficiency of 34%, while 12 th grade students had a proficiency percentage of 46%.	In order to increase proficiency among all grade levels in the reporting category of Molecular And Cellular Biology, teachers will work with the curriculum coach to create focus calendars to ensure that all standards within this reporting category are being covered throughout the school year. Teachers will monitor student comprehension in this reporting category by assessing students on a bi-weekly basis, using mini assessments and use the data gathered from these assessments to make instructional decisions for small group, reteach, or enrichment. Students will be provided with remediation based on their needs using resources from the Holt McDougal Biology curriculum as well as from websites such as CPALMS.org and FloridaStudents.org. Teachers will also incorporate the use of virtual and physical models to further student understanding. Students will participate in at least 2 hands-on lab experiences that correlate to this reporting category. For struggling students, teachers will offer standards based interventions through HMHonline to target student needs in grades 9-12 grade in order to decrease the achievement gaps and derive data for small group and differentiated instructional opportunities.	Curriculum Coach, Science Department Chair	Focus Calendars, Fl DOE.org, Item Specs, CPalms.org, FloridaStudents.org, Holt McDougal Biology textbook My.HRW.com	August 2017- June 2018
The data for the 2017 administration of the NGSSS Biology EOC reflects an average proficiency of 26% in the reporting category Classification, Heredity, and Evolution among all high students. Only 32% percent of 9 th graders and 7% of 10 th graders showed mastery of this reporting category. Students in 11 th grade had an average proficiency of 27%, while 12 th grade students had a proficiency percentage of 39.	Focus calendars will be created to ensure that all standards within this reporting category are being covered within the curriculum before the EOC assessment is administered. They will monitor student comprehension in this reporting category by assessing students on a bi-weekly basis and use the data gathered from these assessments to drive instruction and provide students with remediation based on their needs. In addition to the resources offered by the Holt McDougal Biology curriculum, teachers will use standard based resources from websites such as CPALMS.org and FloridaStudents.org. Teachers will use a variety of graphic organizers, diagrams, and other visual aides to assist students in comprehending the concepts being taught within this reporting category. Students will also participate in at least 2 hands-on lab experiences that correlate to this reporting category.	Curriculum Coach, Science Department Chair	Focus Calendars, Fl DOE.org, Item Specs, CPalms.org, FloridaStudents.org, Holt McDougal Biology textbook My.HRW.com	August 2017- June 2018

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>According to the data for the 2017 administration of the NGSSS Biology EOC, our high school students had an average proficiency of 32% in the reporting category Organisms, Populations, and Ecosystems. Among our students, only 33% percent of 9th graders and 22% of 10th graders showed mastery of this reporting category. Students in 11th grade had an average proficiency of 32%, while 12th grade students had a proficiency percentage of 42.</p>	<p>To an ensure all standards are being met within this reporting category, focus calendars will be created and used to lesson plan throughout the school year. These focus calendars will serve as a guide to assess students on a bi-weekly basis in order to monitor student proficiency within the standards. Remediation steps will be taken by the teacher using a variety of standards-based resources. Students will participate in at least 2 lab experiences that meet the standards within this reporting category. Students will also participate in-depth, collaborate research assignments on the interactions of organisms among earth's different ecosystems.</p>	<p>Curriculum Coach, Science Department Chair</p>	<p>Focus Calendars, Fldoe.org Item Specs, CPalms.org, Floridastudents.org, Holt McDougal Biology textbook My.HRW.com</p>	<p>August 2017- June 2018</p>
--	---	---	--	-------------------------------

Literacy in the Content Areas

All teachers participated in a professional development workshop Literacy in the Content Areas during preplanning week, where they learned best practices in teaching literacy strategies through their content instruction. The curriculum coach presented the information to the teachers to enhance content area instruction with literacy strategies that will improve student comprehension. Teachers have Promethean Boards and access to teacher and student computers where students will be able to research, analyze evidence, and highlight conclusions through content-related materials. Teachers will also have access to the different software programs and other Interim assessments that can be reviewed with students during bell-ringers and/or reviews and can be posted on the Promethean to be reviewed during guided instruction. Supplemental reading materials will be selected from Readworks.org, Florida instruction and performance coach that ties in with the content being covered and is aligned to the standards. Reading passages from Readworks.org can be selected by grade level, lexile levels, and content. Teachers will utilize this resource to supplement reading activities related to the content that is being covered in the classroom. The curriculum coach will support teacher by assisting in gathering resources that the teachers can use in their classes to enhance literacy skill in the content areas. The supplemental reading material will be infused through whole and small group lessons dependent on the content being covered in the classroom. Administrators will conduct informal and formal walk-throughs to note the implementation of the supplemental reading strategies during the content area, but will also ensure that the supplemental material is not taking the place of the core curriculum. The curriculum coach will work closely with content area teachers during PLCs, common planning and department meetings by assisting in gathering resources that the teachers can use in their classes to enhance literacy skill in the content areas and will also help teachers plan the delivery and execution of these instructional strategies during the content area. She will also ensure that the strategies are being used a supplement and not replacing the core curriculum used in the content area classrooms. Teachers will also participate in grade-level meetings to review literacy goals for the week and formulate plans to reinforce the skills and strategies in the content areas classes. Analyzing text features, annotating and citing textual evidence, using context clues to determine meanings of words and phrases, are just a few examples of strategies content area teachers will implement in their classes to support literacy skills.

Social Studies

The curriculum coach will work closely with Social Studies teachers on the implementation of reading strategies during their instructional blocks. She will obtain supplemental materials from the Department of Secondary Social Studies SharePoint on Outlook. Some of the resources will include the performance tasks, writing prompts, and other instructional resources found on the Literacy Focus Unit of Study (FUOS) provided by the district. She will also pull resources from myHRW and CPalms to futher support literary concepts in the social studies department.

The coach will provide the social studies teachers with the language arts focus calendars and all iReady reading data as it relates to their students to use as a reference on the language arts standards that are being covered over the course of the school year. iReady reading data will assist social studies teachers in grouping students for small group instruction and in differentiating their content instruction. The social studies teachers will use the item specification to understand the standards and will use supplemental reading activities provided by the curriculum coach to reinforce the strategies. Social Studies teachers are using interactive notebooks as a tool for text-based writing. Social Studies teachers require students to gather evidence and response to prompts related to the content. The teachers are required to administer writing tasks in all lessons and are to

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

be reflected on the weekly lesson plans. The curriculum coach will model the implementation of reading and writing strategies and observe the teachers to provide feedback and support on these best practices. The administration will monitor implementation of these strategies during observations.

To ensure students are prepared for social studies content, Somerset key will provide professional development to teachers that focus on close reading, reading strategies, analyzing primary source documents and other varied forms of media to gain social studies content through comprehension. Students in grades 9-12 will receive social studies content through a variety of instructional practices that require them to analyze and synthesize text, infer meanings of political cartoons and other media and write to communicate understanding.

The use of graphic organizers is essential in Social Studies classes. Students are often required to analyze cause and effect relations, problem-solution, sequence of events etc. Graphic organizers and other visuals will be critical in student progress in Social Studies. Social studies teachers will also emphasize similar content across several stimuli. Students may view a video, read a biography, and hear a voice over all related to a certain topic in order to gather deeper understanding of the content. These strategies will be embedded in other content areas. The social studies department head will facilitate the process and the administrators will conduct teacher observations to ensure the implementation of the strategies.

Differentiated Instruction in the social sciences is critical for student academic growth. Grade level team meetings will occur monthly to discuss student data (iReady, Mini benchmark assessments, FAIR, etc.) Language Arts and Reading teachers will work closely with their grade level teams to identify and create small groups for informational text standards that Social Studies teachers will support through DI. The curriculum coach and administrative team will meet to ensure teachers are meeting regularly and implementing the strategies planned for during the grade-level planning. Resources will be selected from CPALMS, iReady resources (informational text), myhrw and more.

Progress Monitoring and Data Driven Instruction

Somerset Academy Key will implement bi-weekly mini-assessments as formative assessments used to monitor progress towards mastery of grade-level standards. The assessments to be used during mini-assessments will be benchmark assessments derived from an FSA standards based assessment generator that the students will complete online in the computer labs. I-Ready diagnostic and growth-monitoring data will also be used as beginning and end of year diagnostics as well.

Somerset Key will also adopt Broward Standards Assessments (BST) to monitor student progress in the spring as per the Broward Schools testing calendar. This assessment, aligned to the Florida Standards and the item types found on the Florida Standards Assessment will be a valuable tool in making appropriate instructional and programmatic shifts during the “crunch time” month of April before the 2017 FSA assessment window begins.

The administrative team will collect student data, analyze trends, and meet individually with teachers to review the data, discuss class specific, and student specific instructional implications during school-wide data chats that will be conducted quarterly. Tutors will also participate in data chats using these data points so that they can help emphasize and review the skills during their scheduled time with the students.

Data Chats

Teacher and student data chats are essential for the performance and growth of all students. Teachers must be aware of the strengths and weaknesses of the students in their classes and open communication of progress monitoring and evaluation is essential. The community must be accountable for student performance and student goals for improvement must be created accordingly. Parent data chats is a valuable process that supports student achievement. Parents (with their children) will be invited to participate in data chats with teachers whom will share mini-assessment data in a way easy for the parents to understand. Teachers will share student progress from the baseline assessment to the varied assessments, identifying students’ strengths and weaknesses. Together, the teacher, parent and student will create a student-centered goal or target, based on the data that will be used to monitor the student specifically. The parents and students will be invited to do this each quarter. Teachers will make copies of data chat forms, and

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

signed parent communication logs that will be filed in the students' personal folders. Administrators will review data chat forms and procedures during formal and informal classroom observation walkthroughs.

Data Chats will be conducted for all subject areas alike. The administration team and coaches will provide content area teachers a clear insight on how to support reading and writing skills within their specific areas. Teachers will be provided content focus, test design summaries, item specifications and other resources to help identify strategies for instruction. The analysis of data will support the instructional implementations and fluidity between all teachers.

Novel Studies

Novel studies are implemented in all high school English classes. The novel units are created by the English Language Arts department head. The department head creates novel studies units that align with Florida State Standards specifically aligned to the different modes of literacy to include listening, speaking, reading and writing. The novels are selected from the State recommended reading list and approved book list. The department head selects novels that align to content covered in the ELA classes as a reinforcement. The department chair is responsible for training teachers on novel study implementation. She demonstrated how to approach novel studies in a manner that emphasizes the different literary standards and reinforces reading strategies and skills. The curriculum coach is responsible for monitoring the effectiveness and fidelity of the implementation of novel study units. Students will complete numerous assessments on the novel. Mid-Novel and End-of-novel assessments will be created by the department head and provided to the teachers for implementation. The teachers, department head and coach will use these assessments to monitor their progress in the different literary areas and standards as defined by LAFS for each grade level. School administrators will support the process by conducting walkthrough observations and noting implementation of this strategy.

Professional Development

Somerset Academy Key is dedicated to the success of the entire academic community. There is an understanding that teacher professional development is critical in the success of our teachers and directly impacts student achievement. The leadership team gathered in the summer to analyze school-wide data. The team noted deficiencies and created a plan of action to address the different deficiencies for all student subgroups. Professional development topics were created to align to the data trends. During pre-planning week, teachers completed a Needs Assessment where they described the different professional development trainings, workshops, or support they felt they needed to enhance their instructional practices. The leadership team gathered and finalized the professional development calendar using school-wide data and the needs assessment results. The curriculum coach is responsible for facilitating the different professional development activities. This includes the Professional Learning Communities (PLCs) that are being implemented during the school year. In order to get buy-in to PLCs, teachers will receive PD Bonus bucks for their attendance and participation. The bonus bucks are not real cash but are similar to Monopoly money. Teachers will be able to use the bonus bucks can be used to "purchase" employee vouchers. The vouchers include exemption from morning or afternoon post, leave early ticket, no uniform pass, etc. As the PD liaison, the curriculum coach provides teachers information on Broward county trainings and workshops. She also is responsible for implementing in-house trainings. The administration team ensures that teachers are making progress toward their professional goals by noting implementation of best practices reviewed in PDs and providing feedback and additional support when necessary.

Somerset Key adopted iObservation. iObservation is an instructional and leadership improvement system that focuses on the Marzano Art and Science of Teaching Framework. The Marzano framework is outlined by 4 domains: Classroom Strategies and Behaviors; Planning and Preparing; Reflecting on Teaching; Collegiality and Professionalism. Each domain is composed of elements, desired effects or instructional categories that happen in the classroom. IObservation collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year.

Teacher and administrators were trained on the observation framework. Administrators will follow an informal/formal observation schedule where they will visit classrooms and evaluate teacher performance. Teachers will have a pre-observation interview with an administrator that will delineate teachers' perceptions of their individual strengths and weaknesses and discuss an area of focus. Teachers will receive automatic feedback after the observation that details what was observed by the administrator and notes taken during the visit. This feedback will be used to create growth goals that will be monitored by the administrator that they completed the pre-observation interview.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Using the data collected through iObservation, the administrators will create a variety of professional development opportunities that will emphasize the varied needs of the teachers at the school.

The calendar listed is a proposed list of dates and topics that the administrative team selected for professional development by month:

Proposed Date	Grades	Common Planning/Professional Development Topic
August		
PP Week	9-12	New Staff to Somerset Training
PP Week	9-12	Classroom Management Training
PP Week	9-12	ACCESS Points Training
PP Week	9-12	Effective Lesson Planning Training
PP Week	9-12	Math/ELA/Social Studies/Science Instructional Focus Calendars
PP Week	9-12	HMH Go Math/AGA Training
PP Week	9-12	HMH Collections Training
PP Week	9-12	HMH Science Fusion Training
PP Week	9-12	iObservation Training
PP Week	9-12	SPED/ELL Policies and Procedures Training
PP Week	9-12	Increasing Student Engagement in the Classroom
PP Week	9-12	Using Data to Drive Instruction Training
PP Week	9-12	Best Instructional Practices Training
PP Week	9-12	Crafting Authentic Assessments Training
PP Week	9-12	i-Ready Training
PP Week	9-12	Establishing Relationships and Effective Communication Training
PP Week	9-12	Instructional Pacing and Resources Training
PP Week	9-12	Gradebook/Attendance Training

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

PP Week	9-12	New Teacher Mentorship Program Meeting
PP Week	9-12	Educational Technology Training
September		
9/6	9-12	iObservation Training
9/13	9-12	Baseline Data Chats
9/20	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
9/25	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
9/27	9-12	Writing Across the Curriculum
9/28	9-12	Accommodating ELL and ESE students
October		
10/4	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
10/11	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
10/16	9-12	Writing Across the Curriculum
10/18	9-12	New Teacher Mentorship Program
10/20	9-12	i-Ready AP 1 Data Chats
November		
11/1	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
11/8	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
11/13	9-12	Writing Across the Curriculum
11/15	9-12	New Teacher Mentorship Program
December		

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

12/4	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
12/6	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
12/13	9-12	Writing Across the Curriculum
12/10	9-12	New Teacher Mentorship Program
January		
1/9	9-12	FSA Training Test Tool Guide
1/9	9-12	FSA/EOC Crunch Calendar
1/10	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
1/17	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
1/22	9-12	Writing Across the Curriculum
1/24	9-12	New Teacher Mentorship Program
February		
2/7	9-12	i-Ready AP 2 Data Chats
2/12	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
2/14	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
2/21	9-12	Writing Across the Curriculum
2/27	9-12	New Teacher Mentorship Program
March		
3/7	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
3/14	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

3/21	9-12	Writing Across the Curriculum
3/24	9-12	New Teacher Mentorship Program
April		
4/2	9-12	Vertical Planning Meetings
4/4	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
4/11	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
4/18	9-12	Writing Across the Curriculum
4/25	9-12	New Teacher Mentorship Program
May		
5/2	9-12	Mini-assessment Data Chats (Math, Science, ELA, Social Studies)
5/9	9-12	Best Instructional Strategies for Increasing Student Reading Comprehension Across All Content Areas
5/16	9-12	Writing Across the Curriculum
5/30	9-12	New Teacher Mentorship Program

Professional Development or trainings and workshops for parents are as essential for student achievement. For this reason, Somerset Academy Key will host a variety of Parent workshops designed to support student progress. Parents will fill out a needs assessment that will help identify topics of interest. Title I funds will be used to organize, prepare and implement parent workshops.

Academic Tutoring

Somerset Academy Key will begin its tutoring program on October 2017. Highly qualified teachers from Somerset Academy Key will have the opportunity to sign up to participate in the tutoring program after school. Each session will be 1 hour from 3:00 PM - 4:00 PM. Tutors will be paid per hour at a rate of \$20 per hour. Tutoring will be held 4 days per week, Monday through Thursday. The curriculum that will be used for tutoring is Triumph Learning's Performance Coach that is directly aligned to Florida State Standards and provides the Gradual Release of Responsibility (I Do, We Do, You Do) model of instruction that will guide students in developing the specific skills they lack. Students will complete a pre-test and post-test from the Performance Coach curriculum that will measure the effectiveness of the program. I-Ready diagnostics and benchmark assessments will be used to monitor student progress in tutoring as well.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

6. Approved Educational Program

Identify and list each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented (in narrative format):

All components of the school's approved educational program are currently being implemented.

7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline. How will each program be implemented in the future? How will teachers be prepared for implementation? Or, if the program(s) will not be implemented, will another program replace it?

All components of the school's approved educational program are currently being implemented.

8. Barriers to Student Success

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. A chart format is acceptable. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, or limited professional development. How will the school address the identified/listed barriers?

Barrier	Action Plan	Person Responsible	Resources	Timeline
Somerset Key High enrolled the private school students from Zion Lutheran to ensure they had a school to attend. Because the students came from private school, many were missing credits required for graduation.	All students who entered Somerset Key were created a credit plans by the Lead Teacher and Brace Advisor that illustrated their course track for their time in SAK. Students will also meet with the BRACE Advisor quarterly to ensure progress towards meeting credit requirements.	BRACE Advisor Lead Teacher	-High School Credit Checklist -Virtual Programs/ Available Courses	HS Credit Plan- Upon entering school and at beginning and end of each school year BRACE Advising- Quarterly
Lack of data for new students that arrived from out of the country or from a religious/private school is a barrier that SAK has encountered.	When students enroll into the school at any time throughout the school year, the curriculum coach will provide the students a baseline assessment/diagnostic to measure what the students' strengths and weaknesses are in the various subject areas. In addition, new students that answered yes to any of the questions to the Home Language Survey will be given the Idea Proficiency Test (IPT-2).	-Registrar (informs curriculum coach of new students) -Curriculum Coach	-Diagnostic Assessments (I-Ready Reading and Math) -FAIR - IPT-2 (for ELL students)	Upon student enrollment to school.
Technical issues with I-Ready have resulted in us having a late start to student Diagnostic assessments. The i-Ready program was not	Technical support was able to fix the problems. The curriculum coach has renamed the classes and organized the information. Students will begin	-Curriculum Coach	-Technical support	October 2, 2017- October 13, 2018

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>synchronizing to TERMS and thus had not populated students and teachers.</p>	<p>Diagnostic testing on Monday, October 2, 2017. Once assessments have been completed, the school will add the i-Ready data to the SIP.</p>			
<p>Lack of technology was a big obstacle that the school faced during the 2016-2017 school year. Desktop computers did not arrive until December 2016. This set the school back in regards to data collection for baselines, diagnostics and on-going progress monitoring.</p>	<p>The school was able to secure three computer labs with a total of 112 desktop computers. The school will follow the Broward school testing calendar. The school will implement a data plan that consists of baseline/diagnostic testing using i-Ready and Fair, on-going progress monitoring, and Broward Standards Assessments that will provide on-going data throughout the school year. The school is waiting for the CSP grant funding to be dispersed to school to acquire new desktops computers for another lab and possibly laptop carts for teachers to share in the classroom.</p>	<p>-IT Staff Member -Principal (in reference to Grants) -Curriculum Coach (to gather and organize data)</p>	<p>-CSP Grant -112 desktop computers -3 computer lab areas</p>	<p>Purchasing of new technology- TBD by release of CSP Grant funds</p>
<p>Teacher turnover and teacher shortages have affected school outcomes. Somerset Key was approved on June 15th, leaving little time to recruit quality, experienced educators.</p>	<p>The school terminated a few teachers at the end of the school year who struggled with public school teaching. Highly qualified individuals with more experience replaced these teachers. However, there are still teachers on staff that are new to education and/or to their content area. The curriculum coach is implementing a professional development community for new teachers where she will review best practices, data analysis, curriculum, grading and more. The curriculum coach will also conduct the coaching model to assist teachers (observing, modeling, providing support. Administrators will use iObservation for walk-throughs and professional growth monitoring. On-going professional development is key for turnover prevention. Giving quality PDs will assist in building teacher skill sets. If teachers feel confident in their ability, they will perform at higher rates. Motivation is another area that is</p>	<p>-Administrators – highly qualified teacher recruitment/ walk-throughs and observations/ development of school culture -Curriculum Coach-mentor and coach staff based on individual needs</p>	<p>-iObservation -Coaching Model -New teacher PLCs -Teachers-Teachers</p>	<p>Teacher Recruitment Fairs- March-June 2018 Teacher Job Listing- When needed</p>

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	important to teacher retention. The school will provide motivational tools like social hours, shout-outs, celebrations to create a positive and collaborative culture in the school.			
It has been a challenge for Somerset Key to develop elective programs because of the large number of students needed intensive classes.	The school will provide after school tutoring earlier for students to begin in October. This will give students and teachers more time to review prerequisite skills that will support achievement of standards. The curriculum coach will use student data to create focus calendars for tutoring based on student deficiencies. She will monitor student progress in tutoring by giving students a baseline and mid-year tutoring assessments to note additional needs for the program.	Curriculum Coach- Tutoring Data monitoring -Administration/ Leadership team monitor student progress	Tutoring Progress Monitoring	Tutoring- October 2017-April 2018 Progress Monitoring- Bi-Weekly

9. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved. What are the expectations, based on the student performance data provided?

By June 2017, the percentage of students that achieve proficiency in reading will increase by at least 20%
 By June 2017, the percentage of students that achieve proficiency in mathematics will increase by at least 20%
 By June 2017, the percentage of students that achieve proficiency in science will increase by 20%
 By June 2017, the percentage of students in the ELL subgroup that achieve proficiency in reading and math will increase by 20%.
 By June 2017, the percentage of students in subgroups that achieve proficiency in reading and math will increase by 20%.

Parent Involvement Action Plan

Strategies and Activities to Increase Parent Participation – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?). Address the needs of all subgroups.

Parent Involvement Goal: *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*

Our Parental Involvement goal at Somerset Academy Key Charter High is to involve parents in an organized, ongoing partnership that facilitates the growth of our students as well the future growth and success of our school.

2016-2017 Current Level of Parent Involvement: *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

2017-2018 Expected Level of Parent Involvement: *Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]*

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p style="text-align: center;">___ 10 ___ % Total number: ___ 16 ___</p>			<p style="text-align: center;">___ 40 ___ % Total number: ___ 67 ___</p>		
Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Title or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
Develop workshops and other school-based programs to help parents learn about what goes on in classrooms and feel an overwhelming sense of belongingness.	Holding quarterly family literature events where educators can model for parents how to implement strategies with their children at home.	Quarterly based on availability of participating families	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	Operational
Host Parent Universities that focus on empowering parents with information regarding FSA/EOC Testing strategies, Homework strategies as well as school based initiatives. This includes families with students that are SWD and ELL.	By bridging the gap between home and school and unifying our families by introducing them to basic skills that will help foster the development of our school culture at home.	Monthly	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	Internal
Parent/teacher communication of student academic progress and behavior will occur on a quarterly basis. More frequent communication will occur for struggling students in need of additional academic or behavioral support. All information and communication will be presented in the students' home language.	Sending home "weekly work folders" and agendas will allow parents and teachers to keep in contact without the burden of time constraints and availability. Ongoing communicating with parents will allow them to know what to target at home.	Monthly or quarterly based on availability of participating families	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	N/A
Provide Parents with students that are SWD and Gifted Information for the ESE Parent Advisory Boards and a calendar of ESE Parent Workshops hosted through the district. All information will be available in the Main Office and presented at all SAC and Parent meeting.	All parents should have equal opportunity to be involved with their students' education and have the ability and information presented to them to better assist their children.	Monthly as available through the district	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	N/A

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Additionally, the school will hold a Parent University for SWD students.					
Provide Parents with students that are English Language Learners information for the ELL workshops hosted by the district. All information will be available in the Main Office and presented at all SAC and Parent meeting. Additionally, the school will hold a Parent University for ELL students.	All parents should have equal opportunity to be involved with their students education and have the ability and information presented to them to better assist their children.	Monthly or as available through the district	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	N/A
Provide parents with information on creating user accounts on school website and Pinnacle gradebook to gain insight on school information and student academic progress.	The parents will receive notifications when the school administrator or corresponding teachers post assignments or activities related to the school/classroom.	On Going	Parent Engagement Survey	Principal Lead Teacher Teachers	NA

Somerset Academy Key High Parent University Meeting Dates			
Date	Time	Topic	Training Information
Thursday, October 5, 2017	5:00pm-7:30pm	Open House	School policies and procedures Student Course Requirements Testing Information Classroom policies and procedures
Thursday, October 12, 2017	6:00pm-7:30pm	Senior College and Career Readiness Night - Financial Aid/ FAFSA Information Night	- College application process -Graduation Requirements -High school parents and students invited to review FAFSA application process
Wednesday, October 25, 2017	6:00pm-7:00pm	Parent Information Night / Analyzing student data	-School Website -Parent Link -Pinnacle -Computer Software Programs
Monday, November 6, 2017	5:30pm-6:30pm	Special Program Event for ELL/ESE Parents	-How to support students with students with Disabilities How to support language acquisition -Parent Rights
Thursday, November 30, 2017	5:00pm-7:00pm	Literacy Night/ Parent Resources	-LAFS (Closer look at standards)

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

			-Strategies for literacy help at home -Literacy Games and Activities
Tuesday, January 30, 2018	5:00pm-6:30pm	FSA/ NGSS Assessment Night	-Review of students who are tests -Standards/ content that is assessed -Item Types
Thursday, February 1, 2018	5:00pm-7:00pm	College and Career Readiness Night	-College application process -Graduation Requirements -School representatives
Monday, February 26, 2018	6:00pm-8:00pm	STEM Family Night	-STEM related activities to do at home -STEM Strategies -Science Fair Exhibition -STEM project stations
Monday, March 19, 2018	8:00am-9:00am	Bully Prevention/ Cyber Safety	-How to handle bullying issues -Cyber Safety Tips -Cyber Safety Activities -Bully Prevention projects
April 2018	TBD	TBD	TBD
May 2018	TBD	TBD	TBD

College Fairs/ Events

High school students and parents will receive information on the various college fairs offered in the community throughout the school year. The school will also inform parents of the various college-related events that will be happening at the school. Parents will also be invited to participate in the different college events to help promote secondary education at the school. The BRACE advisor will share the college fair and event information by providing students with flyers, sending Parent Links, and posting on the College tab of the Somerset Key website.

School Advisory Council Meetings		
Meeting Date	Time	Topic(s)
October 4, 2017	4:00pm-5:00pm	Development of School Improvement Plan School-Wide Data Tutoring Master schedule changes School-Wide Events
December 6, 2017	4:00pm-5:00pm	Implementation of School Improvement Plan School-Wide Data Tutoring Master schedule changes School-Wide Events
February 7, 2018	4:00pm-5:00pm	Implementation of School Improvement Plan School-Wide Data School-Wide Events
April 4, 2017	4:00pm-5:00pm	Implementation of School Improvement Plan School Level parent and Family Engagement Plan

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		School Parent Compact School-Wide Data Testing Updates School-Wide Events
May 2, 2018	4:00pm-5:00pm	Implementation of School Improvement Plan School-Wide Data SAK Enrollment Plan Teacher Recruitment Course offerings/Subject Selection Forms 2018-2019 School Programs

English Language Learners (ELLs) Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards.

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.												
Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	1	7%	3	21.4%	7	50%	2	14%	1	7%	0	0%
Speaking	2	14%	2	14%	6	42.8%	4	28.5%	1	7%	0	0%
Reading	2	14%	6	42.8%	4	28.5%	2	14%	0	0%	0	0%
Writing	0	0%	1	7%	13	92.8%	0	0%	0	0%	0	0%
Oral Language	2	14%	3	21.4%	5	35.7%	4	30.7%	0	0%	0	0%
Literacy	2	14%	2	14%	10	71.4%	0	0%	0	0%	0	0%
Comprehension	2	14%	4	28.5%	6	42.8%	2	14%	0	0%	0	0%
Overall Score	2	14%	1	7%	10	71.4%	1	7%	0	0%	0	0%
Goal:												

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

75% of ELL students at or below a level of 4 (A1, A2, B1) will advance one or more levels in Writing, Listening, Reading and/or Speaking proficiency using WIDA assessment tools (ACCESS in Spring 2018).

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Title or Position Responsible for Monitoring
SAK ESOL Program Professional Development: Understanding ACCESS scores; Understanding the use of Can Do Descriptors; Use of ESOL strategies to deliver comprehensible instruction; list of ESOL students.	August 11, 2017	All domains	During Pre-Planning Week	ESOL Contact and Administration	N/A	ESOL Contact and Administration
Optimize Intensive reading program incorporating differentiated language instruction based on student language proficiency levels; A variety of grouping strategies (whole-group, small-group, pair work, individual work) are used in the classroom to facilitate student-centered instruction; Reading Comprehension through read aloud and Total Physical Response strategy; Blended Learning; Centers/Stations; Journal writing; Instructional activities are varied so that different learning styles (aural, oral, visual, kinesthetic) of the students; Instructional activities which integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures; interactive textbook resources; Computer lab for multi-lingual student; collaboration; Data Driven Instruction; 90 minute classes on a block schedule.	1-4 Entering-Expanding	Reading/Comprehension/literacy, Writing/ Oral/ Speaking	8/21/2017-6/6/2018	During School	Benchmarks and progress monitoring through platforms such as; District diagnostic tests data from the IPT, ACCESS, Florida FSA Assessment; Rubrics	ESOL Contact & Curriculum Specialist
Differentiated Instruction: Based on continuous progress monitoring and data from assessment, teachers will strategically group students based on their understanding of that particular concept. Teachers will use the Collections curriculum for whole group instruction, iReady, Insync, or Newsela for independent practice, and teacher made assignments while working with the teacher led group. All of these materials/curriculum will be used to increase the student's language acquisition	ALL	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, and Writing.	8/21/2017-6/6/2018	During core classes	Lesson plans and classroom walk-throughs	ESOL Contact and Administration

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

in the domains of Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, and Writing.						
Tutoring Program: Tutoring will be held Monday thru Thursday from 3:00- 4:00p.m. SAK teachers have signed up for this afterschool tutoring program. Based on our ACCESS scores, all ELL students are in need of reinforcement in the area of comprehension. Students who are a level one will use ACCESS Newcomers as their curriculum. Students who are a level 2 or 3 will use ACCESS English to improve their language acquisition in the domains of Reading, Speaking, Listening, and Speaking. The tutors will also use ESOL strategies in their instruction from the ESOL Strategies Matrix. Additionally, all ELL students will have access to a bilingual dictionary and content glossaries in their home language. Students will be dismissed from their last class to the cafeteria, where they will be meeting their tutor. Official attendance will be taken in the classroom using a roster, which they will turn in daily to the designated administrator. The administrator will contact parents once a student misses two tutoring sessions.	ELL Students with an ACCESS score below 4.	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	10/8/17 – 4/12/18	After school	Performance Coach Pre and Post Test/ I Ready/ Benchmark assessments	Administration, ESOL Contact & Curriculum Specialist
Community involvement which supports student achievement; Provide the Parent quarterly student data updates; student and parent data chats updating families of student progress towards proficiency; Multi-lingual diverse staff; School wide multicultural events expanding students' learning; In class cultural activities increasing teacher-student background knowledge; School-wide cultural events.	ALL	Family Engagement; language proficiency; Listening/Reading/Writing; life skills; literacy; Oral Language	8/21/2017- 6/6/2018	Before/During/After school	Parent volunteer hours, parent surveys, & activity calendar	Activities director, ESOL Contact, SAC Liaison, and Administration
Increased Efficiency of the ESOL Program; Increased support to teachers in assisting the development of ESOL students' reading and writing; Technology infused lessons; ESOL Coordinator will meet with ELLs; Teacher access to English language learner resources; multi-lingual signs; multi-lingual office and school staff; multi-lingual informational packets; continuous teacher feedback; data chats; Focus calendars;	ALL	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	8/22/2017- 6/9/2018	Before/During/ After school	Average growth on of students' English acquisition on the annual WIDA assessment; IPT L/S/RW (when applicable) Teacher Reports; Teacher made performance	Administration, ESOL Contact & Curriculum Specialist

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Teacher use and knowledge of WIDA can do descriptors; data walls.				based assessments; continuous teacher; benchmark assessments; student work portfolios	
---	--	--	--	---	--

ELL Inclusion in Various Subject Areas

Literacy- Design language teaching and learning with an emphasis on making learning meaningful and relevant; Data analysis of language demands of each ELL student; Language rich environment with adequate time for language practice and use; collaborative planning for language and content teaching; Elicit student thinking through elaboration; objectives aligned to content and language standards; Instructional and behavioral supports for whole group instruction;

Science- Identify language need for functional and applicable use in teaching and learning; Integration of language demands in lesson and class planning; strategically grouping students for peer interaction and interpretation; Prior Direct Instruction incorporating symbols and graphs to record understanding of solutions; Use of different level of depth of knowledge questions to evaluate ideas and proposals; Collaborative problem solving; student rubrics in student friendly language; self-assessments and peer evaluations;

Math- Scaffold content instruction; targeted instruction based on language proficiency; strategically grouping students for peer interaction and interpretation; knowledge and use of students' interest and experiences; Elicit and engage all levels of language proficiencies; teacher uses multiple strategies to preview knowledge of the pertinent topic involved in the mathematical problems and solutions; Direct Instruction that sets purpose and demonstrates understanding; Utilizes different forms of resources to differentiate and clarify lessons; Integrate new concepts with prior knowledge allowing for students to express ideas through authentic assignments;

Social Studies- Use students' cultural and linguistical background to connect and motivate students; multi-modal support integration; Universal Design principles to meet the wide range of language proficiencies; multi-media textbook enhancements; related content material in native language; group assignments according to language ability; explicit structures and models; oral, visual, auditory and kinesthetic modes of learning

Exceptional Student Education (ESE) Action Plan

Student Strategies and Activities – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) and gifted students to be implemented that logically support this goal. Indicate the level of proficiency for SWD and Gifted. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards.

Exceptional Student Education (SWD/Gifted) Literacy Goal:
 30% of SWD will increase a level of proficiency on the 2017 ELA FSA.
 SWD student scores in FSA ELA will increase by 10%.

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Include data for Proficient students with disabilities (SWD) and gifted students for Reading and Writing (i.e., FSA Reading, DAR, FAIR, BAS, etc.): ELA FSA		Include data for Non-proficient students with disabilities (SWD) and gifted students for Reading and Writing (i.e. FSA Reading, DAR, FAIR, BAS, etc.): ELA FSA				
2017 Current Level of Performance 23%	2018 Expected Level of Performance 43%	2017 Current Level of Performance 67%	2018 Expected Level of Performance 57%			
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance target for ESE students for the following years:						
Baseline Data 2014-15	2015-16 NA	2016-17 23%	2017-18 47.9%	2018-19	2019-20	2020-21
Strategies and Activities to increase ESE Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source	
SAK ESE Program Professional Development: Understanding an IEP, differentiating instruction to meet needs of all students, ESE teacher folders, lesson planning, and ESE strategies/resources. (IEP goals are identified by the IEP team based on the individual SWD needs. Teachers will be documenting and consulting/collaborating throughout the year with ESE teacher and ESE program specialist on SWD's progress towards IEP goals. Services will be provided as listed on student's IEPs. Parent will be receiving quarterly reports from the ESE teacher on the students' progress towards their IEP goals. Parents are invited to attend all IEP meetings with a written 10 day notice and a follow up phone call.)	August 11, 2017	During Pre-Planning Week	Classroom observations, consult/collab. with teachers, communication/feedback of parents	ESE Program Specialist & LEA	N/A	
iReady Professional Development: How to implement iReady for Reading, interpret data, and individualize assignments based on student needs.	August 15, 2017	During Pre-Planning Week	IReady School Reports	Administration, Curriculum Specialist, and ESE Specialist	Included in iReady purchase.	
Academic Reading Intervention: Students will receive appropriate accommodations as stated on their IEP which is found in the teacher's ESE folder and in their lesson plans. Students will receive intensive reading daily.	September 2017- June 2018	Intensive Reading Course	iReady	Reading Coach and ESE Specialist	N/A	
Tutoring: Tutoring will be held Monday thru Thursday from 3:00-4:00p.m. SAK teachers have signed up for this afterschool tutoring and will be paid hourly for their service. The curriculum used is the Reading performance and instructional Florida coach books. SWD	October 8, 2017 - April 12, 2018	After School	Performance Coach Pre Test/ Posttests/ I Ready growth monitoring/	Administration, Curriculum Specialist & ESE Specialist	Title I Funding	

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

will be receiving their accommodations during tutoring as stated on their IEP since tutors have an ESE folder with all their IEPs.			benchmark assessments		
Differentiated Instruction: Based on continuous progress monitoring and data from assessment, teachers will strategically group students based on their understanding of that particular standard(s). Teachers will use the Collections curriculum for whole group instruction, iReady for independent practice, and teacher made assignments while working with the teacher led group. All of these materials/curriculum will also be used to address IEP goals. In addition to using accommodations as stated on SWD's IEP, in all classes/groups, teachers will work in smaller groups with students and implement classroom ESE strategies as provided in their ESE folders.	September 2017- June 2018	During School	Teacher-Made Assessments	Core Curriculum Teachers & ESE Program Specialist	N/A
iReady Professional Development for Reading: Implementation feedback, analyze data, and identify students who need additional support.	September 22, 2017 and February 9, 2018	During Pre-Planning Week	iReady School Reports	Language Arts and Reading Teachers, Administration, Curriculum Specialist & ESE Specialist	Included in iReady purchase.

Exceptional Student Education (SWD/Gifted) Math Goal:

30% of SWD will increase a level of proficiency on the 2017 Algebra I EOC.

SWD student scores in FSA ELA will increase by 10%.

Include data for Proficient students with disabilities (SWD) and gifted students for Math <i>(i.e., FSA Math, BSA, CMAT, Key Math, TOMA):</i>		Include data for Non-proficient students with disabilities (SWD) and gifted students for Math <i>(i.e., FSA Math, BSA, CMAT, Key Math, TOMA):</i>	
Algebra I EOC		Algebra I EOC	
2017 Current Level of Performance 14%	2018 Expected Level of Performance 24%	2017 Current Level of Performance 86%	2018 Expected Level of Performance 76%

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for ESE students for the following years:

Baseline Data 2014-15	2015-16 NA	2016-17 12.5%	2017-18 34.4%	2018-19	2019-20	2020-21
Strategies and Activities to increase ESE Achievement in Math <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source	

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

			<i>tasks, other formative assessments, etc.)</i>		
<p>SAK ESE Program Professional Development: Understanding an IEP, differentiating instruction to meet needs of all students, ESE teacher folders, lesson planning, and ESE strategies/resources.</p> <p>(IEP goals are identified by the IEP team based on the individual SWD needs. Teachers will be documenting and consulting/collaborating throughout the year with ESE teacher and ESE program specialist on SWD's progress towards IEP goals. Services will be provided as listed on student's IEPs. Parent will be receiving quarterly reports from the ESE teacher on the students' progress towards their IEP goals. Parents are invited to attend all IEP meetings with a written 10 day notice and a follow up phone call.)</p>	August 11, 2017	During Pre-Planning Week	Classroom observations, consult/collab. with teachers, communication/feedback of parents	ESE Program Specialist & LEA	N/A
iReady Professional Development: How to implement iReady for Mathematics, interpret data, and individualize assignments based on student needs.	August 15, 2017	During Pre-Planning Week	iReady School Reports	Administration, Curriculum Specialist, and ESE Specialist	Included in iReady purchase.
Academic Math Intervention: Students will receive appropriate accommodations as stated on their IEP which is found in teacher's ESE folder and in their lesson plan. Students will receive intensive math daily.	September 2017- June 2018	Intensive Math Course	iReady	Math Coach/ESE Specialist	\$8,960
Tutoring: Tutoring will be held Monday thru Thursday from 3:00-4:00p.m. SAK teachers have signed up for this afterschool tutoring and will be getting paid hourly for their service. The curriculum used is the Mathematics performance and instructional Florida coach books. SWD will be receiving their accommodations during tutoring as stated on their IEP since tutors have an ESE folder with all their IEPs.	October 8, 2017 - April 12, 2018	After School	Performance Coach Pre and Post Test/ I Ready/ Benchmark assessments	Administration	Title I Funding
Differentiated Instruction: Based on continuous progress monitoring and data from assessment, teachers will strategically group students based on their understanding of that particular standard(s). Teachers will use the class curriculum (Houghton Mifflin Harcourt) for whole group instruction, iReady for independent practice, and teacher made assignments while working with the teacher led group. All of these materials/curriculum will also be used to address IEP goals. In addition to using accommodations as stated on SWD's IEP, in all classes/groups, teachers will work in smaller groups with students and implement classroom ESE strategies as provided in their ESE folders.	September 2017- June 2018	During School	Teacher-Made Assessments	Core Curriculum Teachers & ESE Program Specialist	N/A
iReady Professional Development for Mathematics: Implementation feedback, analyze data, and identify students who need additional support.	September 22, 2017 and February 9, 2018	During Pre-Planning Week	iReady School Reports	Mathematics Teachers, Administration, Curriculum Specialist & ESE Specialist	Included in iReady purchase.

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Gifted Students

Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination): <i>Somerset Key does not have any Gifted students registered at the school site. Please read below for strategies that will be used in the case a gifted student enters the school.</i>					
Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source
If we were to gain gifted students in grades 9 th – 12 th , EP goals are identified by the EP team based on the individual student needs. Teachers will be documenting and consulting/collaborating throughout the year with gifted teacher and ESE program specialist on student’s progress towards EP goals. Services will be provided as listed on student’s EPs. Parent will be receiving quarterly reports from the gifted teacher on the students’ progress towards their EP goals. Parents are invited to attend all EP meetings with a written 10 day notice and a follow up phone call.)	August 2017- June 2018	During School	Easy IEP, Teacher lesson plans, walkthroughs, and progress reports.	Gifted Teacher ESE Specialist	Title III
If we were to gain gifted students in grades 9 th – 12 th , students will receive appropriate services as stated on their EP which is found in teacher’s gifted binder. Teachers will also use gifted strategies found in their lesson plan.	August 2017- June 2018	During School	Easy IEP, Teacher lesson plans, walkthroughs, and progress reports.	Gifted Teacher ESE Specialist	Title III

Literacy Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?). Include strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

Literacy Goal: By the end of 2017-2018 school year, 54% of 9-10 th grade students will be working on or above grade-level proficiency as measured by their FSA Reading scores.	
Include data for Proficient students (i.e., FSA Reading, FAIR, BAS, iReady, etc.):	Include data for Non-proficient students (i.e. FSA Reading, FAIR, BAS, iReady, etc.): FSA ELA

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017 Current Level of Performance FSA ELA 15% FAIR 14%	2018 Expected Level of Performance FSA ELA 50% FAIR 51%	2017 Current Level of Performance FSA ELA 85% FAIR 86%	2018 Expected Level of Performance FSA ELA 50% FAIR 49%			
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance targets for the following years:						
Baseline Data 2014-15 Somerset Academy Key is a new school and does not have AMO data.	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Strategies and Activities to increase Student Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source	
Tutoring Program- Highly qualified teachers will have the opportunity to sign up to participate in the after school tutoring program that will take place Monday through Thursday from 3:00 PM - 4:00 PM. Triumph Learning curriculum, such as Performance Coach and Instruction Coach, will be used. These resources are aligned to Florida State Standards and provide the Gradual Release of Responsibility (I Do, We Do, You Do) model of instruction that will guide students in developing the specific skills they lack. Students will complete a pre-test and post-test from this curriculum that will measure the effectiveness of the program. I-Ready diagnostics and benchmark assessments will be used to monitor student progress in tutoring as well.	October 2017- April 2018	After school hours	pre-/post-test, i-Ready, BSA	Curriculum Specialist Principal	Internal	
Tier II The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier II identified students. During the summer of 2017. The team gathered to analyze school-wide data and schedule Level 1 and 2 reading students in intensive reading classes dependent on the data collected from the FSA, FAIR, and iReady results. The Tier II, Level 1 and Level 2 students were placed in their respective intensive reading classes. This Tier II instruction takes the place of an elective and is provided to students either daily (first period only) or in 100 minute instructional blocks (Periods 2-7). Students in intensive reading (Tier II) are taught using the National Geographic Edge curriculum. The intensive reading teachers are high-qualified professionals certified in the area of Reading. Disfluent Level 1s and 2s were identified by the RtI team using FAIR and IReady results and receive instruction using the National Geographic Edge curriculum and Rewards The instructional block is divided evenly,	August 2017- June 2018	During school hours	iObservations, student performance data (i-Ready, class grades)	Registrar Lead Teacher Guidance Counselor	NA	

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>and 50 minutes are taught using Edge and the other 50 minutes in the instructional block are taught using Rewards. Student progress in Tier II interventions is monitored through several assessments. iReady Diagnostic assessments are conducted three times a year to monitor student progress in selected reporting categories. The Broward Standards Assessment (BSA) is a midyear assessment that is administered in winter and used to identify students' deficiencies based on specific grade-level standards. Benchmark mini-assessments are implemented bi-weekly and are used to measure mastery of the Florida standards taught within a two-week time period. Directly correlates to the focus calendars and Broward curriculum guides. The results of these assessments and other class data are used to make on-going instructional decisions for Tier II interventions through intensive reading.</p>					
<p>Tier III</p> <p>The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier III identified students. Student growth monitoring data from i-Ready, FAIR, and mini benchmark assessments are used to measure whether Tier II students are making adequate progress. Students who show high-risk of failure after several growth monitoring checks will be referred to the Tier III process. Prior to enrollment in the Tier III program, the RtI team will meet with the teachers and parents to create a proper and individualized Tier III plan for implementation. This includes selection of the curriculum tools used for Tier III.</p> <p>Tier III students receive 30 minutes of differentiated reading instruction three times a week. The students are pulled from their electives (not intensive courses) and taught by the curriculum coach during these instructional time blocks. The RtI team meets monthly to review and monitor students' progress in Tier III intervention.</p> <p>Tier I and Tier II instructional support programs will continue to be provided during implementation of Tier III instruction. The plan is subject to change dependent of student data and individualized needs.</p>	<p>August 2017- June 2018</p>	<p>During school hours</p>	<p>iObservations, student performance data (i-Ready, class grades)</p>	<p>RtI Collaborative Team Administration Curriculum Coach</p>	<p>NA</p>
<p>Writing Intervention through Speech and Debate- Students were initially selected for Speech and Debate based on 2017 data from the English Language Arts FSA Writing component. Students showing a deficiency in writing (scores of 5 or less) were selected to take the elective course. However, the course remained open for other students interested in taking Speech and Debate. Along with teaching public speaking skills and rhetoric techniques, teachers will incorporate</p>	<p>August 2017- June 2018</p>	<p>During school hours</p>	<p>iObservations, student performance data (i-Ready, class grades)</p>	<p>Curriculum Coach Teacher</p>	<p>NA</p>

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>Language Arts Florida Standards for Writing aligned resources. Teachers will incorporate argumentative and informative/explanatory writing throughout the curriculum in order to better prepare students. The teacher will utilize resources from https://www.speechanddebate.org that align directly with state standards and reinforce literacy skills. During the Speech and Debate class, students will be working on Informational-based writing where they will have to gather information based on a selected topic. The students will then have to select a claim based on the information and write an argumentative essay using counter claims to support their reasoning. The teacher and students will use the FSA writing rubric to assess writing tasks. Once the students have followed the writing process to formulate their ideas, the teacher will incorporate speech and debate techniques through the regular model.</p> <p>The curriculum coach will assist the Speech and Debate teacher by modeling and mentoring the evaluation process of writing tasks using the rubric. She will also provide writing strategies and resources to assist in teaching skills to enhance student writing. Using class writing tasks, the coach will help the teacher identify students who are poor within specific writing domains (focus, organization, evidence, elaboration, conventions) in order to facilitate differentiated writing groups during the instructional block.</p>					
<p>Bi-Weekly Mini-Assessments Progress Monitoring- Instructional focus calendars will be created that target specific ELA standards. Teachers will be provided with supplemental print and digital resources to use along with their core curriculum in order to teach to these standards. Students will be progress monitored on a bi-weekly basis using digital assessments created through an FSA aligned assessment generator and standards based interventions through Collections by the curriculum specialist. Monthly department meetings will be held to collect and interpret data reports from student assessments and discuss instructional implications.</p>	<p>September 2017- June 2018</p>	<p>During and after school hours</p>	<p>student performance data, iObservations</p>	<p>Curriculum Coach Lead teachers</p>	<p>NA</p>
<p>Professional Development: Best Instructional Strategies for Increasing Reading Comprehension Across All Content Areas- Teachers will participate in several professional development sessions held on early release and employee planning dates that will provide best practices in teaching literacy strategies across disciplines to enhance comprehension and mastery of skills.</p>	<p>October 2017- June 2018</p>	<p>During and after school hours</p>	<p>iObservations, student performance data (i-Ready, benchmark assessments, class grades)</p>	<p>Lead Teacher Curriculum Coach</p>	<p>NA</p>
<p>Professional Development: Writing Across the Curriculum- Teachers will incorporate writing strategies in their classroom throughout all grade levels and subject areas. Students will have numerous opportunities to</p>	<p>October 2017- June 2018</p>	<p>After school hours</p>	<p>iObservations, student performance data</p>	<p>Lead Teacher Curriculum Coach</p>	<p>NA</p>

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

write extensively in formal and informal formats that will act as tools to engage in critical thinking and inquiry. This process will help students demonstrate what they know and acquire a greater understanding of the content and modes of communication specific to each of the disciplines.			(i-Ready, benchmark assessments, class grades), monthly writing prompts		
Professional Development: Curriculum Training- Teachers will participate in training conducted by an HMH curriculum consultant on effectively using the Collections within their classrooms.	August 2017	During school hours	iObservations, student performance data	Curriculum Coach	NA
Professional Development: Increasing Student Engagement in the Classroom- Teachers will participate in training conducted by a highly qualified teacher on how to incorporate high interest, rigorous activities within their lessons while targeting the Florida standards.	August 2017	During school hours	iObservations, student performance data	Curriculum Coach	NA
Professional Learning Community: Using Data to Drive Instruction- Various teachers, including all department heads, will participate in monthly sessions to discuss research based approaches to collecting and analyzing data in order to make best instructional decisions.	August 2017- May 2018	After school hours	iObservations, student performance data	Curriculum Coach	NA
Professional Learning Community: New Teacher Mentorship Program- New teachers will participate in monthly mentorship meetings as part of the school's induction program. Throughout the program, topics such as best instructional practices, establishing relationships with parents and students, and effective communication will be discussed. Teachers will also be paired with a mentor teacher who will assist and offer them support throughout the school year.	August 2017- May 2018	After school hours	iObservations, student performance data	Curriculum Coach	Internal
Parent University: Literacy Night- The ELA department will organize a literacy night for parents to learn about practical and research-based strategies for helping their children succeed in school and become more avid and fluent readers. Select students will have the opportunity to share some of their writing compositions from class. Teachers will also share online resources that students can use from home for additional assistance in their ELA courses.	December 2018	After school hours	iObservations, student performance data	Curriculum Coach Lead Teacher Principal	Internal
Parent University: Assessment Night- Teachers from various subject areas and grade levels will present parents with tips for helping students succeed in district and state mandated exams.	January 2018	After school hours	iObservations, student performance data	Curriculum Coach Lead Teacher Principal	NA
English Language Learners: In addition to what is required by state mandate, ELL students will receive a content glossary specific for Language Arts. Also, students who are considered Non-English Speakers or Entering based on their latest English language assessment are given the opportunity to use translation applications in order to assist them in accessing the curriculum. Additionally, teachers will infuse the use of Newsela and Insync to assist ELL students in developing background knowledge. ELL students will also begin tutoring in October. The tutoring program will use Performance Coach books with those students	August 2017- June 2018	During and after school hours	iObservation, student performance data, lesson plans	ESOL Contact Administration Curriculum Coach	Title III

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

who are at an ESOL level of 4 or higher. For students who are an ESOL levels 1 they will use the ACCESS Newcomers curriculum. Students who are a level 2 or 3, will use ACCESS English curriculum. These programs are created to improve language acquisition in the domains of Listening, Speaking, Reading, and Writing.					
Exceptional Student Education: In addition to what is required by state mandate and their IEPs or 504 plans, ESE students who scored a level 1 on the FSA ELA will be enrolled in tutoring. Additionally, seniors who are considered ESE are enrolled in Speech and Debate class which covers Reading, Writing, Listening and Speaking standards.	August 2017- June 2018	During and after school hours	iObservation, student performance data, lesson plans	ESE Specialist 504 Liaison Administration Curriculum Coach	Title III

K-12 Comprehensive Research-Based Reading Plan (check one): Opt-In X Opt-Out

Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan*

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

STEM/Math/Science Goal(s):

Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination):

The school will increase STEM related activities by 10%.

By June 2018, the percentage of students that achieve proficiency in mathematics will increase by at least 31%

Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start- End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher- developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source
STEM-related educational opportunities will be expanded by offering more virtual and hands-on lab experiences using standard-aligned activities found on CPALMS and through the HMH curriculum on Think Central. After-school related activities with a focus on Science, Technology, Engineering and Mathematics will be offered and available for students to participate in.	August 2017- June 2018	During and after school hours	iObservations, student performance data	Curriculum Coach Lead Teachers Principal	Operating

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Increase career and technical educational knowledge by conducting lesson studies regarding a variety of careers in the Science, Technology, Engineering and Mathematics fields. Lesson studies will be conducted through the Science classes, where a rubric of expectations will be followed. Teachers will work with Science Chair to establish the goals and expectations for the lesson studies and create a time line of presentations to bring knowledge of the fields to all high school students. SWD will receive an individualized rubric that will allow for his/her accommodations. Guest speakers with STEM related careers will be brought in to speak to Science and Math classes regarding their careers.	August 2017- June 2018	During school hours	iObservation, student performance data, lesson plans	Curriculum Coach Lead Teachers Principal	NA
Students will participate in a school wide Science Fair. Science teachers will guide students through the steps of the scientific method and choosing an appropriate experiment for their project. Teachers will monitor students' progress as they conduct their experiment and offer support throughout. Finalized science projects will be presented during the Science Fair. A group of judges composed of teachers and administrators will judge projects according to a rubric.	March 2018	During school hours	iObservation, student performance data, lesson plans	Curriculum Coach Lead Teachers Principal	NA
Parents, students, and members of the community will be invited to participate in a STEM night organized by our math and science teachers. During STEM night, Science Fair project winners will be showcased. Students will be able to present and share their experience going through the scientific method in conducting their experiments. They will also discuss the significance and practical applications of their projects. Parents will have the opportunity to learn about strategies for helping their children succeed in math, science, and technology courses. Students will be able to participate in hands on science labs.	March 2018	After school hours	Parent University survey, iObservation, student performance data, lesson plans	Curriculum Coach Lead Teachers Principal	Internal
Parent University: Assessment Night- Teachers from various subject areas and grade levels will present parents with tips for helping students succeed in district and state mandated exams.	January 2018	After school hours	Parent University survey, iObservation, student performance data, lesson plans	Curriculum Coach Lead Teachers Principal	Internal
Students who were proficient in the FSA Algebra II EOC have been placed in honors pre-calculus this school year. These students were identified over the summer and the guidance counselor/BRACE advisor contacted the families to discuss math placement. The students are using Pre-Calculus curriculum from Houghton Mifflin. The curriculum provides online resources through MYHRW for students in need of enrichment or working above level. The teachers will pull these resources when students need to be challenged.	August 2017- June 2018	During school hours	iObservations, student performance data	Curriculum Coach Lead Teachers Principal	Operating

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

English Language Learners: In addition to what is required by state mandate, ELL students will work on in-class STEM projects. These assignments will be hands-on opportunities for ELL students to work collaboratively with their peers in order to make bridges and develop Science Fair projects for the school's STEM Night. Additionally, the students will be invited to participate in the event. While in attendance, they will have additional opportunities to create short, hands-on projects that integrate STEM.	August 2017- June 2018	During and after school hours	iObservation, student performance data, lesson plans	ESOL Contact Administration Curriculum Coach	NA
Exceptional Student Education: In addition to what is required by state mandate and the student's IEP or 504 plan, students will work on in-class STEM projects. These assignments will be hands-on opportunities for ESE students to work collaboratively with their peers in order to make bridges and develop Science Fair projects for the school's STEM Night. Additionally, the students will be invited to participate in the event. While in attendance, they will have additional opportunities to create short, hands-on projects that integrate STEM.	August 2017- June 2018	During and after school hours	iObservation, student performance data, lesson plans	ESE Specialist 504 Liaison Administration Curriculum Coach	NA

Science Goal(s): Students taking the 2016-2017 Biology EOC will score at 60% proficient.

Include data for Proficient students (i.e., FSA, End Of Course Examinations):
Biology EOC

2017 Current Level of Performance
18%

2018 Expected Level of Performance
50%

Include data for Non-proficient students (i.e. FSA, End of Course Examinations):
Biology EOC

2017 Current Level of Performance
82%

2018 Expected Level of Performance
50%

Mathematics Goal(s): Students taking Algebra I will score at least 60% proficient on the 2017-2018 Algebra I EOC. Students in grades 9-12 will score at least 50% proficient on the 2017-18 Algebra II EOC. Students in grades 9-12 will score at least 50% proficient on the Geometry EOC.

Include data for Proficient students (i.e., FSA, End Of Course Examinations):
Algebra I, Algebra II, Geometry EOC

2017 Current Level of Performance
FSA EOCs 19%
FAIR: 10%

2018 Expected Level of Performance
FSA EOCs 55%
FAIR: 60%

Include data for Non-proficient students (i.e. FSA, End of Course Examinations):
Algebra I, Algebra II, Geometry EOC

2017 Current Level of Performance
FSA EOCs 79%
FAIR: 90%

2018 Expected Level of Performance
FSA EOCs 45%
FAIR:40%

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math and science performance target for the following years:

Baseline Data 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
------------------------------	----------------	----------------	----------------	----------------	----------------	----------------

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Select Appropriate Subject Area <i>(i.e. Mathematics- Algebra, Science – Chemistry)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source
Bi-Weekly Mini Assessment Progress Monitoring Instructional focus calendars will be created that target specific MAF/NGSSS standards. Teachers will be provided with supplemental print and digital resources to use along with their core curriculum in order to teach to these standards. Students will be progress monitored on a bi-weekly basis using digital assessments created by the curriculum specialist. The administrators will revise the assessments to ensure they are aligned to the standards and follow the focus and passing calendars for each subject and grade. They will also cross-reference student data to ensure the data is reliable and valid by analyzing how students perform on the bi-weekly assessment and how it correlates to their achievement in class assignments and tests. Monthly department meetings will be held to collect and interpret data reports from student assessments and discuss instructional implications.	6 th -8 th Grade Mathematics , Algebra 1 & 2, Geometry, 8 th Grade Science, Chemistry, Biology	September 2017- May 2018	During school hours	student performance data, iObservations	Curriculum Coach Lead Teachers Principal	NA
Tutoring Program- Highly qualified teachers will have the opportunity to sign up to participate in the after school tutoring program that will take place Monday through Thursday from 3:00 PM - 4:00 PM. Triumph Learning curriculum, such as Performance Coach and Instruction Coach, will be used. These resources are aligned to Florida State Standards and provide the Gradual Release of Responsibility (I Do, We Do, You Do) model of instruction that will guide students in developing the specific skills they lack. Students will complete a pre-test and post-test from this curriculum that will measure the effectiveness of the program. The purpose of conducting pre-tests at the start of the tutoring program is to make instructional decisions based on the specific needs of the tutoring groups. The curriculum coach and lead teacher will work closely with the tutors to design focus calendars and instructional practices that will support students in achieving grade-level standards.	Mathematics	October 2017- April 2018	After school hours	pre-/post-test, i-Ready, BSA	Curriculum Coach Lead Teachers Principal	Internal
English Language Learners: In addition to what is required by state mandate, students will receive content glossaries for Mathematics and Science. Also, students who are considered Non-English Speakers or Entering based on their latest English language assessment are given the opportunity to use translation applications in order to assist them in accessing the	Mathematics and Science	August 2017-June 2018	During and after school hours	iObservation, student performance data, lesson plans	ESOL Contact Administration Curriculum Coach	NA

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

curriculum. Teachers will be using a word wall to enhance content vocabulary. Additionally, students will be performing labs in order to provide a hands-on experience of the content being learned. In Mathematics, students will use manipulatives during their instruction. ELL students who scored a level one on the Mathematics FSA will be enrolled in tutoring that will begin in October. The curriculum used for this tutoring group will be ACCESS Math for English Language Learners.						
Exceptional Student Education: In addition to what is required by state mandate, students will receive content glossaries for Mathematics and Science. Teachers will be using a word wall to enhance content vocabulary. Additionally, students will be performing labs in order to provide a hands-on experience of the content being learned. In Mathematics, students will use manipulatives during their instruction. ESE students who scored a level one on the Mathematics FSA will be enrolled in tutoring that will begin in October. The tutoring will use Performance Coach Math books to guide the instruction.	Mathematics and Science	August 2017-June 2018	During and after school hours	iObservation, student performance data, lesson plans	ESE Specialist 504 Liaison Administration Curriculum Coach	NA

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates (e.g.: Early Release) and Schedules (e.g.: Frequency of meetings)	Title or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
Teachers will receive PD in RtI and Data analysis -what data is useful - how to make instructional decisions based on data	Math and Science	Curriculum Coach	Math and Science Teachers	Monthly	Curriculum Coach	-iObservation Walkthroughs ; observation checklists -Data	Operational Account
Professional Development: Curriculum Training- Teachers will participate in training conducted by an HMH curriculum consultant on effectively using Science Fusion and the AGA curriculum within their classrooms.	Math and Science	HMH Representative	Math and Science Teachers	August 2017	Curriculum Coach	iObservation Walkthroughs ; observation checklists -Data	Operational Account
Professional Development: Increasing Student Engagement in the Classroom- Teachers will participate in training conducted by a highly qualified teacher on how to incorporate high interest, rigorous activities within their lessons while still teaching to the Florida standards.	Math and Science	Rhett Landrum	Math and Science Teachers	August 2017	Administrators	iObservation Walkthroughs ; observation checklists -Data	Operational Account

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Professional Learning Community: Using Data to Drive Instruction- Various teachers, including all department heads, will participate in monthly sessions to discuss research based approaches to collecting and analyzing data in order to make best instructional decisions.	Math and Science	Lead Teachers/ Curriculum Coach	Math and Science Teachers	Monthly	Lead Teacher	iObservation Walkthroughs ; observation checklists -Data	Operational Account
Professional Learning Community: New Teacher Mentorship Program- New teachers will participate in monthly mentorship meetings as part of the school's induction program. Throughout the program, topics such as best instructional practices, establishing relationships with parents and students, and effective communication will be discussed. Teachers will also be paired with a mentor teacher who will assist and offer them support throughout the school year.	Math and Science	Curriculum Coach	All New Math and Science Teachers	Monthly	Curriculum Coach	iObservation Walkthroughs ; observation checklists -Data	Operational Account

**Please refer to page 22 for Math & Science MTSS/RtI process.*

STEM/Math/Science Action Plan*: Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs)

Graduation Rate – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify graduation rate target for the following years:							
Baseline Data 2014-15		2015-16 NA	2016-17 100%	2017-18	2018-19	2019-20	2020-21
Students In Cohort:							
Include data for <u>Proficient</u> students meeting graduation requirements (i.e., FSA, End Of Course Examinations):				Include data for <u>Non-proficient</u> students meeting graduation requirements (i.e. FSA, End of Course Examinations):			
2017 <u>Current</u> Level of Performance (% and number of students)		2018 <u>Expected</u> Level of Performance (% and number of students)		2017 <u>Current</u> Level of Performance (% and number of students)		2018 <u>Expected</u> Level of Performance (% and number of students)	

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

100%	100%	0%	0%
Graduation Data:			
2017 <u>Number</u> of Students That Graduated In Cohort: 9	2017 <u>Percent</u> of Students That Graduated In Cohort: 100%	2018 <u>Expected Number</u> of Students That Will Graduate In Cohort: 11	2018 <u>Expected Percent</u> of Students That Will Graduate In Cohort: 100%
Students Post Cohort:			
Include data for Proficient students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP): There is no data for students post cohort as Somerset Key High is a new school. The following fields will remain blank for this reason.		Include data for Non-proficient students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):	
2017 <u>Current</u> Level of Performance	2018 <u>Expected</u> Level of Performance	2017 <u>Current</u> Level of Performance	2018 <u>Expected</u> Level of Performance
Graduation Data:			
2017 <u>Number</u> of Students That Graduated Post Cohort:	2017 <u>Percent</u> of Students That Graduated Post Cohort:	2018 <u>Expected Number</u> of Students That Will Graduate Post Cohort:	2018 <u>Expected Percent</u> of Students That Will Graduate Post Cohort:
Industry Certification Information Section: We are offering students the opportunity to take industry certification courses on campus through Somerset Virtual Program. This is our initial step to incorporate industry certifications and accelerated programs to our students at Somerset Academy.			
2017 <u>Number</u> of Students That Received Industry Certification:	2017 <u>Percent</u> of Students That Received Industry Certification:	2018 <u>Expected Number</u> of Students That Will Receive Industry Certification:	2018 <u>Expected Percent</u> of Students That Will Receive Industry Certification:
Industry Certification Programs Offered (please list each program individually using specific program titles):	Number of Students In Program In Cohort	Number of Students In Program Post Cohort	Number and Percentage of Students That Completed and Received Certification
N/A			
Industry Certification: We are offering students the opportunity to take industry certification courses on campus through Somerset Virtual Program. This is our initial step to incorporate industry certifications and accelerated programs to our students at Somerset Academy.			

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Acceleration Programs Offered <i>(please list each program individually using specific program titles, i.e.: AP, AICE, dual enrollment):</i>	Number of Students In Program In Cohort	Number of Students In Program Post Cohort	Number and Percentage of Students That Achieved College and Career Readiness Through Acceleration			
Advanced Placement	3	3	3(100%)			
Advanced Placement (Virtual)	3	3	3(100%)			
Strategies and Activities to increase Student Achievement and Graduation Rate <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>						
Strategies and Activities to increase Student Achievement and Graduation Rate <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Select Appropriate Subject Area <i>(i.e. Mathematics- Algebra, Science – Chemistry)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source
Academic tutoring for selected students (level 1 and 2 in Reading and Mathematics/ other students in need of additional support)	ELA and Mathematics	October 2017	After School Hours	iReady Data	Curriculum Coach Lead Teacher	Title I
Interventions/ intensive reading and math classes for Level 1 and 2 students.	ELA and Mathematics	October 2017	During School Hours	iReady Data	Curriculum Coach Lead Teacher	Operational
Performing and Visual Arts College Fair: School counselor provided information to Juniors and Seniors about a local college fair with over 150 universities in attendance who have specialized degree options in visual and performing arts. Juniors and Seniors were informed of this event during class and sent home with flyers. Flyers were also placed on a billboard on campus for all students to see.	Performing and Visual Arts	September 2017	After School Hours	Flyer/Parent Link Informational Sheet	BRACE Advisor/ School Counselor Lead Teacher	NA
School-Wide College Events College Week- a week dedicated to promoting College: Somerset Academy Key will be participating in National College Week. Each day, events and or activities will be held to promote college awareness and interest among Somerset Key students.	ALL	October 9-13 th	During School Hours	Flyer & Parent Link Informational Sheet	BRACE Advisor/ School Counselor College Week Committee Activities Director	NA
NACAC College Fair / Broward County College Fair: School counselor provided information to juniors and seniors about two college fairs located in Broward County with over hundreds of universities in attendance from around the country. Juniors and Seniors were informed of this in class and sent home with flyers. Flyers were also placed on a billboard on campus for all students to see.	ALL	October 2017	During School Hours	Flyer & Parent Link Informational Sheet	BRACE Advisor/ School Counselor	NA
Informational Sessions- Common Application, FAFSA, Bright Futures, SAT/ACT, and Career/Interest Exploration: Informational sessions will be held to provide Juniors and Seniors with important information on the Common Application, FAFSA, Bright Futures, SAT/ACT, and Career/Interest Exploration. The FAFSA/Bright Futures informational session will be held during the evening so that parents can attend as well.	ALL	September-October	Before/ After School Hours	Sign-In Sheets & PowerPoint	BRACE Advisor/ School Counselor	NA
Fieldtrips - Campus Tours: Tours of local and state institutions will be arranged in order to allow upper classmen	ALL	February 2018	During School Hours		BRACE Advisor/ School Counselor	NA

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

the opportunity to gain a better understanding of what college/university is like, and to encourage them to peruse higher education.					College Week Committee Activities Director	
Tracking ESE Students Graduation: School Counselor will track graduation progress for all high school ESE students, and will meet with all ESE students, their parents and the ESE specialist during their 11th&12th grade years in order to assure that they are on track for graduation and in order to address any concerns that arise.	ESE Students	September 2017-May 2018	Before/During/ After School Hours	Credits Tracking Sheet	BRACE Advisor/ School Counselor ESE Specialist Lead Teacher/LEA	N/A
Transfer Student Graduation Planning: School Counselor will create a plan for graduation for all high school transfer students (foreign and domestic), replacing elective courses with core credits, and assigning virtual courses as needed in order to assure timely graduation.	New Transfer Students	September 2017-May 2018	Before/During/ After School Hours	Credits Tracking Sheet	BRACE Advisor/ School Counselor ELL Coordinator Lead Teacher	N/A
ELL Student Graduation Planning: School Counselor will create a plan for graduation for all high school ELL students. This plan will be found in their own graduation track folder which will include a checklist of graduation requirements to ensure they are in the courses that they need and on track to graduate with their cohort. Additionally, if a student is new to the country, the ESOL contact will conduct a programmatic assessment to ensure the student is placed in the appropriate courses. ELL students will also be offered waivers for the ACT or SAT if they qualify. Additionally, with this waiver they will be enrolled in an online prep course that is good for one year. The Guidance Counselor will also be available to them for one-on-one meetings whenever necessary.	ELL Students	September 2017-May 2018	Before/During/ After School Hours	Credits Tracking Sheet ACT/SAT Prep ACT/SAT Waiver	BRACE Advisor/ School Counselor ELL Coordinator Lead Teacher	N/A
There will be a summary of performance meeting coordinated by the ESE specialist in the last quarter of the 12 th grade students school year to discuss post-secondary goals, accommodations, and plan.	12 th Grade ESE Students	May 2018	Before/During/ After School Hours	Easy IEP	BRACE Advisor/ School Counselor ESE Specialist Lead Teacher/LEA	
If we were to gain gifted students in grades 9-12 th , they will be receiving services as listed on their Education Plan (EP). Teachers will use enrichment strategies to accelerate the curriculum to meet their educational needs and EP goals. They will be offered an accelerated track though AP courses, online IC courses (Somerset Virtual), and honors courses.	Gifted Students	August 2017- June 2018			BRACE Advisor/ School Counselor Gifted Teacher	