

Somerset Academies of Texas

Somerset Academy Collegiate

2025-2026 Campus Improvement Plan

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Goals

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Goal 1: All parent meetings are accompanying on campus events to include: Reading Under The Stars (academic), the Living Museum, Science Fair, History Fair, Prepory (plan for college entry), New Parent events (Breakfast for them, monthly Parent of the Month meetings, Podcasts, Back to School Bash), and Special Olympics.

1. Somerset Academy Collegiate will increase students applying to college, and receiving acceptances by engaging programs for students as early as 6th grade and continuing Academic coaching and monitoring until graduation. Somerset Academy Collegiate will also continue to expand the reach of all curriculum events, athletic events, informational sessions, and community events.

High Priority

Evaluation Data Sources: Prepory sign sheets, parent surveys, quarterly open houses sign in sheets, Parent Square messaging data,

Strategy 1 Details		Reviews		
Strategy 1: SAC will work with a 3rd party vendor, Prepory, to boost participation in AP courses and exams, boost participation in Early College High School, boost participation in SAT/ACT attempts, and boost writing and resuming for all students 8-12. Strategy's Expected Result/Impact: Higher percentages in attempts at college level tests; increase of culture by creating intellectual buy in for students at the next level by 20% Staff Responsible for Monitoring: ECHS, SLAM Coordinator, AP teachers, Assistant Principal, Principal,		Formative		Summative
		Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 2: Goal 2: Engage Families and the Community to Support Student Achievement and Enhance District Goals.

Objective: To strengthen partnerships with families and the local community in order to create a supportive and collaborative environment that enhances student achievement, fosters a sense of shared responsibility for student success, and aligns with district-wide goals.

Action Steps:

1. Increase Communication:

Implement regular, accessible communication channels (e.g., newsletters, Parent Square, emails, school website, social media) to share student progress, school events, and district initiatives. Hold monthly virtual or in-person family forums to discuss student achievement, share school goals, and gather feedback.

2. Promote Family Engagement Programs:

Organize workshops and informational sessions for parents on how to support their children's learning at home (e.g., study strategies, emotional support, digital literacy). Create a family resource center to provide educational materials, resources, and support services. Provide contact and access to Prepory counselors and resources.

3. Strengthen Community Partnerships:

Establish partnerships with local businesses, organizations, and higher education institutions to support academic programs, internships, and enrichment opportunities for students. Foster volunteer programs to involve community members in school activities, mentoring, and career exploration for students. Continue to enrich partnerships with Morgan's Wonderland, San Antonio Rodeo, Workforce Solutions, San Antonio College/Alamo Colleges. Choose to Succeed, Prepory, City Education Partners, Burleson School, Doral Academy Texas, a Balanced Child, Colonial Hills United Methodist, HEB, etc.

4. Encourage Active Parent Involvement:

Create opportunities for parents to participate in school decision-making processes through advisory committees and parent-teacher organizations (PTO). Host regular "Family Engagement Nights" where parents and students can explore hands-on learning experiences together.

5. Monitor and Evaluate Impact:

Collect data on family and community engagement through surveys and feedback forms to assess the effectiveness of programs. Use this data to adjust strategies and ensure continuous improvement in supporting student achievement and district goals.

Timeline: Ongoing, with formal evaluations at the end of each semester.

Success Indicators:

- Increased participation in school and community events:
- * Improved student performance based on district assessments and reports.
 - * Positive feedback from families and community members about their involvement.
 - * Strengthened partnerships with local organizations supporting educational outcomes.

- Responsible Parties:
- * School leadership team
 - * Parent-Teacher Organization (PTO)
 - * Community liaisons
 - * Teachers and staff

Resources Needed:

- * Communication tools (newsletters, email platforms, social media)
- * Training for staff on family engagement strategies
- * Partnerships with local community organizations
- * Volunteer coordination system

High Priority

Evaluation Data Sources: Data and statistics for Parent Square, Parent Surveys through Cognia, Sign-In sheet collections, Zoom rosters,

Strategy 1 Details		Reviews		
Strategy 1: SAC will continue implementing parent square as a primary means of communication; SAC Principal, APs, and Teachers will communicate all opportunities for academic growth, testing, and tutoring to increase academic exposure on a weekly basis. Strategy's Expected Result/Impact: Increased participation in tutoring opportunities, increased participation in AP exams, and an overall growth of literacy scores by 10% by EOY. Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Director of IT ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
		Nov	Feb	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 1: By the end of the 2025-2026 school year, the campus will increase the percentage of teachers with more than five years of experience and reduce teacher turnover, through targeted recruitment, professional development, mentorship, and retention strategies.

1. Targeted Recruitment:

Partner with Alamo Colleges, Region 20, and job fairs to attract highly qualified candidates.

Promote campus culture and professional growth opportunities during recruitment efforts.

2. Comprehensive Onboarding & Mentorship

Assign new teachers a mentor from a pool of experienced staff.

Provide structured onboarding that includes campus procedures, curriculum expectations, and instructional resources.

3. Professional Development & Growth Opportunities

Offer differentiated, ongoing professional development aligned to teacher needs and district initiatives.

Provide opportunities for teachers to lead workshops, serve on committees, or pursue leadership roles.

4. Recognition

Implement a teacher recognition program to celebrate achievements and milestones for teaching and staff-of-the-month events.

5. Data Monitoring & Feedback

Track teacher experience levels, turnover rates, and satisfaction through HR data and surveys.

Adjust recruitment and retention strategies quarterly based on data trends.

High Priority

- Evaluation Data Sources:** 1. Teacher Experience and Retention Data: Data Source: Human Resources records, district HR database, and campus personnel files
2. Recruitment Metrics: Data Source: Recruitment event attendance logs, application pools, and hire reports
3. Professional Development Participation: Data Source: PD attendance records, completion certificates, and teacher reflections
4. Teacher Feedback & Satisfaction Surveys: Data Source: Annual or biannual teacher surveys, stay interviews, and exit interviews
5. Mentorship Program Effectiveness: Data Source: surveys, and observations
6. Recognition Program Data: Data Source: Records of teacher recognition events, awards, and acknowledgment participation
7. Data Review and Monitoring Schedule: Conduct weekly, bi-weekly, and quarterly data reviews with campus leadership and HR representatives

Strategy 1 Details	Reviews		
Strategy 1: Continue professional development opportunities and mentorship for new hires; continue partnerships with Alamo Colleges, expand partnerships into Doral College to build capacity of all educational staff and decrease turnover by 30% Strategy's Expected Result/Impact: Higher academic student performance based on time in front of qualified staff by at least 10% in literacy; higher academic performances in the sciences by 40%, and higher academic performance in Social Studies by 35%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Content area teachers	Formative		Summative
	Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 1: By the end of the 2025-2026 school year, the campus will ensure a guaranteed and viable curriculum by implementing a fully aligned curriculum map for all core content areas, differentiating instruction to meet diverse student needs, and achieving at least 90% teacher alignment with district curriculum standards as measured by lesson plan audits, classroom observations, formal observations, and teacher feedback surveys.

Evaluation Data Sources: Curriculum Alignment Audits

Data Source: Lesson plan reviews, curriculum maps, and unit plans

Purpose: Verify that instruction is fully aligned with district standards and objectives across all grade levels and content areas.

2. Classroom Observations

Data Source: Principal or instructional coach walkthroughs and formal observations

Purpose: Assess fidelity of curriculum implementation, instructional practices, and differentiation strategies.

3. Teacher Feedback & Surveys

Data Source: Teacher surveys, focus groups, and post-PD reflections

Purpose: Gather feedback on curriculum clarity, usefulness, and areas needing additional support.

4. Student Performance Data

Data Source: Benchmark assessments, district assessments, and STAAR results

Purpose: Measure the impact of curriculum implementation on student learning outcomes and identify areas requiring instructional adjustments.

5. Professional Development Records

Data Source: Attendance logs, PD evaluations, and coaching session notes

Purpose: Track participation in curriculum-focused professional development and its effect on classroom practice.

6. Data Review and Monitoring Schedule

Conduct quarterly reviews of lesson plan audits, observation data, and student performance metrics

Use results to adjust instruction, curriculum resources, and professional development support as needed

Strategy 1 Details	Reviews		
Strategy 1: Use PLCs to ensure a strict alignment to pacing guides and tested standards; use of Frontline to document all snapshots, walkthroughs, and formal evaluations that align with Indicator 1 and 2 for planning and teaching and learning. Strategy's Expected Result/Impact: Further development of content teachers ability to align curriculum, pacing guides, resources, TFAR (for types of rigorous test questions that align to STAAR and EOC), and test specifications for a schoolwide growth in Domain 1 of at least 10% Staff Responsible for Monitoring: Instructional Coaches, Content Area Teachers, Curriculum Directors, Assistant Principals, and Principal	Formative		Summative
	Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 2: By the end of the 2025-2026 school year, Somerset Academy Collegiate will demonstrate evidence of a fully implemented guaranteed and viable curriculum that results in measurable gains in student achievement across all grade levels and student groups, as reflected in state accountability and ESSA performance indicators.

Evaluation Data Sources: I-Ready, HMH, Summit K-12, Curriculum Alignment Audits, Curriculum Calendars, Envision, Savvas, Studies Weekly, Heggerty, i-Ready Magnetic K-2, Thinkup, McGraw Hill Science and Math, Evaluation data and Walkthroughs.

Strategy 1 Details	Reviews		
Strategy 1: Work with district curriculum directors, Instructional Coaches, teachers and administration to ensure that the approved, research-based curriculum is being utilized with fidelity, and evaluate whether in fact these curriculums are working as expected with our students. Make adjustments of time and materials as needed. Strategy's Expected Result/Impact: Boost morale and student outcomes by creating a strong academic understanding of how to implement and adjust curriculum appropriately for maximum student growth. Staff Responsible for Monitoring: Instructional Coaches, Content Area Teachers, Curriculum Directors, Assistant Principals, and Principal	Formative		Summative
	Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 1: Ensure the growth of all students on STAAR, i-Ready, Interim assessments, Pacer, TSI, SAT, and ACT by implementing targeted academic interventions, data-driven instruction, and student engagement strategies to accelerate learning and improve outcomes.

- High Priority**
- Evaluation Data Sources:**
- 1. Instructional Planning and Alignment
 - YAG alignment: Ensure curriculum pacing are tightly aligned with tested TEKS
 - Assessment Cycle: Implement a system of formative assessments, reteach, and reassess to track mastery
 - Recursive Review: Build in short, consistent review of high-priority standards weekly
 - Common Assessments: Create uniform unit assessments across grade levels/subjects to monitor progress
 - 2. Data-Driven Instruction
 - Data Talks: schedule structured PLC meetings after every assessment to analyze results and reteach plans
 - Student Data Trackers: Have students track their own progress on objectives, benchmarks, and STAAR-like assessments.
 - Early Intervention: Use data to identify at-risk students early and provide targeted tutorials, small groups and RTI.
 - 3. Systems of Supports
 - Tiered Intervention: Tier 1 (strong core instruction), Tier 2 (small group support), Tier 3 (intensive interventions).
 - Academic Labs/Tutorials: Create built-in intervention time in the master schedule (e.g., Intervention time, Reading or Math lab, IPC, EOC Math, Algebraic Reasoning).
 - Mentorship/Check-ins: Assign staff mentors to monitor attendance, grades, and behavior for at-risk students.

Strategy 1 Details		Reviews		
Strategy 1: Complete a year over year analysis of student outcomes using ESSA to ensure all students are growing; adjust Tier 1 instruction to create an environment where all students can meet their Typical Goals, and 50% can reach their stretch goals (or equivalent). Strategy's Expected Result/Impact: Increase the amount of students able to move into AP, ECHS, Honors courses in M/H. Grow students overall by a minimum of 10% in all tested subject areas. Staff Responsible for Monitoring: Instructional Coaches, Content Area Teachers, Curriculum Directors, Assistant Principals, and Principal		Formative		Summative
		Nov	Feb	July
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 2: Ensure all students graduate college- and career-ready by tracking progress in college prep courses, TSI completion, SAC crosswalk milestones, and Industry-Based Certification readiness, targeting 100% graduation, 100% college readiness, 100% growth in associate degree earners, and increasing IBC completion from 57% to 75%.

High Priority

Evaluation Data Sources: 1. Academic Preparedness

- Enrollment in college prep courses (dual credit, AP, honors)
- Completion and passing of TSI assessment in all areas
- Completion for all Seniors of TSI, SAT or ACT
- San Antonio College crosswalk tracking for graduation and college readiness milestones

2. Career and Certification Readiness

- Progress toward and completion of Industry-Based Certifications (IBCs)
- Completion of career pathway coursework or technical programs
- Participation in dual-credit or associates degree programs

3. Outcomes and Achievement:

- Graduation rates
- College readiness indicators (TSI, ACT/SAT, or other assessments)
- Students earning associates degrees
- IBC completion rates

4. Monitoring and Accountability

- Student data tracking
- SAC reports on at-risk students
- Leadership review of CCMR data during regular meetings.

Goal 4: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 3: ESA

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 1: Oversee and monitor weekly mandatory tutoring sessions for all athletic teams. Coordinate academic support for student-athletes by aligning the instructional program with school initiatives for weekly 1 hour mandatory tutoring for all sports teams, to monitor and check athletes. Collaborate with teachers, coaches, and intervention staff to ensure tutoring targets academic areas of need. If athletes are behind they attend tutoring with teacher in classroom. Students who have mandatory STARR tutoring will miss practice to attend. Track student-athlete achievement data to evaluate effectiveness and adjust supports accordingly along with pulling their grades weekly to check for missing assignments and work.

Strategy 1 Details	Reviews		
Strategy 1: Empower student athletes to make academic performance a priority given they make up at least 35% of our school population. Strategy's Expected Result/Impact: Boost overall performance school wide by a minimum of 10% Staff Responsible for Monitoring: Athletic Director, Athletic Coaches, Instructional Coaches, Content Area Teachers, Curriculum Directors, Assistant Principals, and Principal	Formative		Summative
	Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 2: HB 4545 requires schools to provide 30 minutes of additional instruction for students not earning a Meets or Masters on STAAR. Somerset Academy Collegiate Charter School will coordinate and align the entire instructional program, including federal, state, and local resources, to ensure increased student achievement and equitable outcomes for all student groups. By the end of the 2025-2026 school year, the school will demonstrate measurable growth across all ESSA accountability indices, with targeted gains in Special Education, Emergent Bilingual, and other identified sub-populations.

Objectives:

1. Academic Growth: Increase the percentage of students meeting or exceeding grade-level expectations in Reading and Mathematics by at least 10% for all student groups, as measured by state assessments and progress monitoring.
2. Special Education: Implement and monitor individualized instructional supports to increase Special Education student performance by 12% in STAAR Approaches/Meets, while ensuring fidelity of IEP services and supports. Special Education staff will attend all PLC meetings to participate in the planning processes for all core instruction. Every 3 weeks teacher meetings with the Special Education Team to monitor growth and assess targeted goals.
3. Emergent Bilinguals: Increase proficiency levels of Emergent Bilingual students by at least one TELPAS proficiency band annually, supported through sheltered instruction, dual language supports, targeted small-group interventions/Push-Ins, specialized instructional time during Study Hall, and the software program Summit K-12. We will add additional headphones with microphones for Summit K-12 and a district Bilingual Coordinator hosted at Somerset Academy Collegiate.
4. Sub-Populations: Close achievement gaps for federally identified sub-populations (economically disadvantaged, African American, Hispanic, and continuously enrolled students) by demonstrating at least a 8% increase in academic performance indicators on the ESSA Index.
5. Resource Coordination: Leverage federal Title I, Title II, Title III, and IDEA funds to provide professional development, instructional coaching, intervention programs, and technology integration that directly support the above targets.

Monitoring & Accountability:

- * Conduct quarterly data reviews through PLCs to analyze student progress by subgroup.
- * Align campus improvement planning with Texas Accountability System and ESSA requirements.
- * Report progress to stakeholders (staff, parents, governing board) each board meeting.

High Priority

Evaluation Data Sources: PLC meeting notes; Summit K-12 data, ESSA Report, STAAR Outcomes, I-Ready evaluations

Strategy 1 Details		Reviews		
Strategy 1: Utilize paraprofessionals that support special education as part of a cooperative planning team during PLCs. Strategy's Expected Result/Impact: Larger buy in from all support staff to support at risk student populations; more instructional support for teachers who understand the planning and expected outcomes from each lesson. Staff Responsible for Monitoring: SPED Coordinator, SPED Director, SPED Paras, Instructional Coaches, Content Area Teachers, Curriculum Directors, Assistant Principals, and Principal		Formative		Summative
		Nov	Feb	July
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 1: 1. Physical Safety

Conduct two formal safety inspections (fall and spring) to ensure 100% compliance with district/state safety standards by May 2026.

Achieve 100% completion of all required emergency drills (fire, lockdown, severe weather) by the end of each semester.

2. Emotional and Social Safety

Implement two schoolwide initiatives (e.g., anti-bullying campaign, peer mentoring program) by December 2025 and April 2026.

Reduce reported bullying/harassment incidents by 10% compared to 2024-25 data by June 2026.

3. Positive Learning Environment

Ensure 100% of classrooms establish and post behavior expectations by the end of the first month of the 2025-26 school year.

Achieve at least 85% of students reporting on annual climate surveys that they feel safe and supported by May 2026.

4. Supportive Practices

Provide two professional development sessions per semester on trauma-informed practices, classroom management, or SEL, reaching at least 90% of instructional staff by June 2026.

Increase student participation in counseling/mentoring services by 15% over the previous year's usage by May 2026.

Continuous Improvement

Review discipline and school climate data quarterly and implement action plans within 30 days of each review cycle.

Achieve at least 70% participation in student/family feedback surveys by May 2026, and incorporate results into the following year's school climate plan.

High Priority

HB3 Goal

Evaluation Data Sources: Sentinel
Ascender Discipline

Strategy 1 Details	Reviews		
Strategy 1: Use professional development, and mass communications to keep students and stakeholders informed about current safety trends; share strategies and best practices for emotional growth and security Strategy's Expected Result/Impact: Decrease in Bullying related discipline; Increase in awareness of students that are struggling.	Formative		Summative
	Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 1: Meeting Monthly with all athletics coaches to make sure the processes of athletics are being followed. Online safety trainings to make sure all coaches are trained for Heat illnesses, Weather, rules and injuries. Evaluate existing First Aid and CPR certification processes for athletic coaches. Develop and refine systems for initial certification, renewal tracking, and compliance monitoring and Coordinate training opportunities using district, community, or state resources. Maintain accurate records and ensure coaches are consistently trained in emergency response procedures.

HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Build these protocols, calendars, and deadlines out at the BOY so ALL adults that coach students are fully trained and implementing their training accordingly. Strategy's Expected Result/Impact: Create a trauma prevention staff; create a trauma prepared staff Staff Responsible for Monitoring: Athletic Director, AD Assistant, Athletic Coaches, Assistant Principals, Principal	Formative		Summative
	Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 2: 100% of Campus staff will complete below trainings to build capacity in teaching and learning through TEA Learn. All trainings will be documented through Frontline to build districts data gathering capacity.

Working with and Supporting Paraprofessionals in a Special Education Classroom

Autism 101

Dyslexia Training

Literacy for All

A step towards IEP equality and rigor

Behavior Change: The Good, The Bad, and The Ugly

Child find Duty: Everyone's Responsibility

School Safety Training

ESL LPAC Training

Time Delay Prompting Strategies Training

High Priority

Evaluation Data Sources: Frontline, Walkthroughs, Evaluations, Snapshots, PLC Notes.

Goal 8: Build capacity for school leadership.

Performance Objective 1: To develop and empower school leadership at all levels, enhancing the capacity of administrators, teachers, and staff to lead with a shared vision, implement effective instructional strategies, and drive continuous improvement in student outcomes.

Action Steps:

1. Professional Development for School Leaders:

Offer ongoing leadership training for principals, assistant principals, and teacher leaders focusing on areas like data-driven decision-making, instructional leadership, and conflict resolution. This would include Leadership Discovery trips to network schools across the nation, Texas Charter School Conference, and National Charter school conference.

2. Encourage participation in leadership development programs, conferences, and seminars that emphasize current educational best practices and trends.

Establish Leadership Team

Form collaborative leadership teams that include teachers, administrators, and support staff to regularly review school progress, share insights, and solve problems together.

Develop a clear structure for distributed leadership, allowing teachers to take on leadership roles in curriculum design, professional development, and student interventions.

3. Mentorship and Coaching

Create mentorship programs where experienced school leaders provide guidance and support to emerging leaders within the school.

Offer coaching for leadership team members to refine their skills in managing school culture, fostering collaboration, and driving change effectively.

4. Foster Collaborative Decision-Making:

Create regular opportunities for staff at all levels to engage in collaborative decision-making, such as through Professional Learning Communities (PLCs) or shared governance models.

Ensure that leadership teams utilize input from teachers, staff, and the community to inform decisions around curriculum, school climate, and resource allocation.

5. Data-Driven Leadership:

Train school leaders on how to effectively use student data (academic, behavioral, and social-emotional) to inform decisions and identify areas for improvement.

Implement regular data review sessions where school leaders analyze student progress, teacher effectiveness, and school climate data to track progress toward goals and adjust strategies as needed.

6. Improve School Culture and Climate:

Encourage school leaders to prioritize creating a positive, inclusive, and supportive school culture where all staff feel valued and empowered to contribute. Provide training on cultural competency, restorative practices, and effective communication to ensure school leaders can foster an environment of respect and high expectations for all students and staff.

7. Succession Planning:

Develop a clear succession plan to identify and nurture future leaders within the school.

Create pathways for teachers and staff to advance into leadership roles, providing them with the necessary skills, knowledge, and support to step into leadership positions in the future.

Timeline:

- * Professional development and leadership training will take place throughout the school year, with periodic check-ins each semester.
- * Collaborative leadership teams will meet monthly to assess progress and discuss school-wide initiatives.

Success Indicators:

- * Increased leadership capacity, as evidenced by more teachers and staff taking on leadership roles.
- * Improved school culture and climate based on surveys and feedback.
- * Enhanced student outcomes tied to effective instructional leadership.
- * Stronger collaboration and shared responsibility for school improvement.
- * Reduced turnover among school leaders and increased satisfaction among staff.

Responsible Parties:

District leadership team

School principals and assistant principals

Teacher leaders and department heads

Professional development coordinators

Mentors and coaches

Resources Needed:

Access to professional development workshops, conferences, and training materials

Time for staff collaboration and meetings

Mentorship and coaching resources

Data analysis tools and systems

Support from district-level leadership and external consultants

Evaluation Data Sources: National Charter School Conferences, Cognia Climate Surveys, Walkthroughs/Evaluations, Leadership turnover rates, HR Documentation

Strategy 1 Details		Reviews		
Strategy 1: Provide opportunities for staff to lead at least one level above their current role; weekly leadership meetings to ensure staff sees the continuity in all that we do. Strategy's Expected Result/Impact: Continue to build leadership capacity throughout the school, and the district. Identify potential candidates that may qualify for internal promotions. Staff Responsible for Monitoring: Instructional Coaches, Content Area Teachers, Curriculum Directors, Assistant Principals, and Principal		Formative		Summative
		Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1: Objectives:

- 1. Instructional Technology Integration: Implement and sustain technology tools that enhance curriculum delivery, student engagement, and differentiated instruction across all content areas. Addition of new laptops for all staff members. Addition of check out devices for all Advanced Placement students and Dual Enrollment students.
- 2. Equity of Access: Ensure all students, including Special Education, Emergent Bilingual, and other sub-populations, have access to devices, adaptive technologies, and digital resources that meet their learning needs.
- 3. Professional Development: Offer ongoing training and coaching for teachers and staff on effective integration of instructional technology, digital literacy, and virtual learning platforms.
- 4. Operational Efficiency: Utilize technology systems to streamline district operations, including student information systems, assessment platforms, and communication tools, ensuring accuracy, efficiency, and compliance with state and federal requirements.
- 5. Cybersecurity & Infrastructure: Maintain secure, reliable, and up-to-date technology infrastructure that supports instructional goals and districtwide operations.

Expected Outcome:

By the end of the 2025-2026 school year, Somerset Academy Collegiate will demonstrate increased student achievement through effective use of instructional technology, equitable digital access for all student groups, and improved operational efficiency supported by secure and reliable technology systems.

Evaluation Data Sources: Purchase Logs, student performance in Dual Enrollment, AP Score Reports, CCMR reports,

Strategy 1 Details		Reviews		
Strategy 1: Manage grants and budgets to acquire 100 new chromebooks; seek grants to create a digital production recording studio for students to build industry knowledge, pass IBCs, and earn credits in AV. Strategy's Expected Result/Impact: Expand school enrollments with expansion of current programs Staff Responsible for Monitoring: Electives Teachers, Finance Manager, Principal, Assistant Principals,		Formative		Summative
		Nov	Feb	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 1: By the end of the 2025-2026 school year, the campus will ensure well-maintained, high-quality teaching and learning spaces by achieving 95% of classrooms and common areas meeting district facility standards, as measured by quarterly facility inspections, teacher satisfaction surveys, and work order completion reports.

Evaluation Data Sources: 1. Facility Inspection Reports

Data Source: Quarterly inspections by campus administration or facilities staff to ensure classrooms, common areas, and instructional spaces meet district safety, cleanliness, and quality standards.

2. Work Order Completion Records

Data Source: Facilities or maintenance department work order logs to track timeliness and completion of maintenance requests to address issues in learning spaces.

3. Teacher & Staff Satisfaction Surveys

Data Source: Biannual surveys asking teachers and staff about classroom and campus conditions to collect feedback on the functionality, cleanliness, and suitability of teaching spaces.

4. Student Feedback

Data Source: Student surveys or focus groups to gather student perceptions about their learning environment and identify areas for improvement.

5. Walkthrough & Observation Notes

Data Source: Principal or leadership team walkthroughs to observe space utilization, organization, and alignment to best practices for teaching and learning.

6. Data Review and Monitoring Schedule

Conduct quarterly reviews of inspection reports, work orders, and survey data

Use findings to prioritize maintenance requests, facility upgrades, and resource allocation

Strategy 1 Details		Reviews		
Strategy 1: Maximize budget to ensure facilities are prioritized for student growth and instructional delivery. Strategy's Expected Result/Impact: Boost of 10% growth across the board; minimize opportunities for students to be off task due to facilities concerns. Staff Responsible for Monitoring: Facilities director, SAMs, Principal, Custodial Staff, Fiance Manager		Formative		Summative
		Nov	Feb	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 2: Regular Inspections

By the end of each month, complete inspections of 100% of classrooms and learning spaces using a standardized checklist, and ensure that at least 90% of identified issues are resolved within two weeks of detection.

Cleanliness and Organization

Achieve and sustain a 95% or higher compliance rate with daily cleaning and organization standards, verified through weekly spot checks conducted by administrators, by the end of each academic quarter.

Functionality of Resources

Ensure that all classroom furniture, equipment, and technology are fully functional by conducting quarterly audits, and complete repairs or replacements for 100% of reported issues within 10 business days.

Safety and Accessibility

Maintain 100% compliance with district, state, and ADA safety and accessibility requirements by conducting biannual audits, ensuring all classrooms have clear exits, posted emergency protocols, and functional safety equipment.

Learning Environment Quality

Collect and review teacher and student feedback surveys to identify at least three environmental improvement needs, and implement at least two enhancements annually (e.g., lighting, noise reduction, flexible seating).

Preventive Maintenance

Implement a preventive maintenance schedule for HVAC, lighting, furniture, and technology by the start of the academic year, and reduce emergency maintenance requests by at least 20% compared to the previous year.