School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2018-2019

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:__Grades 9-12_   Contract Grades Served:__Grades 9-12_   Year School Opened:__2016___

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Somerset Academy Key Charter High School **School Location Number (MSID):5224**	**District Name: 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:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test/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%).

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%, along with the associated school year)			
Principal	Dennis Mulrooney	Masters of Science in Educational Leadership Bachelor of Arts in Elementary Education	2	6		**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**
					School Number	5224	5224	6009	6009
					School Grade	D	D	C	C
					FCAT/FSA Reading Proficiency	25	34	50%	46%
					Lowest 25% Gains	47	33	68%	
					FCAT/FSA Math Proficiency	11	22	48%	45%
					Lowest 25% Gains	42	25	54%	
					Writing Proficiency				
					FCAT Science Proficiency	23	32	52%	51%
Assistant Principal	Tannia Rodriguez	Bachelors Elementary Education (K-5) Masters in Reading (K-12) Specialist in Educational Leadership ESOL Endorsement	3	3		**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**
					School Number	5224	5224	6047	6047
					School Grade	D	D	A	A
					FCAT/FSA Reading Proficiency	25	34	70%	65%
					Lowest 25% Gains	47	33	62%	
					FCAT/FSA Math Proficiency	11	22	70%	74%
					Lowest 25% Gains	42	25	72%	
					Writing Proficiency				
					FCAT Science Proficiency	23	32	46%	55%

Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):

List your school's Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, 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%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) 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, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)				
Lead Teacher/ ESOL Coordinator	Marissa Turner	Educational Specialist in Educational Leadership Masters in Elementary Education Bachelors of Science in Psychology ESE Endorsement ESOL Endorsement	3	3		**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**	**2013-2014**
					School Number	5224	5224	6047	6047	5406
					School Grade	D	D	A	A	A
					FCAT/FSA Reading Proficiency	25	34	70%	65%	78%
					Lowest 25% Gains	47	33	62%		82%
					FCAT/FSA Math Proficiency	11	22	70%	74%	83%
					Lowest 25% Gains	42	25	72%		79%
					Writing Proficiency					60%
					FCAT Science Proficiency	23	32	46%	55%	50%
Curriculum Coach	Tatiana Hernandez	Masters in Educational Leadership Bachelors Elementary Education (K-6) ESOL Endorsement	2	2		2017-2018	**2016-2017**	**2015-2016**	**2014-2015**	
					School Number	5224	3030	3030	3030	
					School Grade	D	A	A	A	
					FCAT/FSA Reading Proficiency	25	87%	85%	84%	
					Lowest 25% Gains	47	57%	66%		
					FCAT/FSA Math Proficiency	11	91%	91%	87%	
					Lowest 25% Gains	42	72%	74%		
					Writing Proficiency					
					FCAT Science Proficiency	23	78%	82%	82%	
BRACE Advisor/ School Counselor	Ben Tessler	Bachelor in Psychology Masters in Clinical Mental Health Counseling & School Counseling	2	1		**2017-2018**				
					School Number	5224				
					School Grade	D				
					FCAT/FSA Reading Proficiency	25				

	School Counseling (K-12)			Lowest 25% Gains	47	
				FCAT/FSA Math Proficiency	11	
				Lowest 25% Gains	42	
				Writing Proficiency		
				FCAT Science Proficiency	23	
ESE Specialist/ RtI Coordinator	Karen Davis-Torrence	Master of Science Mental Health Counseling ESE K-12 Elementary Education K-6	1 month	1 month		2017-2018	2016-2017

						2017-2018	2016-2017
ESE Specialist/ RtI Coordinator	Karen Davis-Torrence	Master of Science Mental Health Counseling ESE K-12 Elementary Education K-6	1 month	1 month	School Number	5023	5023
					School Grade	A	D
					FCAT/FSA Reading Proficiency	48	41
					Lowest 25% Gains	55	48
					FCAT/FSA Math Proficiency	51	30
					Lowest 25% Gains	71	46
					Writing Proficiency		
					FCAT Science Proficiency	44	30

PART 2: Required Components of the School Improvement Plan for Charter Schools

1. Mission Statement
Provide your school's mission statement as stated in the approved application or most recent charter programmatic renewal.

Somerset Academy Key promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in an environment that gives them a competitive advantage for post-secondary success.

Our Vision:
Somerset Academy is dedicated to providing equitable, high-quality education for all students.

Our Purpose:
Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in a safe and enriching environment.

Core Beliefs:
We believe...
- Students should be in a safe, caring, and positive school environment to learn.
- In setting high academic and social expectations for all stakeholders.
- In providing opportunities for success, learning, and leadership for all stakeholders.
- In differentiating instruction for all learners.
- Instruction should be data-driven, standards-based, individualized, and student-centered.
- In fun, innovative, and meaningful teaching approaches that produce a life-long passion for learning.
- In hands-on, project-based, and multi-media instructional delivery methods.
- That students should learn to think critically, to problem-solve, and to understand and embrace diversity so that they contribute, both locally and globally, to an ever-changing society.
- That parent and community involvement are essential and directly correlate to each child's academic success.
- That all stakeholders share in the responsibility and accountability for student development.

2. Academic Data

*Provide __detailed__ student academic data by subgroups for __the most recent three (3) years__ that includes **state mandated assessments** (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and **progress monitoring assessments** that are required to be administered three times per year (FAIR-FS, BAS, iReady, etc.), if available. **Organize all student achievement data by grade band (K-2, 3-5, 6-8, 9-12).***

K-2 Academic Data:
Not Applicable

3-5 Academic Data:
Not Applicable

6-8 Academic Data:
Not Applicable

9-12 Academic Data:
2018-2019 Data

Table 1: 2018-2019 FAIR Assessment Period 1 Data

Florida Assessment for Reading Instruction (FAIR)- Assessment Period 1				
Probability of Student Success				
	Students Assessed	**High (Green)**	**Medium (Yellow)**	**Low (Red)**	
Grade 9	60	10	45	45	
Grade 10	45	17	37	46	
Grade 11	32	25	41	34	
Grade 12	16	30	42	28	
Mean Percentile				
	Student Assessed	**Word Recognition**	**Vocabulary Knowledge**	**Reading Comprehension**	**Syntactic Knowledge**
Grade 9	60	34th	26th	8th	43rd
Grade 10	45	70th	17th	4th	9th
Grade 11	32	98th	16th	3rd	23rd
Grade 12	16	77th	37th	1st	27th

The following data provides a breakdown of points provided for each component when evaluating Somerset Academy Key's school grade. Hermes Ortiz, the data analysist for Academic, Somerset's Educational Service Provider, created the chart for the school. In 2018, Somerset Key was graded on nine different components. The ELA, Math, Science, and Social Studies components were given points based on the percent proficiency within each subject area according to the FSA/EOC scores. Middle School Acceleration points are given to school based on the number of students enrolled in Advanced Acceleration, Dual Enrollment, and our Career Technical Education (CTE) courses. Lastly, the school was graded based on the learning gains made by all of the students and specific to students in the lowest 25%.

Table 2: Data for School Grade Calculation

SOMERSET ACADEMY KEY CHARTER HIGH SCHOOL		2014-2015 Baseline	2015-2016	2016-2017	2017-2018
Proficiency	ELA			34	25
	Math			19	11
	Science			20	24
	Social Studies			69	36
	...hool Acceleration				
	Graduation				
	HS Acceleration				
	Total Points			142	96
Learning Gains	ELA LG			43	45
	ELALG 25			33	47
	Math LG			22	24
	MathLG 25			25	42
	Total Points			123	158
Total Points and Letter	Total points			265	254
	...r.of Components			8	8
	% Score			33%	32%
	Letter Grade			D	D
Ranked State Wide on % Score				60	62

The following data provides a breakdown of English Language Arts/ Reading student performance results on various summative assessments for the past two years.

Table 3: English Language Arts Florida Standards Assessment Data Score Analysis

English Language Arts Florida Standards Assessment Data							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 9 FSA ELA	72	40	35	19	6	0	25
Grade 10 FSA ELA	59	47	34	7	10	2	19

English Language Arts Florida Standards Assessment Data							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 9 FSA ELA	68	40	28	21	12	0	33
Grade 10 FSA ELA	29	48	28	10	7	7	24

Table 4: English Language Arts Florida Standards Assessment Data Results Illustrating Proficiency on Each ELA Reporting Category by Grade Level

English Language Arts Florida Standards Assessment Data					
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Key Ideas and Details	Craft and Structure	Integration of Knowledge	Language and Editing	Text-based Writing
Grade 9 FSA ELA	72	42	55	36	50	60
Grade 10 FSA ELA	59	43	50	38	71	50

English Language Arts Florida Standards Assessment Data					
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Key Ideas and Details	Craft and Structure	Integration of Knowledge	Language and Editing	Text-based Writing
Grade 9 FSA ELA	68	50	59	47	50	60
Grade 10 FSA ELA	29	47	44	50	64	50

Table 5: I-Ready Reading On-Going Progress Monitoring Results

Grade 9 I Ready Reading Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: 63		Number of Students Asssessed: 57		Number of Students Asssessed: 45	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level	563	100	550	95	546	98
Phonological Awareness	NA	0	NA	0	NA	0
Phonics	495	16	467	26	470	22
High Frequency Words	NA	0	NA	0	NA	0
Vocabulary	584	90	587	77	577	84
Comprehension: Lit.	560	97	540	95	536	100
Comprehension: I.T.	544	97	523	96	519	98

Grade 9 I Ready Reading Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed:		Number of Students Asssessed: 67		Number of Students Asssessed: 64	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level			584	91	583	84
Phonological Awareness			NA	0	NA	0
Phonics			481	15	495	27
High Frequency Words			NA	0	NA	0
Vocabulary			599	84	600	70
Comprehension: Lit.			584	87	580	86
Comprehension: I.T.			571	84	587	88

Grade 10 I Ready Reading Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: 50		Number of Students Asssessed: 46		Number of Students Asssessed: 16	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level	578	92	589	89	553	88
Phonological Awareness	NA	0	NA	0	NA	0
Phonics	440	14	466	13	431	31
High Frequency Words	NA	0	NA	0	NA	0
Vocabulary	595	82	613	80	578	81
Comprehension: Lit.	577	92	589	87	557	88
Comprehension: I.T.	563	90	562	91	529	94

Grade 10 I Ready Reading Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed:		Number of Students Asssessed: 25		Number of Students Asssessed: 27	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level			587	88	585	89
Phonological Awareness			NA	0	NA	0
Phonics			473	16	506	22
High Frequency Words			NA	0	NA	0
Vocabulary			600	88	609	74
Comprehension: Lit.			581	88	579	89
Comprehension: I.T.			583	84	563	93

Grade 11 I Ready Reading Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Assssessed: 18		Number of Students Assssessed:19		Number of Students Assessed: 1	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level 561	83	574	89	612	100
Phonological Awareness NA	0	NA	0	NA	0
Phonics 462	17	440	5	NA	0
High Frequency Words NA	0	NA	0	NA	0
Vocabulary 605	78	600	84	631	100
Comprehension: Lit. 572	94	579	89	615	100
Comprehension: LT. 565	100	537	95	589	100

Grade 11 I Ready Reading Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Assssessed:		Number of Students Assessed: 9		Number of Students Assssessed: 11	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level		628	89	634	82
Phonological Awareness		NA	0	NA	0
Phonics		NA	0	NA	0
High Frequency Words		NA	0	NA	0
Vocabulary		644	67	657	45
Comprehension: Lit.		630	67	627	73
Comprehension: LT.		608	89	613	91

Grade 12 I Ready Reading Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Assssessed: 8		Number of Students Assssessed:		Number of Students Assssessed:	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level 601	100				
Phonological Awareness NA	0				
Phonics NA	0				
High Frequency Words NA	0				
Vocabulary 641	88				
Comprehension: Lit. 584	100				
Comprehension: LT. 571	100				

Grade 12 I Ready Reading Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Assssessed:		Number of Students Assssessed: 7		Number of Students Assssessed:	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Reading Level		631	100	629	75
Phonological Awareness		NA	0	NA	0
Phonics		NA	0	NA	0
High Frequency Words		NA	0	NA	0
Vocabulary		654	71	651	50
Comprehension: Lit.		636	86	604	75
Comprehension: LT.		597	100	629	75

Table 6: Florida Assessment for Instruction in Reading (FAIR) Assessment Results

Grade 9 FAIR Assessment Data Results			
2017-2018 School Year			
Students Assessed	74	64	56
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Probability of Literacy Success			
High (Green)	32%	27%	29%
Medium (Yellow)	66%	73%	68%
Low (Red)	1%	0%	4%
Median Percential Rank			
Word Recognition	68th	62nd	75th
Vocabulary Knowledge	37th	33rd	31st
Reading Comprension	13th	7th	4th
Syntactic Knowledge	39th	22nd	19th

Grade 9 FAIR Assessment Data Results			
2016-2017 School Year			
Students Assessed	NA	42	23
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Probability of Literacy Success			
High (Green)		21%	26%
Medium (Yellow)		76%	74%
Low (Red)		2%	0%
Median Percential Rank			
Word Recognition		40th	73rd
Vocabulary Knowledge		34th	37th
Reading Comprension		9th	8th
Syntactic Knowledge		45th	40th

Grade 10 FAIR Assessment Data Results			
2017-2018 School Year			
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Students Assessed	57	48	30
Probability of Literacy Success			
High (Green)	42%	40%	30%
Medium (Yellow)	39%	44%	23%
Low (Red)	19%	17%	47%
Median Percential Rank			
Word Recognition	42nd	65th	94th
Vocabulary Knowledge	30th	42nd	35th
Reading Comprension	23rd	20th	4th
Syntactic Knowledge	23rd	5th	7th

Grade 10 FAIR Assessment Data Results			
2016-2017 School Year			
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Students Assessed	NA	11	1
Probability of Literacy Success			
High (Green)		36%	0%
Medium (Yellow)		27%	0%
Low (Red)		36%	100%
Median Percential Rank			
Word Recognition		45th	48th
Vocabulary Knowledge		10th	12th
Reading Comprension		12th	1st
Syntactic Knowledge		9th	45th

Grade 11 FAIR Assessment Data Results		
2017-2018 School Year		
Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Students Assessed 26	24	21
Probability of Literacy Success		
High (Green) 46%	42%	24%
Medium (Yellow) 39%	38%	48%
Low (Red) 19%	21%	29%
Median Percential Rank		
Word Recognition 75th	61st	81st
Vocabulary Knowledge 37th	31st	35th
Reading Comprension 24th	23rd	12th
Syntactic Knowledge 27th	12th	9th

Grade 11 FAIR Assessment Data Results		
2016-2017 School Year		
Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Students Assessed NA	4	NA
Probability of Literacy Success		
High (Green)	100%	
Medium (Yellow)	0%	
Low (Red)	0%	
Median Percential Rank		
Word Recognition	85th	
Vocabulary Knowledge	36th	
Reading Comprension	57th	
Syntactic Knowledge	33rd	

Grade 12 FAIR Assessment Data Results		
2017-2018 School Year		
Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Students Assessed 12	9	NA
Probability of Literacy Success		
High (Green) 92%	78%	
Medium (Yellow) 8%	22%	
Low (Red) 0%	0%	
Median Percential Rank		
Word Recognition 98th	72nd	
Vocabulary Knowledge 76th	52nd	
Reading Comprension 46th	42nd	
Syntactic Knowledge 23rd	21st	

Grade 12 FAIR Assessment Data Results		
2016-2017 School Year		
Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
Students Assessed NA	1	NA
Probability of Literacy Success		
High (Green)	100%	
Medium (Yellow)	0%	
Low (Red)	0%	
Median Percential Rank		
Word Recognition	99th	
Vocabulary Knowledge	63rd	
Reading Comprension	21st	
Syntactic Knowledge	37th	

Table 7: Mathematics Florida Standards Assessment Data Score Analysis

Algebra I EOC Florida Standards Assessment Data						
Spring 2018 Assessment						
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 9	67	76	16	7	0	0	7
Grade 10	4	100	0	0	0	0	0
Grade 11	5	60	20	20	0	0	20

Algebra I EOC Florida Standards Assessment Data						
Spring 2017 Assessment						
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 9	57	68	14	18	0	0	18
Grade 10	5	80	20	0	0	0	0
Grade 11	2	0	0	100	100	0	100

Geometry EOC Florida Standards Assessment Data						
Spring 2018 Assessment						
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 9	2	0	0	100	0	0	100
Grade 10	2	100	0	0	0	0	0
Grade 11	14	64	29	7	0	0	7
Grade 12	1	100	0	0	0	0	100

Geometry EOC Florida Standards Assessment Data						
Spring 2017 Assessment						
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 11	5	80	20	0	0	0	0
Grade 12	8	63	13	25	0	0	25

Algebra II Florida Standards Assessment Data						
Spring 2017 Assessment						
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 9	7	0	43	29	29	0	58
Grade 10	20	80	5	15	0	0	15
Grade 11	10	60	20	20	0	0	20

Table 8: Mathematics Florida Standards Assessment Data Results Illustrating Proficiency on Each Math Reporting Category by Grade Level

Algebra I EOC Florida Standards Assessment Data			
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category			
	Number of Students	Algebra and Modeling	Functions and Modeling	Statistics and Number
Grade 9	67	15	23	20
Grade 10	4	18	16	16
Grade 11	3	25	28	15
All Students	74	16	24	18

Algebra I EOC Florida Standards Assessment Data			
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category			
	Number of Students	Algebra and Modeling	Functions and Modeling	Statistics and Number
Grade 9	60	15	21	17
Grade 10	5	14	26	7
Grade 11	2	40	42	41
Grade 12	1	58	71	45
All Students	68	16	23	17

Geometry EOC Florida Standards Assessment Data			
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category			
	Number of Students	Congruence, Similiarity,	Geo Measurement Pro.	Geometry Modeling
Grade 9	2	52	16	28
Grade 10	2	9	11	11
Grade 11	13	24	7	19
Grade 12	1	26	5	0
All Students	18	26	8	18

Geometry EOC Florida Standards Assessment Data			
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category			
	Number of Students	Congruence, Similiarity,	Geo Measurement Pro.	Geometry Modeling
Grade 11	5	15	8	7
Grade 12	9	19	15	10
All Students	14	17	12	9

Table 9: I-Ready Mathematics On-Going Progress Monitoring Results

Grade 9 I Ready Mathematics Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: 67		Number of Students Asssessed: 66		Number of Students Asssessed: 26	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level 472	91	476	97	460	96
Number and Operations 450	46	463	52	449	69
Algebra and Algebraic Think. 474	90	473	91	460	96
Measurement and Data 443	46	462	52	449	69
Geometry 468	91	476	94	455	100

Grade 9 I Ready Mathematics Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: NA		Number of Students Asssessed: 58		Number of Students Asssessed: 51	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level		477	93	471	92
Number and Operations		458	43	436	45
Algebra and Algebraic Think.		481	88	471	92
Measurement and Data		458	43	445	45
Geometry		473	93	469	90

Grade 10 I Ready Mathematics Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: 52		Number of Students Asssessed: 53		Number of Students Asssessed:	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level 480	96	484	92	464	100
Number and Operations 461	35	460	38	434	47
Algebra and Algebraic Think. 484	81	488	79	468	88
Measurement and Data 443	35	456	38	447	47
Geometry 475	88	478	83	458	100

Grade 10 I Ready Mathematics Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: NA		Number of Students Asssessed: 25		Number of Students Asssessed: 23	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level		485	100	486	100
Number and Operations		458	36	464	39
Algebra and Algebraic Think.		489	64	492	78
Measurement and Data		467	36	451	39
Geometry		478	92	479	87

Grade 11 I Ready Mathematics Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: 22		Number of Students Asssessed: 19		Number of Students Asssessed: 2	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level 482	100	485	100	463	100
Number and Operations 442	27	442	37	448	50
Algebra and Algebraic Think. 492	100	489	100	470	100
Measurement and Data 427	27	438	37	431	50
Geometry 478	100	488	100	459	100

Grade 11 I Ready Mathematics Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: NA		Number of Students Asssessed: 10		Number of Students Asssessed: 9	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level		513	100	498	100
Number and Operations		NA	0	454	33
Algebra and Algebraic Think.		522	100	498	100
Measurement and Data		NA	0	457	33
Geometry		506	100	500	100

Grade 12 I Ready Mathematics Diagnostic Data Results					
2017-2018 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: NA		Number of Students Asssessed: 1		Number of Students Asssessed:	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level		505	100		
Number and Operations		NA	0		
Algebra and Algebraic Think.		523	100		
Measurement and Data		NA	0		
Geometry		487	100		

Grade 12 I Ready Mathematics Diagnostic Data Results					
2016-2017 School Year					
Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
Number of Students Asssessed: NA		Number of Students Asssessed:7		Number of Students Asssessed: 0	
Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overal Math Level		507	100		
Number and Operations		NA	0		
Algebra and Algebraic Think.		513	100		
Measurement and Data		NA	0		
Geometry		501	100		

Table 10: NGSSS Grade 11 US History End-of-Course Data Results

US History NGSS End of Course Assessment							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 11 US History	29	38	38	14	14	7	35

US History NGSS End of Course Assessment							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 11 US History	22	32	18	14	23	13	50

Table 11: NGSS Grade 11 US History Data Results Illustrating Proficiency on Each Civics Reporting Category

U.S. History NGSS End-of-Course Assessment Data			
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category			
	Number of Students	Late 19th Early 20th Centuries	Global Mil Pol Econ Challenges	US Defense of Intl Peace
Grade 11 US History	29	41	44	42

U.S. History NGSS End-of-Course Assessment Data			
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category			
	Number of Students	Late 19th Early 20th Centuries	Global Mil Pol Econ Challenges	US Defense of Intl Peace
Grade 11 US History	22	53	47	58

Table 12: NGSSS Biology End-of-Course Assessment Data Results

NGSS Biology End of Course Assessment							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
High School	87	33	44	21	2	0	23

NGSS Biology End of Course Assessment							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
High School	77	98	44	16	0	3	18

Table 13: NGSS Biology End-of-Course Science Data Results Illustrating Proficiency on Each Biology Reporting Category.

		NGSS Biology End-Of-Course Assessment Data		
		Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category		
	Number of Students	Molecullar and Cellular Biology	Classification Heredity and Evolution	Organisms Populations and Ecosystems
High School	87	31	35	38

Student Subgroup Data

Table 14: Somerset Key High School 2018 FSA ELA Test Results- All students

Table 15: Somerset Key High School 2018 FSA ELA Test Results- ELL Students
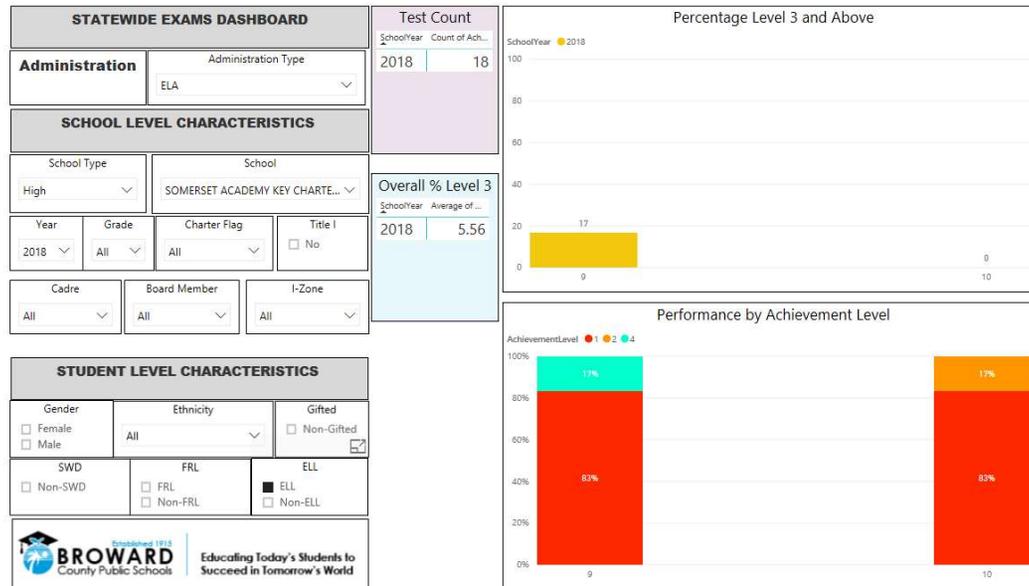
Table 16: Somerset Key High School 2018 FSA ELA Test Results- SWD Students
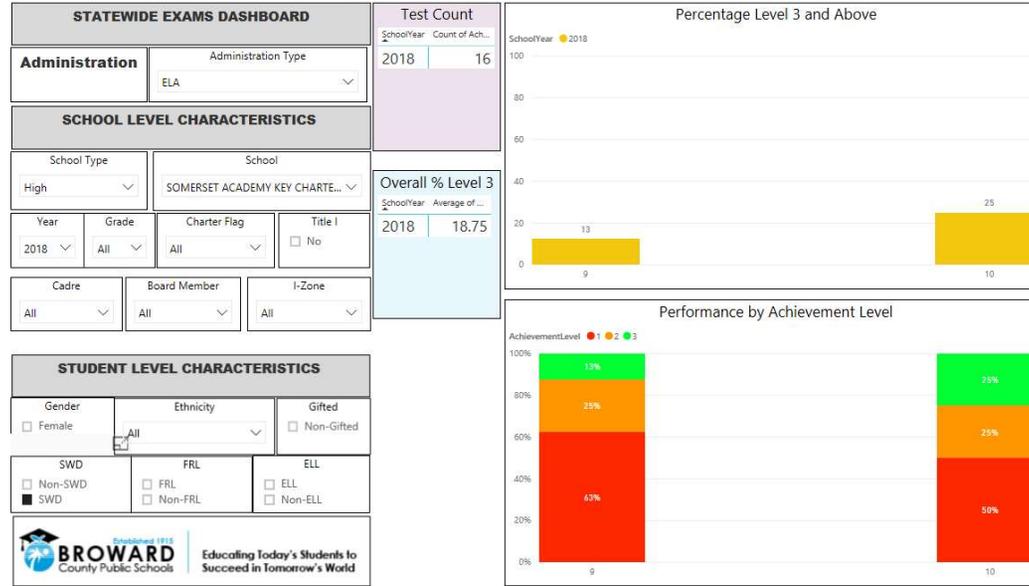
Table 17: Somerset Key High School 2018 FSA ELA Test Results- FRL Students
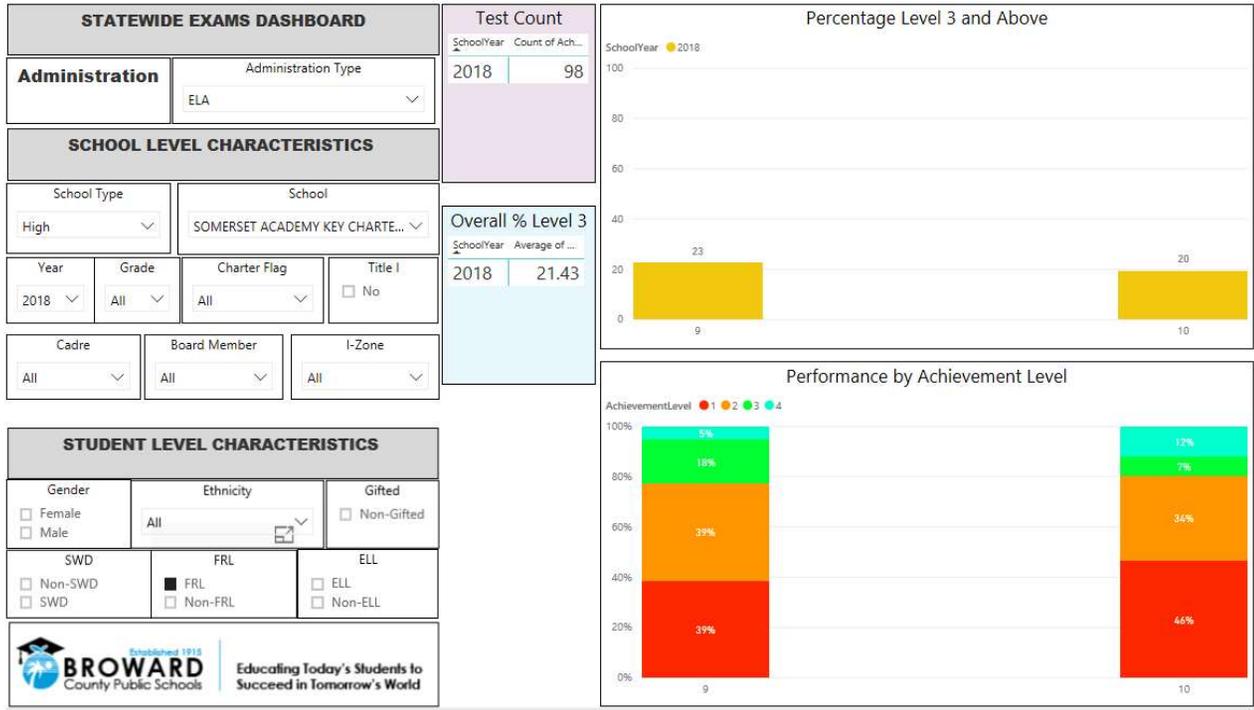
Table 18: Somerset Key High School 2018 FSA ELA Test Results- Female Students
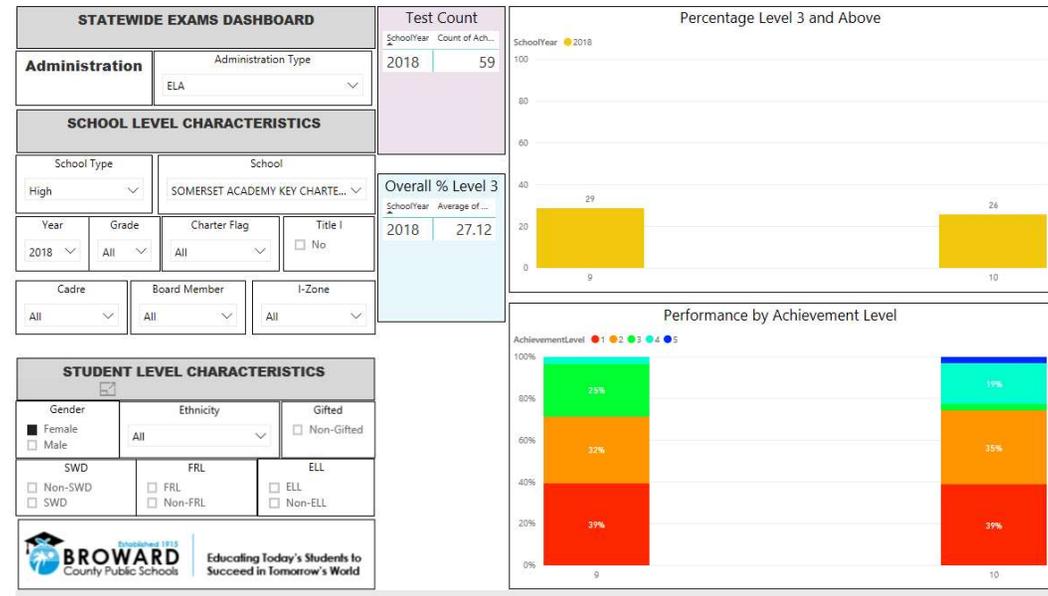
Table 19: Somerset Key High School 2018 FSA ELA Test Results- Male Students
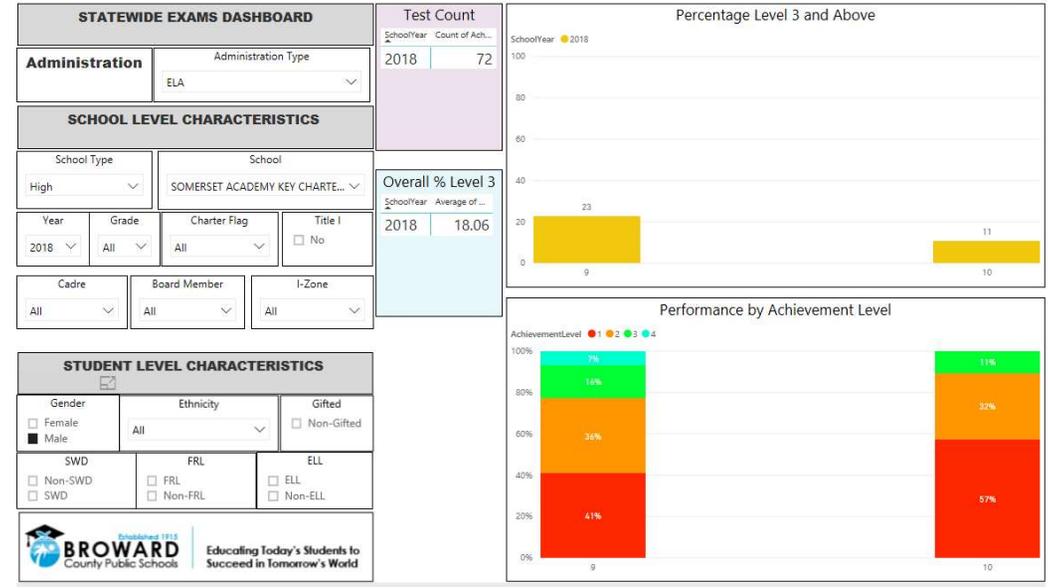
Table 20: FSA ELA Black Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
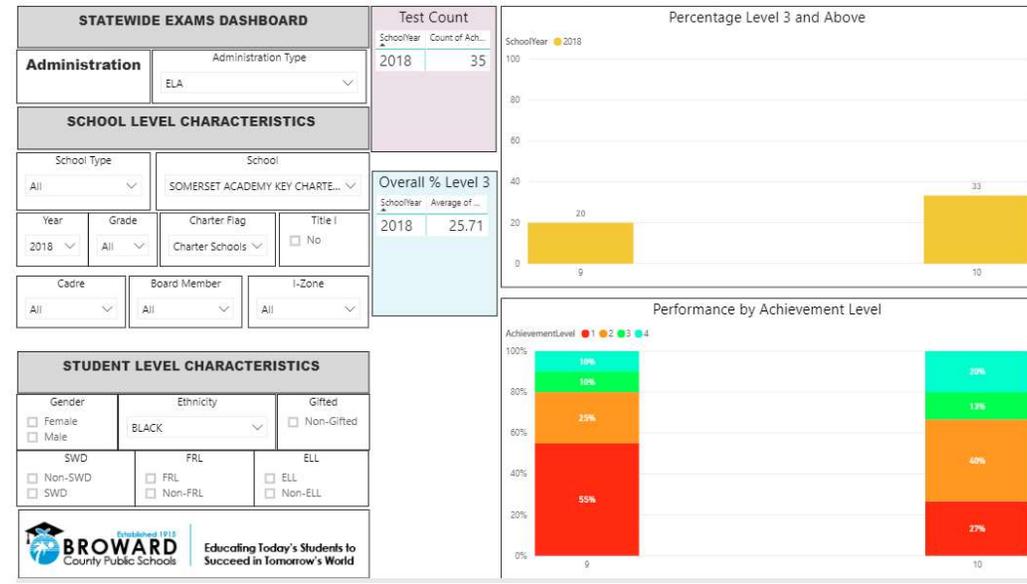
Table 21: FSA ELA Hispanic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
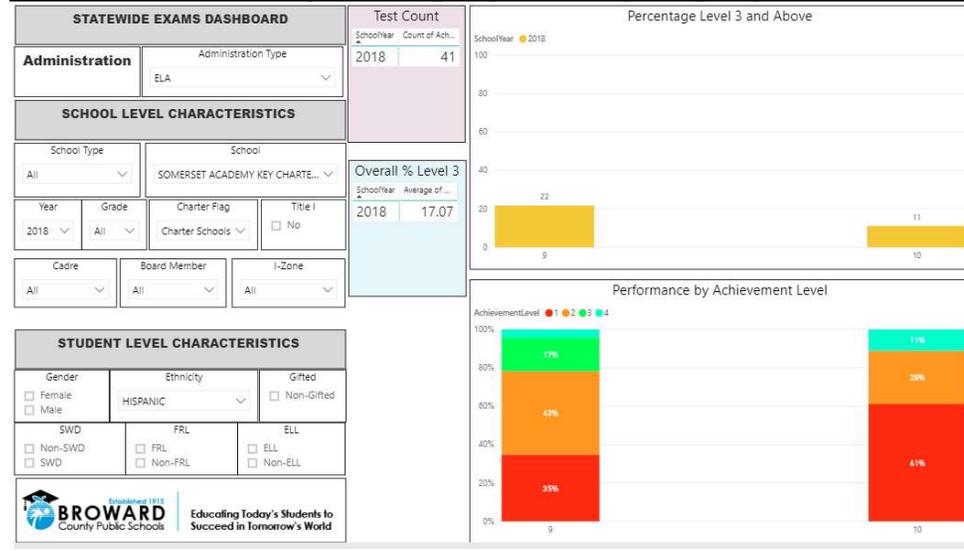
Table 22: FSA ELA Multi-Ethnic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
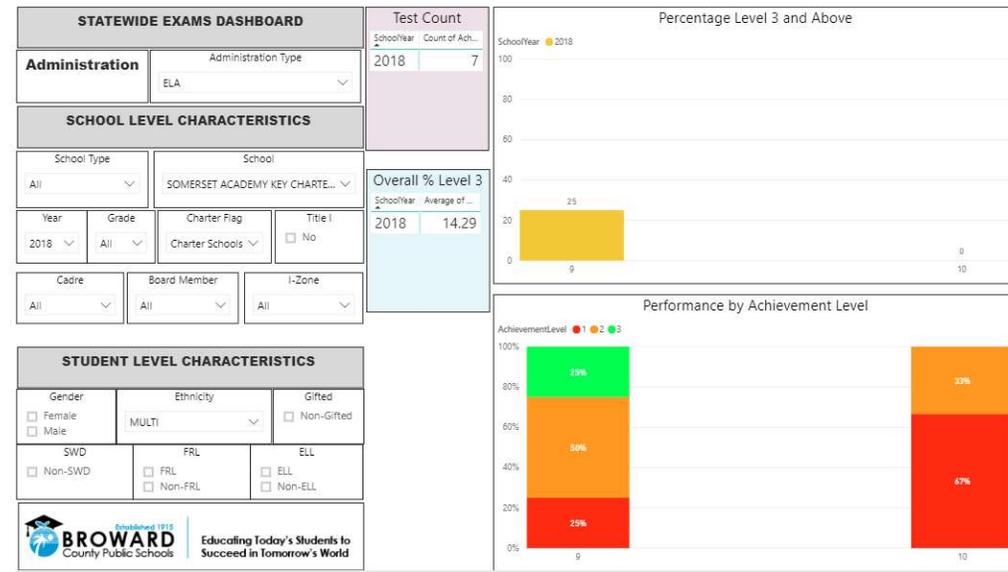
Table 23: FSA ELA White Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
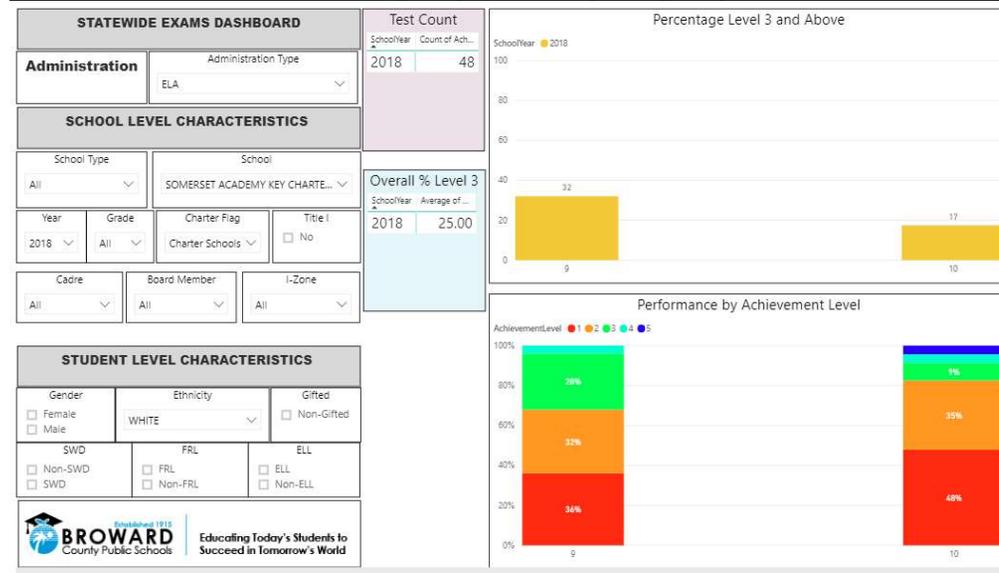
Table 24: Somerset Key High School 2018 FSA Mathematics Test Results- All students
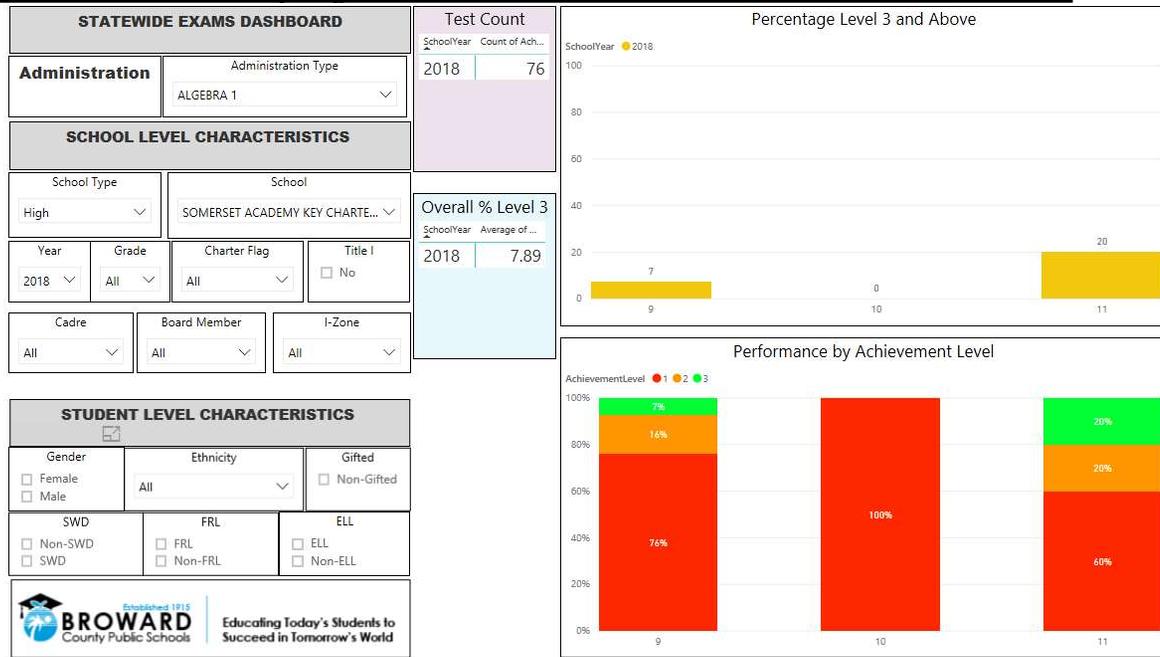
Table 25: Somerset Key High School 2018 FSA Mathematics Test Results- ELL Students
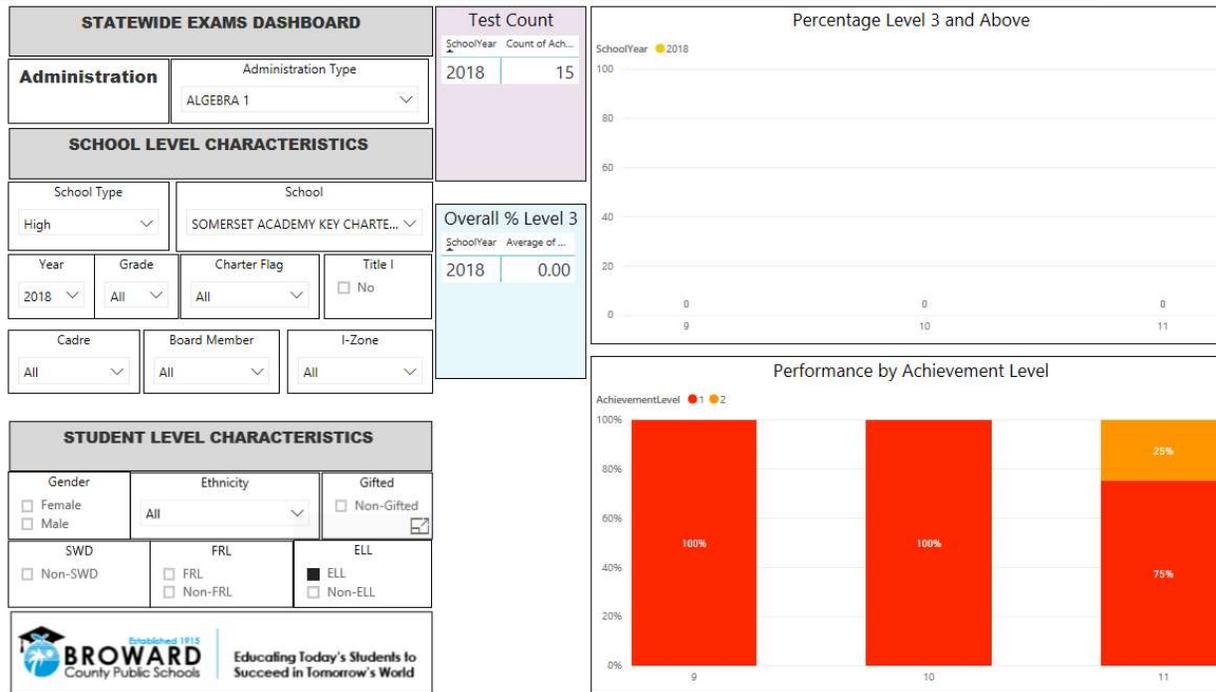
Table 26: Somerset Key High School 2018 FSA Mathematics Test Results- SWD Students

Table 27: Somerset Key High School 2018 FSA Mathematics Test Results- FRL Students
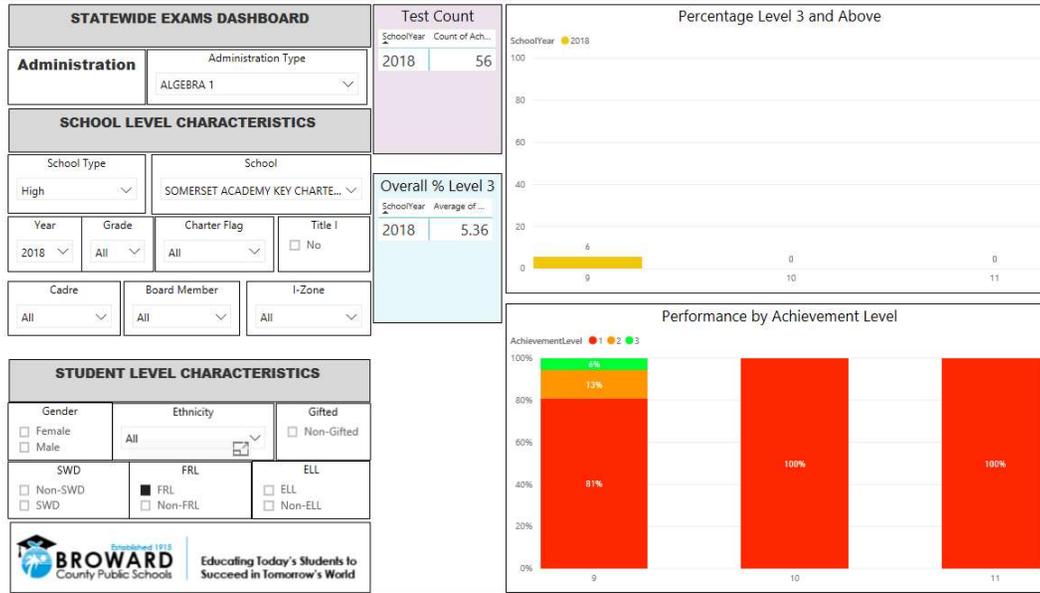
## Table 28: Somerset Key High School 2018 FSA Mathematics ELA Test Results- Female Students

STATEWIDE EXAMS DASHBOARD

Administration

Administration Type: ALGEBRA 1

SCHOOL LEVEL CHARACTERISTICS

School Type	School
High	SOMERSET ACADEMY KEY CHARTE...

Year	Grade	Charter Flag	Title I
2018	All	All	☐ No

Cadre	Board Member	I-Zone
All	All	All

STUDENT LEVEL CHARACTERISTICS

Gender	Ethnicity	Gifted
■ Female ☐ Male	All	☐ Non-Gifted

SWD	FRL	ELL
☐ Non-SWD ☐ SWD	☐ FRL ☐ Non-FRL	☐ ELL ☐ Non-ELL

Test Count

SchoolYear	Count of Ach...
2018	33

Overall % Level 3

SchoolYear	Average of ...
2018	9.09

Percentage Level 3 and Above (SchoolYear ● 2018)
- 9: 7
- 10: 0
- 11: 33

Performance by Achievement Level (AchievementLevel ●1 ●2 ●3)
- 9: 81% (level 1), 11% (level 2), 7% (level 3)
- 10: 100% (level 1)
- 11: 33% (level 1), 33% (level 2), 33% (level 3)

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Table 29: Somerset Key High School 2018 FSA Mathematics Test Results- Male Students

STATEWIDE EXAMS DASHBOARD

Administration

Administration Type: ALGEBRA 1

SCHOOL LEVEL CHARACTERISTICS

School Type	School
High	SOMERSET ACADEMY KEY CHARTE...

Year	Grade	Charter Flag	Title I
2018	All	All	☐ No

Cadre	Board Member	I-Zone
All	All	All

STUDENT LEVEL CHARACTERISTICS

Gender	Ethnicity	Gifted
☐ Female ■ Male	All	☐ Non-Gifted

SWD	FRL	ELL
☐ Non-SWD ☐ SWD	☐ FRL ☐ Non-FRL	☐ ELL ☐ Non-ELL

Test Count

SchoolYear	Count of Ach...
2018	43

Overall % Level 3

SchoolYear	Average of ...
2018	6.98

Percentage Level 3 and Above (SchoolYear ● 2018)
- 9: 8
- 10: 0
- 11: 0

Performance by Achievement Level (AchievementLevel ●1 ●2 ●3)
- 9: 73% (level 1), 20% (level 2), 8% (level 3)
- 10: 100% (level 1)
- 11: 100% (level 1)

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Table 30: FSA Algebra I Black Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
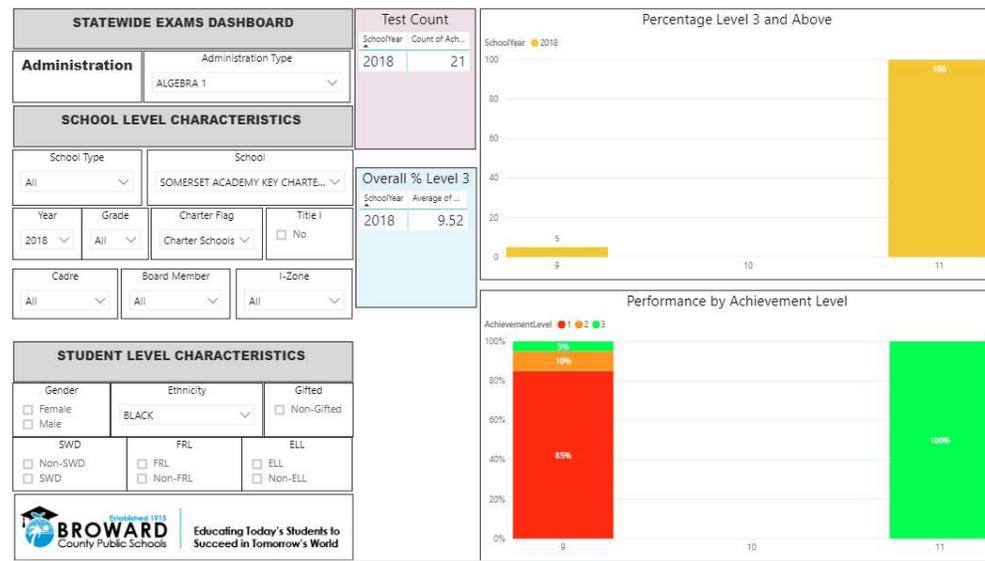
Table 31: FSA Algebra I Hispanic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
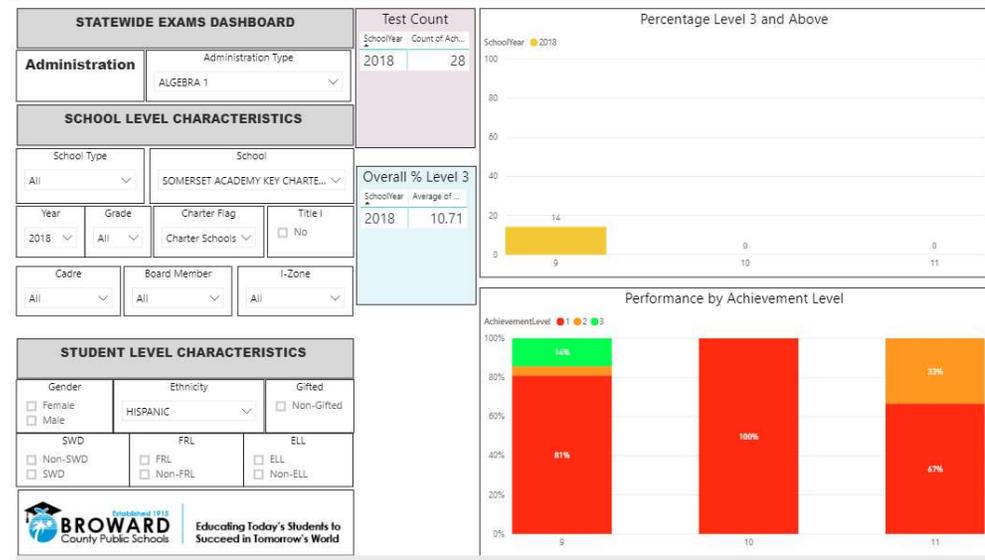
Table 32: FSA Algebra I Multi-Ethnic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
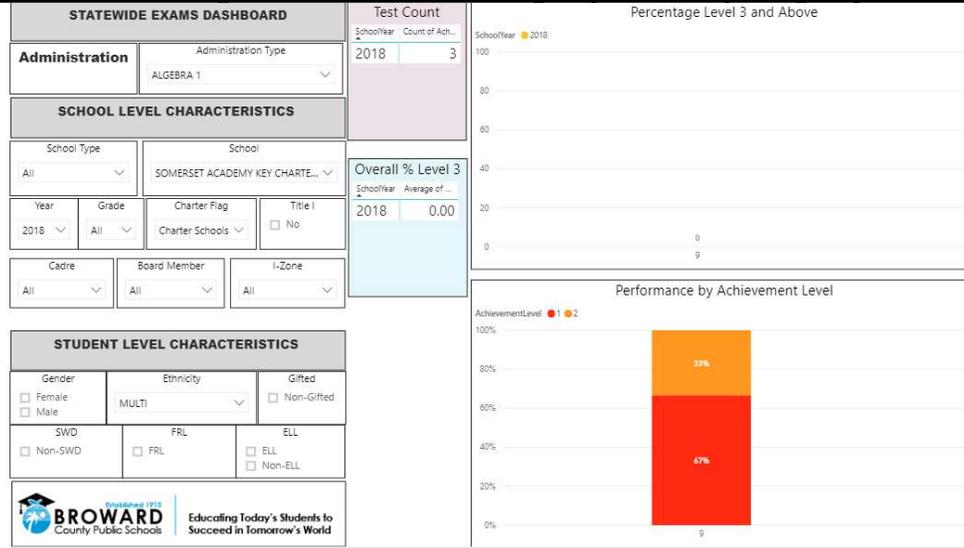
Table 33: FSA Algebra I White Subgroup- Ethnicity Subgroup Data Performance by Achievement Level

Table 34: FSA Geometry Black Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
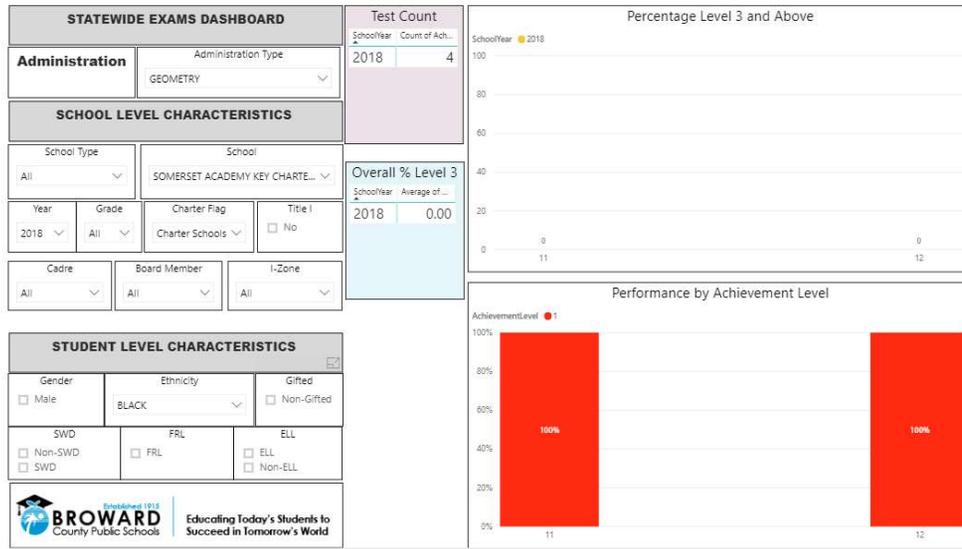
Table 35: FSA Geometry Hispanic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
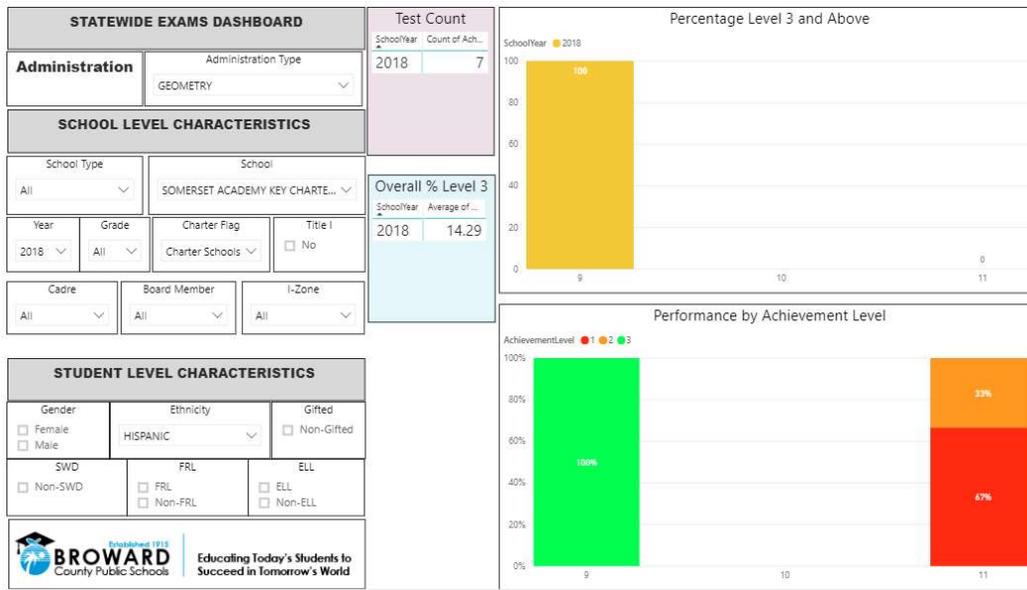
Table 36: FSA Geometry White Subgroup- Ethnicity Subgroup Data Performance by Achievement Level
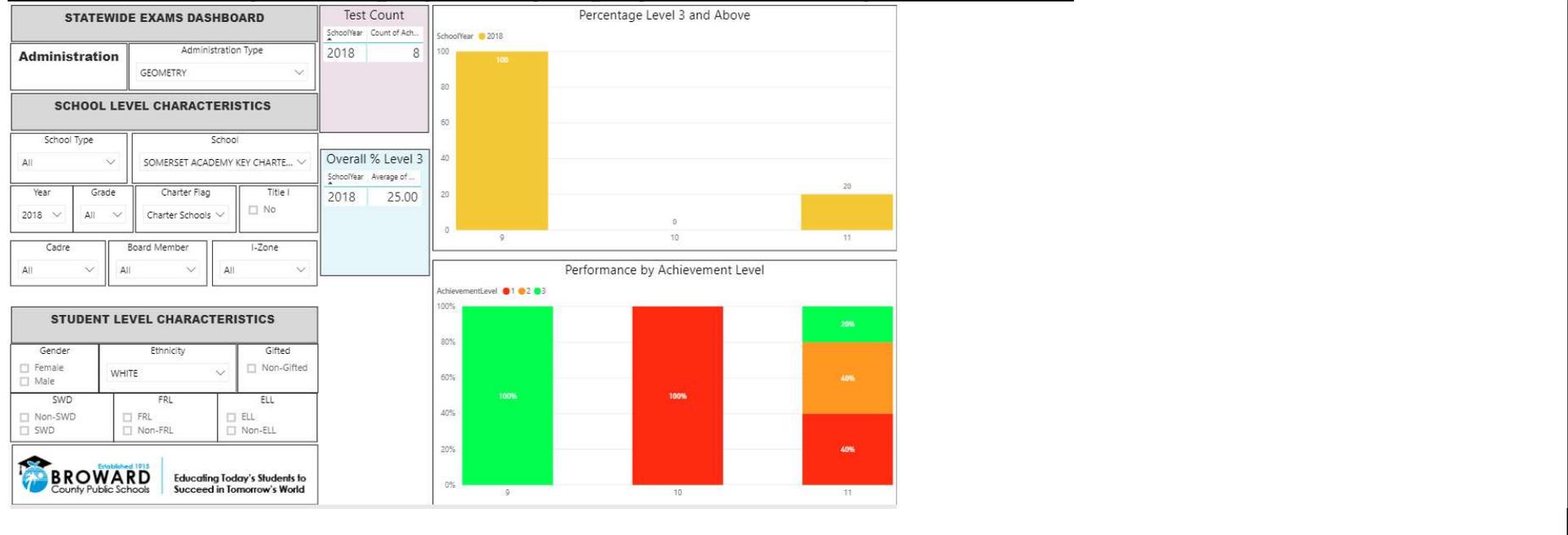
3. *Student Achievement Objectives*

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

By June 2019, the percentage of students that achieve proficiency in ELA will increase by at least 12%
By June 2019, the percentage of students that achieve learning gains in ELA will increase by at least 10%
By June 2019, the percentage of students that achieve proficiency in the Algebra 1 EOC will increase by at least 21%
By June 2019, the percentage of students that achieve proficiency in the Geometry EOC will increase by at least 23%
By June 2019, the percentage of students that achieve learning gains in Mathematics will increase by at least 20%
By June 2019, the percentage of students that achieve proficiency in the Biology EOC will increase at least 10%
By June 2019, the percentage of students that achieve proficiency in the US History EOC will increase at least 10%
By June 2019, the percentage of students in the SWD subgroup that achieve proficiency in reading and math will increase by 10%.
By June 2019, the percentage of students in the ELL subgroup that achieve proficiency in reading and math will increase by 20%.

4. Student Performance Data Analysis
Provide a __detailed__ analysis in narrative format of the student performance data including academic performance by each subgroup. If ESOL and/or ESE counts are too low to qualify as a subgroup, include the data for ESOL and ESE separately. **Organize student data analysis by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data Analysis:
Not Applicable

3-5 Academic Data Analysis:
Not Applicable

6-8 Academic Data Analysis:
Not Applicable

9-12 Academic Data Analysis:
English Language Arts 9-12 Academic Data Analysis
Somerset Academy Key High school students performed at a 34% proficiency in ELA FSA during its baseline year. Former private school students represented a majority of the student body. Most of these students had minimal background experience with the Florida State Standards and the rigor and complexity levels of the standards. Although this was a barrier during the first academic year, students did not show growth from 2017 to the 2018 Spring Assessment. Instead, students decreased in proficiency to 25 percentage points. When analyzing Somerset Key ELA results over a the two-year period, students consistently performed better in the Craft and Structure reporting categories than Key Idea and Details and Integration of Knowledge. Grades 9-12 show significant deficiencies in these areas based on the percent proficiency rates in each of the components. Language and Editing is and has been the strongest of the ELA reporting categories since the 2017 spring assessment. I-Ready on-going monitoring data results during the 2016-2017 and 2017-2018 school years indicate that students have most difficulty with comprehending information text. This was a reoccurring trend in Grades 9-12 over the two years. The FAIR assessment measured student performance on four areas that include word recognition, vocabulary knowledge, reading comprehension, and syntactic knowledge. Data results from 2017 indicate that students repeatedly were most deficient in the area of reading comprehension compared to the other components. Student data shows positive trends in the area of word recognition as assessed by the FAIR interim assessments.

Mathematics Grades 9-12 Academic Data Analysis
Somerset Key experienced a significant decrease of 8 percentage points from the Florida Standards Assessment Results in Mathematics in 2017 to 2018. The number of students who scored a level 3 or higher significantly dropped from 2017 to 2018. When analyzing Somerset Key Algebra results over a two-year period, students consistently performed better in the Functions and Modeling reporting category compared to that of that of Algebra and Modeling. When analyzing Somerset Key Geometry results over a two-year period, students consistently performed better in the Congruence and Similarities reporting category compared to that of that of Geometry Modeling. I-Ready on-going monitoring data results during the 2016-2017 and 2017-2018 school years indicate that students have most

difficulty with Algebra and Algebraic Thinking and Geometry which aligns to the deficiencies identified in the FSA data results. This was a reoccurring trend in the progress monitoring data over a two-year period for grades 9-12.

US History Grade 11 Academic Data Analysis

Thirty-nine percent of Somerset Academy Key eleventh grade students scored proficiency in the NGSS US History End-of Course assessment in the spring 2018 compare to 69% during the 2017. This was a decrease of thirty percentage points. The amount of Level 2 students increased by about twenty percent from one year to the next, dropping the amount of level 3's and above by a large amount. Reporting Category data comparison from 2017 and 2018 show similar results from one year to the next. Students demonstrated the highest proficiency in the area of US Defense and Global Peace compared to their more deficient areas of Global, Military, Political and Economic Challenges.

Biology High School Academic Data Analysis

Student performance in NGSS Biology End of Couse Assessment from the 2017 Spring Science assessment to 2018 Spring Science assessment increased by 4 percentage points. Students scoring a level three on the Biology EOC increased by five percentage points in 2018. Although the students average about a thirty-four percent in each of the reporting categories, the area of Classification Heredity and Evolution is where students performed the best.

Student Subgroup Academic Data Analysis
Students with Disabilities

Sixteen students were identified as students with disabilities during the 2018 school year. Only 18% of the students with disabilities scores a level 3 or higher in ELA. Students with disabilities scored four percentage points below the average percent proficiency scored by all students in the same year. An average of 60% of SWD students scored a level 1 on the ELA FSA. Students with disabilities scored significantly lower in mathematics. No student with disability scored proficiency in the Algebra I assessment in ninth or tenth grade.

English Language Learners

Eighteen students were identified as English Language Learners (ELL) during the 2018 school year. Only 5% of the ELL student population scored a level 3 or higher in the ELA FSA. ELL students scored 16 percentage points below the average percent proficiency scored by all students in the same year. An average of 83% of ELL students scored a level 1 compared to 17% of ELL students who scored a level 2. No ELL students received a passing score on the Algebra I EOC.

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. Areas of deficiency are based on student performance data. See sample provided in appendices.

Deficiency:

Based on FSA-ELA student achievement data, an average of 63% of students in grades 9-10 are deficient in the area of Integration of Knowledge.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018-June 2019; August 2019-June 2020	Collections	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the Collections curriculum. -Provide teachers with focus calendars and pacing guides. -Provide teachers with training on explicit instruction. -Provide teachers with training on close reading. -Provide teachers with training on the gradual release model. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Teachers will use Collections to provide text-based writing instruction. Students' writing will be progress monitored through the use of monthly writing generated by the Secondary English Language Arts SharePoint/ One Drive. -Teachers will be trained on how to use graphic organizers to foster the integration of knowledge. -Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context. -Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections. -Students will participate in literature circles where they will research, discuss, analyze and dissect literature. -Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts. -Students will participate in collaborative small group/differentiated lessons.
Reading	August 2018-June 2019; August 2019-June 2020	Edge	Assessments from the Edge curriculum	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide intensive reading teachers with training on how to most effectively use the Edge curriculum. -Provide teachers with training on explicit instruction. -Provide teachers with training on close reading. -Provide teachers with training on the gradual release model. -Enroll all FSA level 1 and 2 students in Intensive Reading class. -Provide Intensive Reading teachers with focus calendars and pacing guides.

					-Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Teachers will be trained on how to use graphic organizers to foster the integration of knowledge. -Teachers will be expected to incorporate small group instruction in order to implement tier 2 intervention to their students. Lesson planning for this will be required as well as progress monitoring. -Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context. -Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections. -Students will participate in literature circles where they will research, discuss, analyze and dissect literature. -Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.
English Language Arts (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning-Florida Coach English Language Arts Books	- Assessments from the Florida Coach English Language Arts curriculum	Curriculum Coach, Administrators, Teachers	-Recruit teachers to tutor afterschool -Enroll students who scored a level 1 or 2 in the FSA English Language Arts in afterschool tutoring program. -Assign teachers lessons from tutoring curriculum based on focus calendars. -Students will participate in small group lessons aligned to their specific deficiencies. -Students will participate in close reading strategies where they will engage in identifying text features, genre, gathering text based evidence, drawing conclusions and using context clues to determine words and phrases. -Students will be responsible for bringing a tutoring notebook where they can refer back to their notes, strategies and vocabulary each week.
Reading	October 2018- May 2019; October 2019- May 2020	Rewards	- Assessments from the Rewards curriculum	Curriculum Coach, Administrators, Interventionists	-Provide interventionists with appropriate lessons plans -Provide interventionists with schedule and rosters for students serviced. -Provide interventionists with training on how to use the Rewards curriculum. -Hold data chats with interventionists for the students in their intervention groups. -Provide interventionists with training on explicit instruction. -Students who are disfluent levels 1 and 2 will be enrolled in this intervention which will be implemented during elective courses. -Students will participate in phonics, grammar and vocabulary activities to help develop literary language skills. -Students will engage in fluency practices from myNGconnect. Improvement of fluency will lead to better comprehension. -Students will use interactive reading notebooks. Each student will be responsible for listing the unit's essential question, using graphic organizers to gather text-based evidence, make connections across texts, identify words and phrases using context clues and make applications of understanding through writing performance tasks.
SWD	August 2018- June 2019	-Collections -Edge	-Assessments from the Rewards curriculum	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all

		-Triumph Learning Coach English Language Arts Books -Rewards	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. - Assessments from the Edge curriculum - Assessments from the Florida Coach English Language Arts curriculum		teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-ACCESS English -ACCESS Newcomers -Collections -Edge -Rewards	-Assessments from the Rewards curriculum -Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. - Assessments from the Edge curriculum ACCESS Newcomers Pre-Test -ACCESS Newcomers Post Test	Curriculum Coach ESOL Contact Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students -Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed. -Enroll students who are a level one in the ACCESS Newcomers tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation. -Enroll students who are a level 2 or 3 in the ACCESS English tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.

Based on FSA-ELA student achievement data, 51.5% of students in grades 9-10 are deficient in the area of Key Ideas and Details.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018-June 2019; August 2019-June 2020	Collections	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the Collections curriculum. -Provide teachers with focus calendars and pacing guides. -Provide teachers with training on explicit instruction. -Provide teachers with training on close reading. -Provide teachers with training on the gradual release model. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Teachers will use Collections to provide text-based writing instruction. Students' writing will be progress monitored through the use of monthly writing generated by the Secondary English Language Arts SharePoint/ One Drive. -Teachers will be trained on how to use graphic organizers to foster the integration of knowledge. -Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context. -Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections. -Students will participate in literature circles where they will research, discuss, analyze and dissect literature. -Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts. -Students will participate in collaborative small group/differentiated lessons.
Reading	August 2018-June 2019; August 2019-June 2020	Edge	Assessments from the Edge curriculum	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide intensive reading teachers with training on how to most effectively use the Edge curriculum. -Provide teachers with training on explicit instruction. -Provide teachers with training on close reading. -Provide teachers with training on the gradual release model. -Enroll all FSA level 1 and 2 students in Intensive Reading class. -Provide Intensive Reading teachers with focus calendars and pacing guides. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Teachers will be trained on how to use graphic organizers to help students identify Key Ideas and Details. -Teachers will be expected to incorporate small group instruction in order to implement tier 2 intervention to their students. Lesson planning for this will be required as well as progress monitoring.

					-Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context. -Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections. -Students will participate in literature circles where they will research, discuss, analyze and dissect literature. -Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.
English Language Arts (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning-Florida Coach English Language Arts Books	- Assessments from the Florida Coach English Language Arts curriculum	Curriculum Coach, Administrators, Teachers	-Recruit teachers to tutor afterschool -Enroll students who scored a level 1 or 2 in the FSA English Language Arts in afterschool tutoring program. -Assign teachers lessons from tutoring curriculum based on focus calendars. -Students will participate in small group lessons aligned to their specific deficiencies. -Students will participate in close reading strategies where they will engage in identifying text features, genre, gathering text based evidence, drawing conclusions and using context clues to determine words and phrases. -Students will be responsible for bringing a tutoring notebook where they can refer back to their notes, strategies and vocabulary each week.
Reading	October 2018- May 2019; October 2019- May 2020	Rewards	- Assessments from the Rewards curriculum	Curriculum Coach, Administrators, Interventionists	-Provide interventionists with appropriate lessons plans -Provide interventionists with schedule and rosters for students serviced. -Provide interventionists with training on how to use the Rewards curriculum. -Hold data chats with interventionists on the students in their intervention groups. -Provide interventionists with explicit instruction. -Students who are disfluent levels 1 and 2 will be enrolled in this intervention which will be implemented during elective courses. -Students who are disfluent levels 1 and 2 will be enrolled in this intervention which will be implemented during elective courses. -Students will participate in phonics, grammar and vocabulary activities to help develop literary language skills. -Students will engage in fluency practices from myNGconnect. Improvement of fluency will lead to better comprehension. -Students will use interactive reading notebooks. Each student will be responsible for listing the unit's essential question, using graphic organizers to gather text-based evidence, make connections across texts, identify words and phrases using context clues and make applications of understanding through writing performance tasks.
SWD	August 2018- June 2019	-Collections -Edge -Triumph Learning Coach English Language Arts Books -Rewards	-Assessments from the Rewards curriculum -Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.

			- Assessments from the Edge curriculum - Assessments from the Florida Coach English Language Arts curriculum		
ELL	October 2018- May 2019	-ACCESS English -ACCESS Newcomers -Collections -Edge -Rewards	-Assessments from the Rewards curriculum -Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. - Assessments from the Edge curriculum ACCESS Newcomers Pre-Test -ACCESS Newcomers Post Test	Curriculum Coach ESOL Contact Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students -Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed. -Enroll students who are a level one in the ACCESS Newcomers tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation. -Enroll students who are a level 2 or 3 in the ACCESS English tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.

Based on FSA-ELA student achievement data, 53%of students in grades 9-10 are deficient in the area of Craft and Structure.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018- June 2019; August 2019- June 2020	Collections	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the Collections curriculum. -Provide teachers with focus calendars and pacing guides. -Provide teachers with training on explicit instruction. -Provide teachers with training on close reading. -Provide teachers with training on the gradual release model. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Teachers will use Collections to provide text-based writing instruction. Students' writing will be progress monitored through the use of monthly writing generated by the Secondary English Language Arts SharePoint/ One Drive. -Teachers will be trained on how to use graphic organizers to foster the understanding of Craft and Structure. -Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context. -Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections. -Students will participate in literature circles where they will research, discuss, analyze and dissect literature. -Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts. -Students will participate in collaborative small group/differentiated lessons.
Reading	August 2018- June 2019; August 2019- June 2020	Edge	Assessments from the Edge curriculum	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide intensive reading teachers with training on how to most effectively use the Edge curriculum. -Provide teachers with training on explicit instruction. -Provide teachers with training on close reading. -Provide teachers with training on the gradual release model. -Enroll all FSA level 1 and 2 students in Intensive Reading class. -Provide Intensive Reading teachers with focus calendars and pacing guides. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Teachers will be trained on how to use graphic organizers to help students understand craft and structure of texts. -Teachers will be expected to incorporate small group instruction in order to implement tier 2 intervention to their students. Lesson planning for this will be required as well as progress monitoring.

					-Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context. -Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections. -Students will participate in literature circles where they will research, discuss, analyze and dissect literature. -Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.
English Language Arts (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning- Florida Coach English Language Arts Books	- Assessments from the Florida Coach English Language Arts curriculum	Curriculum Coach, Administrators, Teachers	-Recruit teachers to tutor afterschool -Enroll students who scored a level 1 or 2 in the FSA English Language Arts in afterschool tutoring program. -Assign teachers lessons from tutoring curriculum based on focus calendars. -Students will participate in small group lessons aligned to their specific deficiencies. -Students will participate in close reading strategies where they will engage in identifying text features, genre, gathering text based evidence, drawing conclusions and using context clues to determine words and phrases. -Students will be responsible for bringing a tutoring notebook where they can refer back to their notes, strategies and vocabulary each week.
Reading	October 2018- May 2019; October 2019- May 2020	Rewards	- Assessments from the Rewards curriculum	Curriculum Coach, Administrators, Interventionists	-Provide interventionists with appropriate lessons plans -Provide interventionists with schedule and rosters for students serviced. -Provide interventionists with training on how to use the Rewards curriculum. -Hold data chats with interventionists on the students in their intervention groups. -Provide interventionists with explicit instruction. -Students who are disfluent levels 1 and 2 will be enrolled in this intervention which will be implemented during elective courses. -Students who are disfluent levels 1 and 2 will be enrolled in this intervention which will be implemented during elective courses. -Students will participate in phonics, grammar and vocabulary activities to help develop literary language skills. -Students will engage in fluency practices from myNGconnect. Improvement of fluency will lead to better comprehension. -Students will use interactive reading notebooks. Each student will be responsible for listing the unit's essential question, using graphic organizers to gather text-based evidence, make connections across texts, identify words and phrases using context clues and make applications of understanding through writing performance tasks.
SWD	August 2018- June 2019	-Collections -Edge -Triumph Learning Coach English Language Arts Books -Rewards	-Assessments from the Rewards curriculum -Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.

			- Assessments from the Edge curriculum - Assessments from the Florida Coach English Language Arts curriculum		
ELL	October 2018- May 2019	-ACCESS English -ACCESS Newcomers -Collections -Edge -Rewards	-Assessments from the Rewards curriculum -Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. - Assessments from the Edge curriculum ACCESS Newcomers Pre-Test -ACCESS Newcomers Post Test	Curriculum Coach ESOL Contact Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students -Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed. -Enroll students who are a level one in the ACCESS Newcomers tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation. -Enroll students who are a level 2 or 3 in the ACCESS English tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.

Based on FSA-ELA student achievement data, students in Grade 9 scored 60 percent proficiency in the area of text-based writing and only 50 percent proficiency in Grade 10.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018- June 2019; August 2019- June 2020 <u>Training:</u> August 13, 2018	Collections Performance Assessment	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-All ELA teachers were provided in-depth curriculum training on the use and implementation of Collections curriculum in writing during pre-planning week (August 13, 2018) -Teachers will provide writing instruction to students during students Language Arts block using the Collection Performance Assessment curriculum. -Teachers will also incorporate text-based writing through the performance task activities in the Collections curriculum. -Teachers will conference with students on their writing and provide immediate feedback through teacher-student data chats. -The school began the implementation of monthly writing prompts to progress monitor student writing performance. The school uses district-writing prompts and created a tracker to include how each student performed overall and on each reporting category (Focus, organization/ Evidence and Elaboration/Conventions). -Administrators and curriculum specialists will review the writing data during data chats and monthly department meetings.
English language Arts (Training)	August 30, 2018	Collections Performance Assessment	Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-The Houghton Mifflin/Collections professional development coordinator reviewed how to best utilize the curriculum and the online components to maximize instruction. -Dr, Yesenia Cruz, a Somerset Academy reading specialist, was invited on August 30, 2018 to facilitate a Writing professional development workshop with the staff. Dr. Cruz, thoroughly evaluated and "unpacked" the writing standards with the teachers. She also reviewed the writing rubrics for informative and argumentative writing. -Dr. Cruz shared a variety of Writing resources with the staff and shared best practices for achieving writing success.
Reading	August 2018- June 2019; August 2019- June 2020	Edge Grammar & Writing Practice Books	Assessments from the Edge curriculum (eAssessments)	Curriculum Coach, Administrator, Teachers	-Students who scored a Level 1 or Level 2 on the FSA Reading will be scheduled for Reading in addition to their required Language Arts block. -National Geographic Inside representatives provided professional development for the Reading teachers on how to utilize all the components of the Edge curriculum, to include the Writing and Grammar component of the curriculum. -Teachers utilize the Edge Grammar and Writing component of the curriculum to reinforce writing skills.
English Language Arts (Writing Workshops)	January 2019-March 2019	Collections Performance Assessments	District Writing Prompts/ Unit Performance Tasks	Curriculum Coach, Administrator, Teachers, ELA Specialist	-The curriculum coach and ELA specialist will facilitate school-wide writing workshops. –The curriculum coach, ELA specialist and teachers will work collaboratively to identify groups for the workshops. -Students will be group based on the data collected from the district writing prompt assessments issued monthly to the students. Students will be grouped according to deficiencies in the varying reporting categories -The writing workshops will take place during 40 minutes of the English Language Arts block where students will rotate to a specified center that will target their individual need. -Teachers and coaches will teacher a mini-lesson for the first 5-10 minutes of the rotation and then show students how to implement the strategy/skill in their own writing.

Writing Boot Camp (Tutoring Program)	Saturday, January 12, 2019- Saturday, March 16, 2019	Collections Performance Assessments	- Assessments from the Florida Coach English Language Arts curriculum	Curriculum Coach, Administrators, Teachers	-Somerset Key will recruit ELA certified teachers within the school to participate in the implementation of Saturday Writing Boot camp. -Teachers will be paid $100 per Saturday. An additional incentive will be provided for all teachers who attend all Saturday tutoring sessions. -Tutoring sessions will be conducted from 9:00-12:00 for eight Saturdays during the months of January through March. -Somerset Key will conduct writing Boot camp on 8 Saturdays during January and March. The first four Saturdays will emphasize skills and strategies related to mastering informative writing. The last four Saturdays of the boot camp calendar will focus primarily on Argumentative Writing.
ELA/Writing Support	September 2018-April 2019	Collections Performance Assessments	District Writing Prompts/ Unit Performance Tasks	Administrators Curriculum Coach	-Mrs. Sophia DePaola, ELA specialist was assigned to our school to provide literacy and writing support. -Administrators, curriculum coach, and teachers work closely with Mrs. DePaola to review student performance data and instructional practices. Mrs. DePaola uses the coaching model to observe, model, and provide feedback to the ELA teachers at Somerset Key. She also works with administrators and curriculum coach to organize and facilitate on-going progress monitoring for Writing, as well as providing teachers with mini-workshops during their planning and/or department meetings.

Based on Algebra 1 EOC student achievement data, 91% of students did not reach a level of proficiency in Algebra 1.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Algebra 1	August 2018- May 2020	Algebra 1 HMH Khan Academy	- Assessments from the Algebra 1 HMHs curriculum -Assessments from Khan Academy	Curriculum Coach, Administrators, Teachers -Mathematics specialist	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the HMH Algebra 1 curriculum. -Provide teachers with focus calendars and pacing guides. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Train teachers on how to use the GeoGebra Mathematic Applications. -Train teachers on incorporating Khan Academy into their instruction. -Students will use hands-on activities to help gain an understanding of the mathematical concepts. -Students will engage in Real-World application activities of mathematical concepts throughout the school year.
Algebra 1 (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning-Florida Coach Algebra 1 Books	- Assessments from the Florida Coach Algebra 1 curriculum	Curriculum Coach, Administrators, Teachers	-Recruit teachers to tutor afterschool. -Enroll students who scored a level 1 or 2 in the FSA Mathematics in afterschool tutoring program. Students who are unable to attend after-school tutoring will be provided with remedial instruction in the school day through interventions and differentiated instruction. Additionally, they will be offered the option of attending Saturday Boot camps. -Assign teachers lessons from tutoring curriculum based on focus calendars.

					-Have teachers incorporate modeling and hands-on activities to help guide comprehension of mathematic concepts to students. -Students who are unable to attend the after-school tutoring program, will still be given remedial instruction through Intensive Math class and/or interventions
Mathematics (Interventions)	October 2018- May 2019; August 2019- August 2020.	Algebra Nation	- Assessments from the Algebra Nation curriculum	Curriculum Coach, Administrators, interventionists, RTI Coordinator	-Create an intervention schedule based on students who scored a level 1 or 2 on the FSA Mathematics. -Train interventionists on how to use the Algebra Nation curriculum both online and textbook components. -Use the focus calendars to guide interventionist instruction. -Train interventionists on incorporating modeling and hands-on activities to guide comprehension of topic. -Train interventionists on GeoGebra Mathematic applications website. -Students will use hands-on activities to help gain an understanding of the mathematical concepts.
SWD	August 2018- June 2020	-Triumph Learning-Florida Coach Algebra 1 Books -Algebra 1 HMH -Algebra Nation	- Assessments from the Algebra Nation curriculum - Assessments from the Florida Coach Algebra 1 curriculum - Assessments from the Algebra 1 HMHs curriculum	-ESE Specialist -Teachers -Tutors -Curriculum Coach -Administrators -Interventionists -RTI Coordinator	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-Triumph Learning-Florida Coach Algebra 1 Books -Algebra 1 HMH -Algebra Nation -Khan Academy	- Assessments from the Algebra Nation curriculum - Assessments from the Florida Coach Algebra 1 curriculum - Assessments from the Algebra 1 HMHs curriculum -Assessments from Khan Academy	Curriculum Coach ESOL Contact Teachers Tutors Administrators Interventionists RTI Coordinator	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students. - Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

Based on Geometry EOC student achievement data, 93% of students did not reach a level of proficiency in Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Geometry	August 2018- May 2020	Geometry HMH Khan Academy	- Assessments from the Geometry HMH curriculum -Khan Academy Assessments	Curriculum Coach, Administrators, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the HMH Geometry curriculum. -Provide teachers with focus calendars and pacing guides. -Hold data chats with teachers on a monthly basis. -Provide teachers with item specifications and train them on how they should be incorporated in their instruction. -Train teachers on how to use the GeoGebra Mathematic Applications. -Train teachers on incorporating Khan Academy into their instruction. -Students will use hands-on activities to help gain an understanding of the mathematical concepts. -Students will engage in Real-World application activities of mathematical concepts throughout the school year.
Geometry (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning- Florida Coach Geometry Books	- Assessments from the Florida Coach Geometry curriculum	Curriculum Coach, Administrators, Teachers	-Recruit teachers to tutor afterschool. -Enroll students who scored below grade level on their diagnostic assessments in afterschool tutoring program. Students who are unable to attend after-school tutoring will be provided with remedial instruction in the school day through interventions and differentiated instruction. Additionally, they will be offered the option of attending Saturday Boot camps. -Assign teachers lessons from tutoring curriculum based on focus calendars. -Students who are unable to attend the after-school tutoring program, will still be given remedial instruction through Intensive Math class and/or interventions
Geometry (Interventions)	October 2018- May 2019; August 2019- August 2020.	Geometry Nation	- Assessments from the Geometry Nation curriculum	Curriculum Coach, Administrators, interventionists, RTI Coordinator	-Create an intervention schedule based on students' diagnostic assessments -Train interventionists on how to use the Geometry Nation curriculum. -Use the focus calendars to guide interventionist instruction. -Train interventionists on incorporating modeling and hands-on activities to guide comprehension of topic. -Train interventionists on GeoGebra Mathematic applications website. -Students will use hands-on activities to help gain an understanding of the mathematical concepts.
SWD	August 2018- June 2020	-Triumph Learning- Florida Coach Geometry Books -Geometry Nation Geometry -Geometry HMH -Khan Academy	- Assessments from the Geometry Nation curriculum - Assessments from the Florida Coach Geometry curriculum - Assessments from the Geometry HMH curriculum -Assessments from Khan Academy	-ESE Specialist -Teachers -Tutors -Curriculum Coach -Administrators -Interventionists -RTI Coordinator	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.

ELL	October 2018- May 2019	-Triumph Learning-Florida Coach Geometry Books -Geometry Nation Geometry -Geometry HMH -Khan Academy	- Assessments from the Geometry Nation curriculum - Assessments from the Florida Coach Geometry curriculum - Assessments from the Geometry HMH curriculum -Khan Academy Assessments	Curriculum Coach ESOL Contact Teachers Tutors Administrators Interventionists RTI Coordinator	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students - Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

Based on Biology EOC student achievement data, 77% of students did not reach a level of proficiency on the Biology standards.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Biology	August 2018- May 2020	HMH Biology Florida	- Assessments from the Biology HMH curriculum	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Train teachers on the most effective use of the HMH Biology Florida curriculum -Provide teachers with a focus calendar for instruction. -Provide teachers with course descriptions and item specifications to "unwrap" the standards for Biology in order to align the objectives to all lessons. Teachers utilize the learning goals and performance scales for each standard to identify the declarative knowledge, procedural knowledge and pre-requisite skills for each standard. -Teachers participate in professional development to learn how to best implement inquiry-based practices and labs into their lessons to help make connections between the hands-on activities and the content. -Teachers will incorporate online tutorials to enhance instruction from Khan Academy and Science Gizmos. -Teachers will also incorporate the Broward Performance Tasks for each unit of study. -Students will engage in Science labs that will help them to apply their knowledge. -Student will participate in the Science fair to provide application of the scientific method. <u>High School Curricular Scheduling</u> Regular Track- Grade 9: Biology Grade 10: Physical Science Grade 11: Chemistry Grade 12: Environmental Science Honors/Advance Track (Grade 8 Biology)- Grade 9: Physics Grade 10: Chemistry Grade 11:AP Biology Grade 12: Dual Enrollment
Biology (Tutoring Program)	January 2019- May 2019;	Biology 1 CARE Packages	- Biology 1 mini-assessments provided in the C.A.R.E. package	Curriculum Coach, Administrators, Teachers	-Recruit teachers to participate in the Biology Saturday Boot camp. -Saturday Biology Boot Camps will be open for students interested in receiving additional tutoring. However, administrators will invite students who scored at a percentage of 50% or lower in the mid-year diagnostic assessment administered in December 2018.

	January 2020-May 2020				-The diagnostic assessment will include a cumulative assessment of all standards assessed until December. This will include items from the item specifications, Biology1 released exams, and CARE mini assessments. -Assign teachers lessons from tutoring curriculum based on focus calendars. -Teachers will implement the C.A.R.E. packages for the Saturday boot camps. -At the end of every tutoring session, teachers will administer the Biology 1 mini-assessment aligned to each lesson and review with the students to ensure understanding of the daily objectives.
Biology	August 2018- May 2020	FloridaStudents.org Escambia County Biology EOC Review Website	- Assessments from the Florida students.org and the Escambia County Biology EOC review website.	Curriculum Coach, Administrators, Teachers	-Train teachers on how to use both the FloridaStudents.org and Escambia County Biology EOC Review website. -Have teachers assign science lessons from FloridaStudents.org and Escambia County Biology EOC Review website and have them complete an assignment based on the lesson. -Students will complete lessons that are assigned by their teachers.
Biology (Pull Out)	March 2019- April 2019	HMH Biology Florida	-myHRW Assessment Packages	Curriculum Coach, Administrators, Teachers	-The curriculum coach and teachers will work collaboratively to select students who would benefit from pull-out tutoring. -Students will be pulled from their elective courses to participate in 30 minute sessions where the science teacher or curriculum coach will review specific standards according to the deficiencies within the data. -Teachers will utilize the reteach lessons provided by the online component of the Biology curriculum to enhance student understanding.
SWD	August 2018- June 2020	-HMH Biology Florida -Florida Coach, Standards-Based Instruction, Biology -FloridaStudents.org Escambia County Biology EOC Review Website	-Assessments from the Biology HMH curriculum - Assessments from the Florida Coach Standards-Based Instruction Biology curriculum - Assessments from the Florida students.org and the Escambia County Biology EOC review website.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-HMH Biology Florida -Florida Coach, Standards-Based Instruction, Biology -FloridaStudents.org Escambia County Biology EOC Review Website	-Assessments from the Biology HMH curriculum - Assessments from the Florida Coach Standards-Based Instruction Biology curriculum - Assessments from the Florida students.org and the Escambia County Biology EOC review website.	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students - Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

Based on the US History EOC achievement data, 77% of students in grade 11 were not proficient on the US History standards.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
US History (General Education)	August 2018- May 2020	US History HMH curriculum/ Item Specification Book	- Assessments from the US History HMH curriculum -Broward Formative Assessments	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the HMH US History curriculum. -Provide teachers with focus calendars and pacing guides. -Hold data chats with teachers on a monthly basis to review student performance on formative assessments provided at the end of each unit. -Provide teachers with course descriptions and item specification book to "unwrap" the standards for US History in order to identify the core objectives, depth of knowledge to ensure alignment to lessons. -Social Studies teachers will incorporate the literacy standards (LAFS) in history to increase rigor in the classroom -Social studies teachers will provide enrichment and remediation in small groups during the 90 minute social studies block. These units will align to the formative assessments given at the end of the units. -Social studies teachers will incorporate lessons using close reading strategies to dissect and analyze primary resource documents as well as political cartoons. - US History will participate in the October 19th Broward sponsored professional development (Registered through My Learning Plan). -Students will engage in reading strategies that will assist in the understanding of critical social studies content. -Students will identify text structure and text features that will facilitate their understanding of the content. **Grade 9 (US History) and Grade 10 (World History)** Teachers will utilize the item specifications book Teachers will incorporate research based reading and writing strategies to help students complete performance tasks through evidence based writings. Curriculum coach will work collaboratively with teachers to thoroughly review item specifications book and course descriptors to create EOC style questions in order to prepare students for the end-of-course assessment in 11th grade.
US History (General Education)	August 2018- May 2020	Edgenuity US History Online curriculum	- Assessments from the Edgenuity US History Online curriculum	Curriculum Coach, Administrator, Teachers	-Create Teacher and student accounts for all students enrolled in 11th grade US History -Train teachers on how to assign online lessons to match the focus calendar. -Have teacher's grade students on their successful completion of modules of various topics.
US History (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	FloridaStudents.org	-Curriculum based assessments from FloridaStudents.org	Curriculum Coach, Administrators, Tutors	-Recruit teachers to tutor in our Saturday US History EOC boot camps. -Based on student diagnostic data, administered in December, enroll students who are scoring at a percentage of 50% or lower. -Assign teachers lessons from tutoring curriculum based on focus calendars.

SWD	August 2018- June 2020	-US History HMH curriculum -Edgenuity US History Online curriculum -FloridaStudents.org	- Assessments from the US History HMH curriculum - Assessments from the Edgenuity US History Online curriculum -Curriculum based assessments from FloridaStudents.org	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-US History HMH curriculum -Edgenuity US History Online curriculum -FloridaStudents.org	- Assessments from the US History HMH curriculum - Assessments from the Edgenuity US History Online curriculum -Curriculum based assessments from FloridaStudents.org	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the "WIDA Can-Do Descriptors" -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students -Hire Teachers' Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

6. Approved Educational Program
*Identify 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.*

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

7. Addressing Identified Deficiencies
*Provide a **detailed** plan for addressing the identified **deficiencies** that would be resolved using the programs not yet implemented and listed in **part 6,** should those programs be implemented in the coming school year. Include specific actions, person responsible, resources needed, and timeline. Explain how each program will be implemented in the future. Explain how teachers will be prepared for implementation. Or, if the program(s) will not be implemented, confirm if another program will replace it. If no additional program(s) will not be implemented, confirm this in the space provided below.*

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

Deficiency (from Section 5):
Based on (*identify specific student achievement data***), students in grade(s) (***fill in the blank***) are deficient in (***fill in the blank***).**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately

8. Barriers to Student Success
*Identify other **barriers** to student success by providing a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, and/or limited professional development.   See sample provided in appendices.*

Barrier:
The school has identified teacher turnover as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Instructional Staff	Teachers on staff that are new to education and/or to their content area.	Curriculum Coach	The curriculum coach is implementing a professional development community for new teachers where she will review best practices, data analysis, curriculum, grading and more.
Instructional Staff	Teachers on staff that are new to education and/or to their content area.	Curriculum Coach	The curriculum coach will conduct the coaching model to assist teachers (observing, modeling, providing support).
Instructional Staff	Ongoing professional development	Administrators	Administrators will use iObservation for walk-throughs and professional growth monitoring.
Instructional Staff	Ongoing professional development	Administrators Curriculum Coach	Giving quality PDs will assist in building teacher skill sets. If teachers feel confident in their ability, the will perform at higher rates.

Instructional Staff	Lack of motivation.	Administrators Curriculum Coach	The school will provide motivational tools like social hours, shout-outs, celebrations to create a positive and collaborative culture in the school.

The school has identified classroom management as a barrier.

Area	Barrier	Person Responsible	**Action Steps:**
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators Curriculum Coach	Administration and Curriculum Coach will provide professional development opportunities in the area of classroom management.
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Curriculum Coach	The curriculum coach will conduct the coaching model to assist teachers (observing, modeling, providing support).
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators	Administrators will use iObservation for walk-throughs and professional growth monitoring. Administrators will work with struggling teachers to help them improve in the areas of identified need.
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators Curriculum Coach	Provide every classroom with a telephone to facilitate parent-teacher communication.
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators Curriculum Coach Teachers	The school administration will work collaboratively with teachers to provide consequences for students who have not been responsive to classroom disciplinary measures.

Copy/Paste the above chart as many times as needed to address each barrier separately.

9. Student Achievement Outcomes

Provide a description of __specific__ student achievement outcomes to be achieved using the S.M.A.R.T. Goal(s) chart below.

Specific *(What outcomes do you want to achieve?)*	Measurable *(numbers and timelines to the goal)*	Achievable *(based on existing figures and research)*	Relevant/Realistic *(goal in line with school's broader goals)*	Timely/Timeline *(goal measurable over specific period of time)*	Person Responsible
Improve Learning Gains and Proficiency scores for SWD in the area of English Language Arts.	Increase number of students scoring proficient by 10 percentage points in the area of Reading.	Number of proficient SWD will improve from 11.76 percentage points to 21.76 percentage points	Increasing the proficiency of SWD will improve the school's overall scores on the FSA ELA, EOC Exams, and NGSS Science.	August- May	ESE Specialist ESE Service Provider Classroom Teacher
Improve Learning Gains and Proficiency scores for SWD in the area of Mathematics.	Increase number of students scoring proficient by 10 percentage points in the area of Mathematics	Number of proficient SWD will improve from 5.88 percentage points to 15.88 percentage points	Increasing the proficiency of SWD will improve the school's overall scores on the FSA Mathematics.	August- May	ESE Specialist ESE Service Provider Classroom Teacher
Improve Learning Gains and Proficiency scores for ESOL students in the area of Reading.	Increase number of students scoring proficient by 20 percentage points in the area of Reading.	Number of proficient ESOL students will improve from 5 percentage points to 25 percentage points	Increasing the proficiency of ESOL students will improve the school's overall scores on the FSA ELA, EOC Exams and NGSS Science.	August- May	ESOL Contact ESOL Teacher Classroom Teacher
Improve Learning Gains and Proficiency scores for ESOL students in the area of Mathematics.	Increase number of students scoring proficient by 20 percentage points in the area of Mathematics.	Number of proficient ESOL students will improve from 0 percentage points to 20 percentage points	Increasing the proficiency of ESOL students will improve the school's overall scores on the FSA Mathematics.	August- May	ESOL Contact ESOL Teacher Classroom Teacher
Improve proficiency scores in English Language Arts.	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 25 percentage points to 37 percentage points.	Increasing the overall proficiency level in the area of Language Arts will improve the school's overall performance.	August-May	Administration Instructional Coach Classroom Teachers
Improve learning gains in English Language Arts.	Increase number of students showing learning gains.	The percentage of students showing learning gains will improve from 45 percentage points to 55 percentage points.	Increasing the overall number of students showing learning gains in the area of Language Arts will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve proficiency scores in the Algebra 1 EOC	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 9 percentage	Increasing the overall proficiency level in the Algebra 1 EOC will	August- May	Administration Instructional Coach Classroom Teachers

		points to 30 percentage points.	improve the school's overall performance.		
Improve proficiency scores in the Geometry EOC	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 7 percentage points to 30 percentage points.	Increasing the overall proficiency level in the Geometry EOC will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve learning gains in Mathematics.	Increase number of students showing learning gains.	The portion of students showing learning gains will improve from 24 percentage points to 44 percentage points.	Increasing the overall number of students showing learning gains in the area of Mathematics will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve proficiency scores in the Biology EOC	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 23 percentage points to 33 percentage points.	Increasing the overall proficiency level in the Biology EOC will improve the school's overall performance.	August-May	Administration Instructional Coach Classroom Teachers
Improve proficiency scores in the US History	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 35 percentage points to 50 percentage points.	Increasing the overall proficiency level in the Area of School's will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve the scores of ESOL students on the WIDA ACCESS for ELLs 2.0 English Language Proficiency Test	Increase the number of students with an overall score of 4 or higher.	The percentage of students who have an overall score of 4 or higher will increase from 23 percentage points to 35 percentage points	Increasing the overall language proficiency level will improve the school's overall performance on the Florida Standards Assessment.	August- May	Administration Instructional Coach Classroom Teachers ESOL Contact

Copy/Paste the above chart as many times as needed.

PART 3: Parent and Family Engagement 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 and grade bands.

Parent and Family Engagement Goal: *(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)*

Somerset Key High to increase parent involvement by 10% by June of 2019.

Specific Action/Event	Timeline	Resources Needed	Evaluation Tool *(questionnaires, sign-in sheets, etc.)*	Person Responsible	Strategies and Activities to increase student Achievement *(explain how this activity strengthens/impacts parental involvement efforts on student learning)*
Annual Public Meeting/Open House	September (1x/ 2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Curriculum Coach Teachers ELL/ESE Chair	Parents will receive information on school/classroom procedures including school/home communication. Language interpretation will be available to parents who are not fluent in English.
Literacy Night 1- Identifying Reading Needs and Strategies	October (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home. Language interpretation will be available to parents who are not fluent in English.
Mindfulness Practices to Reduce Anxiety	October (1x/1.5 hour	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Health Department Administration	Families will learn how to use mindfulness techniques to promote healthy mental and emotional mindsets. Language interpretation will be available to parents who are not fluent in English.
Cyber Safety- Tips for keeping students cyber safe	November (1x/1.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Principal Curriculum Coach Lead Teacher	Parents will learn a variety of strategies to prevent students from the dangers of the internet, set privacy settings, and monitor use of technology at home. Language interpretation will be available to parents who are not fluent in English.
Curriculum Fair/ Technology Resources	November (1x/2.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	The curriculum fair will allow parents to review information about the curriculum, technology, and other resources students are using in their classes. Language interpretation will be available to parents who are not fluent in English.
Parent Conference Night/ Parent-	December (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Coaches Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals.

teacher Individual Conferences					Language interpretation will be available to parents who are not fluent in English.
FSA Parent Night- Family Information Night for Testing	January (1x/2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Administration ESE/ELL Specialist	Discuss all the different standardized assessments- who, what, when and how of testing- strategies to prepare students. Language interpretation will be available to parents who are not fluent in English.
Literacy Night 2- Reading for Comprehension	February (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home. Language interpretation will be available to parents who are not fluent in English.
STEM Night- Math, Science and Technology Event	March (1x/3 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Science Department Chair Science/ Math teachers Curriculum Coach	Parents will gain information about the importance of STEM curriculum and related strategies. They will also interact with science projects and other STEM related activities. Language interpretation will be available to parents who are not fluent in English.
Nutrition/ Exercise Habits	March (1x/2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Health Department	Parents and students will learn ways to build a healthy and happy lifestyle. Language interpretation will be available to parents who are not fluent in English.
Parent Conference Night	April (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals. Language interpretation will be available to parents who are not fluent in English.
Student Advisory Committee Meetings	Quarterly	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	SAC Chair	Invite parents to participate in the School Advisory Council. This will give parents the opportunity to be involved in the school decision making process. Language interpretation will be available to parents who are not fluent in English.
On-Site Parent Resource Center	Ongoing	Flyers, bulletin board	Evidence of participation	Activities Director Title 1 Liaison	Creating an on-site parent resource center located near the front office will allow parents to stay up to date on school events and happenings. Language interpretation will be available to parents who are not fluent in English.
ESE Parent Advisory Board	Ongoing	Flyers, bulletin board	Evidence of participation	Activities Director ESE Specialist	Provide flyers to parents of students in the ESE program with upcoming events and place flyers on on-site parent resource center bulletin board.

					Language interpretation will be available to parents who are not fluent in English.
ESE Parent Workshops	Ongoing	Flyers, bulletin board	Evidence of participation	Activities Director ESE Specialist	Provide flyers to parents of students in the ESE program with parent workshops provided through FDLRs and the district and place flyers on on-site parent resource center bulletin board. Language interpretation will be available to parents who are not fluent in English.
High School Graduation and College Admissions Meeting	November	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Guidance Counselor Administration	Provide parents with information on high school graduation requirements and college admission requirements. Language interpretation will be available to parents who are not fluent in English.

PART 4: Early Warning System Data (K-12)

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	Grade ___9___	Grade ___10___	Grade _11_____	Grade _12_____	Totals
Attendance below 90 percent	24.4%	24.6%	25.0%	28.6%	Average of 25.65%
One or more suspensions	0.0%	0.0%	0.0%	0.0%	Average of 0.0%
Course failure in ELA or Math	1.3%	11.5%	9.4%	0.0%	Average of 5.55%
Level 1 on statewide assessment	61.5%	34.4%	25.0%	7.1%	Average of 32%
Students exhibiting two or more indicators	15.4%	14.8%	9.4%	0.0%	Average of 9.9%

Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:
The school will be implementing various academic interventions that will address the areas of concern of the Early Warning System data. These interventions include: -Students who scored a level 1or level 2 on the Algebra 1 EOC will be enrolled in after-school tutoring which will commence in October. -Students who scored a level 1 or 2 in the FSA ELA will be enrolled in Intensive Reading class and after-school tutoring which will commence in October. -Students who do not pass the Algebra 1 EOC or 10th grade ELA FSA are given several opportunities at the school to retake the assessment and meet the requirement through concordant scores through the PERT, PSAT, and/or SAT. Prior to these examinations, they will be offered tutoring and/or intensive classes to help them meet the requirements for graduation. -Students will be undergoing ongoing progress monitoring through bi-weekly assessments in English, Intensive Reading, Algebra 1, and Geometry. This information will be used by the teacher for differentiated instruction to address the needs of all of their learners. -Students who score less than a 50% on a diagnostic assessment in January for the U.S. History EOC exam will be enrolled in Saturday Boot camp. -Students who score less than a 50% on a diagnostic assessment in January for the Biology Exam will be enrolled in Saturday Boot camp. -The Guidance Counselor will be sending home quarterly notifications to parents of students who have an excessive amount of tardiness and/or absences.

-Implement a school-wide attendance incentive where classes will compete against each other to earn an incentive based on the fewest numbers of tardies and absences.
-The school has hired a full time activities director in order to create more events for the students to become involved with. This should create a positive impact on student attendance.
-The Guidance Counselor will identify students who are performing at above-grade level expectations will be given the opportunity to enroll in advanced and/or college courses.
-ESOL students whose language proficiency is a level 1 or A1 will be enrolled in an after-school program that will be geared towards improving their language acquisition and will use the ACCESS Newcomers curriculum.
-ESOL students whose language proficiency is a level 2 or 3 will be enrolled in an after-school program that will be geared towards improving their language acquisition and will use the ACCESS English curriculum.

PART 5: MTSS/RtI Action Plan

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students' academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1 and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support:

Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention *(how often and for how long will the intervention occur)*	Timeline *(over what span of time will the intervention take place)*	Curriculum *(what research-based resources will be used)*	Progress Monitoring *(what progress monitoring tool(s) will be used to assess the response to intervention)*	Person Responsible *(who will conduct/monitor the intervention)*
Literacy	**Tier II through Intensive Reading** □ Small group intensive	40 min 2-3 times per week (block schedule) during differentiated instruction.	8 weeks; 10/1/18-12/1/18.	Edge	MyNGConnect.com mini assessments	Intensive Reading Teacher RTI Coordinator.
	□ Small group intensive	Tier III Pull-Out 120 minute block schedule for disfluent levels 1's and 2's.	6 weeks; 10/1/18-11/16/18	Rewards	Rewards progress monitoring assessments	Implementation: 2 Reading Interventionist Monitoring: RtI Coordinator
Math	**Tier II through General Education Math Class** □ Small group intensive	40 min 2-3 times per week (block schedule) during differentiated instruction.	8 weeks; 10/1/18-12/1/18	HMH Algebra 1 RTI Tier 2 Resources HMH Geometry RTI Tier 2 Resources	HMH RTI Tier 2 Assessments for Algebra 1 and Geometry.	Mathematics Teacher Monitoring: RtI Coordinator
	□ Individual intensive	Tier III Pull-Out 2-3 times per week for 30 minutes a session	6 weeks; 10/1/18-11/16/18	Algebra Nation Geometry Nation	Algebra Nation and Geometry Nation Assessments	Implementation: 2 Math Interventionists Monitoring: RtI Coordinator

Science	☐ Small group intensive	Small Group Differentiated Instruction 3 times a week for 40 minutes each session.	8 weeks; 11/5/18-1/11/18	HMH Biology RTI Tier 2	HMH RTI assessments	Implementation: Teacher Monitoring: Curriculum Coach
	☐ Individual intensive	30 minutes once a week as needed	6 weeks; 11/5/18-1/11/18	HMH Biology RTI Tier 3	HMH RTI Assessments	Implementation: Teacher Monitoring: Curriculum Coach
Social Studies	☐ Small group intensive	Small Group Differentiated Instruction 3 times a week for 40 minutes each session.	8 weeks; 11/5/18-1/11/18	HMH US History Response to Intervention	HMH US History RTI assessments	Implementation: Teacher Monitoring: Curriculum Coach
	☐ Individual intensive	30 minutes once a week as needed	6 weeks; 11/5/18-1/11/18	HMH US History Response to Intervention	HMH US History RTI assessments	Implementation: Teacher Monitoring: Curriculum Coach
Behavioral	☐ Small group intensive	Monthly for 30 minutes sessions	Until expected behaviors are consistent.	Counseling Degree Courses- Solution Focused Therapy PBIS World Tier 2 Intervention Strategies: Check in check out, behavior contract, coping skills, etc.	Student Behavioral Anecdotal Notes/ Observations PBIS World Tier 2 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
	☐ Individual intensive	Dependent on behavioral needs of the individual child	Until expected behaviors are consistent.	Counseling Degree- Solution Focused therapy PBIS World Tier 3 Intervention Strategies: FBA, Daily Behavior chart, reward system, etc.	Student Behavioral Anecdotal Notes/ Observations PBIS World Tier 3 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
Social/Emotional Learning	☐ Small group intensive	Monthly for 30 minutes sessions	Until expected behaviors are consistent.	Counseling Degree Courses- Solution Focused Therapy Casel.org Tier 2 Interventions	Student Behavioral Anecdotal Notes/ Observations Casel.org Tier 2 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
	☐ Individual intensive	Dependent on behavioral needs of the individual child	Until expected behaviors are consistent.	Counseling Degree- Solution Focused therapy Casel.org Tier 3 Interventions	Student Behavioral Anecdotal Notes/ Observations Casel.org Tier 3 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
Counseling Services for ESE						

At the beginning of the school year, Counselor meets with ESE specialist to determine which students require counseling, consultation or collaboration services with the counseling department based on their IEP or 504. Using this information, Counselor creates and follows a schedule to meet with each student and/or their teachers to work towards their IEP/504 goals and accommodations.

Counseling Services for Referrals
Throughout the year students refer themselves to the counselor or are referred to the counselor via other students, parents or school staff in order to help resolve social, emotional or bullying concerns. Counselor meets with these students within 48 hours of receiving a referral (or earlier when possible or required by circumstance) to discuss and help resolve the concern. Counselor sets up follow up services with referred students on an "as needed" basis.

SWD and ESOL Students
Students in these programs will be included in all areas of the MTSS/RTI process. Staff members responsible for implementation of these interventions will be trained on the use of ESOL strategies, WIDA Can-Do Descriptors, and ESE accommodation implementation. The ESOL contact and ESE Specialist will work closely with the RTI coordinator to ensure that these students' needs are being met.

PART 6: Graduation Rate Data

Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentages for both in-cohort and post-cohort students.

Student Measurable Outcomes			
Provide specific student achievement outcomes (based on student achievement data) for the following years: Graduate Rate data is unavailable 2020.			
Baseline Data 2017-18	**2018-19**	**2019-20**	**2020-21**
In- Cohort Student Achievement Data			
FSA/ End Of Course Examination Scores		**Concordance/Comparative Scores** *(i.e. ACT, SAT, PERT):*	
2018 Current Level of Performance (% and number of students)	**2019 Expected Level of Performance (% and number of students)**	**2018 Current Level of Performance (% and number of students)**	**2019 Expected Level of Performance (% and number of students)**
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 **Number** of Students That Graduated In-Cohort:	2018 **Percent** of Students That Graduated In-Cohort:	2019 **Expected Number** of Students That Will Graduate In-Cohort:	2019 **Expected Percent** of Students That Will Graduate In-Cohort:

Post- Cohort Student Achievement Data			
Post-Cohort FSA/End of Course Retake Assessments:		**Post-Cohort Concordance/Comparative Scores** *(i.e. ACT, SAT, PERT):*	
2018 Current Level of Performance (% and number of students)	**2019 Expected Level of Performance (% and number of students)**	**2018 Current Level of Performance (% and number of students)**	**2019 Expected Level of Performance (% and number of students)**
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 **Number** of Students That Graduated Post-Cohort:	2018 **Percent** of Students That Graduated Post-Cohort:	2019 **Expected Number** of Students That Will Graduate Post-Cohort:	2019 **Expected Percent** of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan

State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.

Strategies to Improve Graduation Rates: *Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.*			
Action Steps	**Person Responsible**	**Resources needed**	**Timeline**
Example: *Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors*	*Literacy Coach* *Selected Content-Area Teachers*	*FSA Reading Practice Materials* *EOC Subject-Area Practice Materials* *Reading Plus*	*November 2018-May 2019*
Academic tutoring for selected students (level 1 and 2 in Reading and Mathematics/ other students in need of additional support)	Curriculum Coach Lead Teacher	Triumph Learning Performance Coach Math and English Language Arts	October 2018- May 2019 October 2019- May 2020
Interventions/ intensive reading and math classes for Level 1 and 2 students.	Curriculum Coach Lead Teacher Intensive Math Teachers Intensive Reading Teachers	-Algebra Nation -Geometry Nation -National Geographic Cengage Edge Curriculum -Rewards Curriculum -Khan Academy	August 2018- June 2020
Provide retake of the FSA and EOC exams for students who are in need of meeting the graduation requirements.	Curriculum Coach BRACE Advisor	-PERT Exam -FSA retake assessments -SAT -PSAT -ACT	August 2018- June 2020

Students in grades 11&12 will be enrolled in an SAT/ACT study skills class to help prepare them for these examinations.		-EOC Exams	
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.	BRACE Advisor/ School Counselor Lead Teacher	Flyer/Parent Link Informational Sheet	October 2018 October 2019
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.	BRACE Advisor/ School Counselor College Week Committee Activities Director	Flyer/Parent Link Informational Sheet	October 2018 October 2019
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.	BRACE Advisor/ School Counselor	Flyer/Parent Link Informational Sheet	October 2018 October 2019
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.	BRACE Advisor/ School Counselor	Credits Tracking Sheet	October 2018 October 2019
Fieldtrips - Campus Tours: Tours of local and state institutions will be arranged in order to allow upper classmen the opportunity to gain a better understanding of what college/university is like, and to encourage them to peruse higher education.	BRACE Advisor/ School Counselor College Week Committee Activities Director	College visitor information Field Trip Coordination.	February 2019 February 2020
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	BRACE Advisor/ School Counselor ESE Specialist Lead Teacher/LEA	Credits Tracking Sheet	August 2018- June 2020

graduation and in order to address any concerns that arise.			
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.	BRACE Advisor/ School Counselor ELL Coordinator Lead Teacher	Credits Tracking Sheet	August 2018-June 2020
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. They will also have accommodations submitted to College Board and ACT so they are provided to them during their examinations. The Guidance Counselor will also be available to them for one-on-one meetings whenever necessary.	BRACE Advisor/ School Counselor ELL Coordinator Lead Teacher	Credits Tracking Sheet ACT/SAT Prep ACT/SAT Waiver ACT/SAT Accommodations Form	August 2018- June 2020
There will be a summary of performance meeting coordinated by the ESE specialist in the last quarter of the 12th grade students' school year to discuss post-secondary goals, accommodations, and plan.	BRACE Advisor/ School Counselor ESE Specialist Lead Teacher/LEA	Easy IEP	May 2019 May 2020
If we were to gain gifted students in grades 9-12th, 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.	BRACE Advisor/ School Counselor Gifted Teacher	Easy IEP Performance Data	August 2018- June 2020

Describe strategies for improving student readiness for post-secondary level based on the implementation of "Acceleration Success" programs such as AP, IB, AICE, dual enrollment, and/or 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.

Additionally, students who had a grade point average of 3.0 were given the PERT exam and if they scored above 106 in Reading, 103 in Writing and/or 114 in Mathematics, they were offered dual enrollment.

Somerset Academy Key has been partnered with Doral College to enroll students who are eligible for dual enrollment courses.