Somerset Academy At Silver Palms

2015-16 School Improvement Plan

Somerset Academy At Silver Palms

23255 SW 115TH AVE, Homestead, FL 33032

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment.

Provide the school's vision statement

Set high expectations
Objective
Meaningful curriculum
Effective
Resourceful and responsible life-long learners
Students who achieve proficiency and beyond
Evaluate continuously and use data to drive curriculum
Teachers who are highly qualified

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The mission of Somerset Silver Palms, a diverse community, is to provide an excellent education that challenges all students to embrace the highest standards of academic achievement and personal integrity. Student success will be accomplished through rigorous instruction, focused support for students, and a commitment to partnership with family and community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All teachers, and all staff, are effectively utilizing personal relationship building strategies in order to create a safe and welcoming environment that encourages student participation and a positive school engagement. The school also has an open-door policy, where all Leadership Team members are accessible to our student body.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Silver Palms, we follow the MDCPS Code of Student Conduct for all disciplinary issues. All families are also provided with a handbook that outlines the expectations of the school. In addition, each teacher has a disciplinary plan that outlines their class expectations and procedures. Finally, it is our goal to ensure that all students are held to the same high expectations, while being systematically supported to achieve.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Silver Palms offers many service-based, social and academic clubs, including a full athletic program, to help meet the needs of our diverse student population. Our teachers/club sponsors meet on a

monthly basis in order to provide mentorship and social development opportunities. The school also offers two full-time counselors who offer guidance counseling, college advisement, and peer mediation to all secondary students. The administrative team also mentors the lowest quartile in Reading and Math for the entire duration of the academic school year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.
• Educate our parents and students of the policies and procedures by conducting workshops.
Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team.
• The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
• Before and after school tutorials programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.
One or more suspensions, whether in school or out of school
Students are not familiar with the School's Code of Student Conduct.
• Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.
• The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
• Before and after school tutorials programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Our school recognizes that students' academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed score a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics.
The following action steps will be implemented
• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team
• The MTSS/RTI will monitor students who receive two or more behavioral referrals providing

students with counseling and encouraging parental involvement in this process.
• Peer Mediation teams will be developed as means of assisting with conflict resolution
• Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress.
• Students will be enrolled into course recovery classes.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	1	2	0	1	1	6
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	2	7	10
Level 1 on statewide assessment	0	0	0	0	0	13	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Educate our parents and students of the policies and procedures by conducting workshops.
Students who are exhibit two or more early warning indicator will be referred to the MTSS/RTI team.
• The MTSS/RTI team will monitor these students, providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship, grades, moving up levels.
• Before and after school tutorials programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking attendance records, grades and behavioral logs kept by the teacher.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193659.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Silver Palms offers many service-based, social and academic clubs, including a full athletic program, to help meet the needs of our diverse student population. Our teachers/club sponsors meet on a monthly basis in order to provide mentorship and social development opportunities. The school also offers two full-time counselors who offer guidance counseling, college advisement, and peer mediation to all secondary students. The administrative team also mentors the lowest quartile in Reading and Math for the entire duration of the academic school year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Blanco, Arley	Assistant Principal
DeSousa, Jennifer	Assistant Principal
Mongeotti, Maria	Assistant Principal
Nunez, Angela	Assistant Principal
Plantada, Christopher	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

• Administrators: : Kerri Rodriguez (Principal), Maria Mongeotti (Assistant Principal), Arley Blanco (Assistant Principal), Jennifer DeSousa (Assistant Principal), Angela Nunez (Assistant Principal), and Christopher Plantada (Assistant Principal) will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
• AP/Reading Coach: Mrs. Jennifer M. DeSousa – monitors and communicates data gathered from district assessments, FAIR, iReady, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
• Select General Education Teachers: Ms. Montoto (Fifth Grade Reading/Language Arts Teacher) Provide information about core instruction, participate in student data collection, deliver instruction/ intervention, collaborates with other staff to implement curriculum and intervention when needed. SPED Teachers: Elizabeth Aguiar (K – 12th SPED/Inclusion)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The teachers selected for the MTSS/RTI team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS/RTI team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2015-2016 School Improvement Plan.

Title I, Part A

Somerset Academy at Silver Palms provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out tutoring using Voyager and before and after school FCAT Tutoring. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

Title I, Part C- Migrant

NA

Title I, Part D

Somerset Academy at Silver Palms with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

Title II

NA

Title III

Somerset Academy at Silver Palms will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and Voyager through pull out tutoring.

Title VI, Part B - NA

Title X- Homeless

Somerset Academy at Silver Palms' Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

Somerset Academy at Silver Palms provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.

Violence Prevention Programs

Somerset Academy at Silver Palms incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips, community services including the D.A.R.E. program in collaboration with Miami Dade Police, and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs

1) Somerset Academy at Silver Palms adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

NA
Adult Education
NA
Career and Technical Education
NA
Job Training
NA
Other
NA

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kerri O'Sullivan	Principal
Mary Quiroja	Business/Community
Elizabeth Aguiar	Education Support Employee
Martine Andre	Teacher
Marlen Buergo	Teacher
Kelly Merritt	Teacher
Marianne Espinosa	Teacher
Monica Tome	Teacher
Kathy Rodriguez	Parent
Maria Perez	Parent
Lisa Renta	Parent
Madays Gonzalez	Parent
Jackie Santiago	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. EESAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) 2014-2015.
EESAC monitored the 2014-2015 School Improvement Plan issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services.
EESAC Dates for the 2014-2015 school year:
9-15-2014
11-12-2014
2-25-2015
4-22-2015
5-19-2015
This year's SIP was approved and discussed at the September 17, 2014 meeting.

Development of this school improvement plan

The involvement of the SAC in the development of this school improvement plan:
• Reviewed all applicable student performance data;
• Determined the students' needs and prioritize them;
• Recommended strategies to improve areas of need;
• Assist in the preparation and evaluation of this School Improvement Plan;
• Approved all ideas and recommendations for strategies for this school improvement plan
Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

Preparation of the school's annual budget and plan

EESAC assisted in the preparation and evaluation of the school's annual budget; The EESAC advised the principal in the development of the school's budget in regards to textbooks, incentive programs, supplemental programs etc. The Principal and the Business Manager provided a budget training prior to annual budget planning.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

•Attendance Incentives $350.00
FCAT Family Night $550.00
FCAT Incentives $1000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Aguiar, Elizabeth	Teacher, ESE
Maysonet, Kerri	Principal
Mongeotti, Maria	Assistant Principal
Blanco, Arley	Assistant Principal
Febus, Talia	Teacher, K-12
Schmitt, Mari	Teacher, K-12
Tome, Monica	Teacher, K-12
Andre, Martin	Teacher, K-12
DeSousa, Jennifer	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will ensure there is adequate progress in reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will be an integral part of the school literacy reform to promote a culture of reading by:

- Including representation from all curricular areas on the RLT
- Selecting team members who are skilled and committed to improving literacy
- Offering professional growth opportunities for team members
- Creating a collaborative environment that fosters sharing and learning
- Developing a school wide organizational model that supports literacy instruction in all classes
- Encouraging the use of data to improve teaching and student achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional development at Silver Palms focuses on the effective implementation of strategies for student achievement utilizing data during all Faculty Meetings, Department Meetings, and Grade Level Stallion meetings. The administrative team also conducts Informal/Formal observations and schedule peer observations for all new teachers. All teachers receive feedback and engage in reflective conversations with the observing administrator.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit and retain high-quality, highly qualified teachers we conduct a one week pre-service training prior to the start of the school year where teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the states website teacherteacher.com and the school of choice office website to recruit new teachers. To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentorship program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our teacher mentoring program is under the direction of one of our administrators, Jennifer DeSousa, who holds a Bachelors Degree in English Education with a K-12 Reading Endorsement and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mrs. DeSousa conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs.We also conduct monthly mentoring meetings in which each new teacher has a mentor teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida's standards by utilizing the district sponsored pacing guides which have been developed in correlation to LAFS and

MAFS. Teachers also utilize CPALMS and FSA assessments website to ensure that the core curriculum is aligned to test item specifications.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to differentiate instruction through ongoing progress monitoring. All students are assessed utilizing baseline/diagnostic in all accountability areas and then monitored for growth on a bi-weekly basis. Teachers analyze the data to identify students scoring 50% or below to remediate instruction through small group instruction and/or intervention as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,600

Somerset Academy Inc. offers a before and after care program where students are provided with different types of extracurricular activities. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our FSA Saturdays beginning in January and ending the Saturday before the FSA exams are administered.

Strategy Rationale

The tutoring sessions are enriching, hands on activities in which the students are retaught the lessons and supplemental materials are used to reinforce.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Maysonet, Kerri, kosullivan@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We collect data from various assessment platforms such as: I-Ready, USA test prep, PMRN, wonders bi-weeklys, Go Math Topic assessments, district Sponsored Mid Year assessments, etc. Results are then analyzed to identify students not mastering skills. Data indicates If students are making progress towards their goals. If necessary, teacher student groups are created based on the skills needed to re teach, differentiate, and reassess until mastery is achieved.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prior to the opening of school, Orientation is held for all incoming Kindergarten students. Before the school year begins incoming Kindergarten students are screened in both reading and math using a school developed assessment in order to provide teachers with a baseline assessment of prior knowledge. Kindergarten students are assessed using FLKRS/ECHOS, and iReady which is given three times a year. The data received from these assessments is used to assist teachers in planning instruction.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

For the 2015-2016 school year, Somerset academy at Silver Palms will only house grades K-5th.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

For the 2015-2016 school year, Somerset academy at Silver Palms will only house grades K-5th.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

For the 2015-2016 school year, Somerset academy at Silver Palms will only house grades K-5th.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

For the 2015-2016 school year, Somerset academy at Silver Palms will only house grades K-5th.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas. 1a

🔍 G070889

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	72.0
Math Gains	83.0
Math Lowest 25% Gains	75.0
AMO Reading - All Students	
FSA English Language Arts - Achievement	72.0
ELA/Reading Gains	82.0
ELA/Reading Lowest 25% Gains	99.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Reading K-5 Grade:The Krd-5th grade teachers at SASP focus on rigorous writing across the curriculum with the use of such resources like Time for Kids, Story Works, Writers Journal and Studies Weekly. Teachers will also focus on building skills in understanding connotative language as it related to vocabulary and providing opportunities for students respond to the essential question. Teachers can also use grade-level journal questions that relate to the concepts taught in math or science, which will help the students grasp the concept in science and math and in turn will demonstrate their level of writing. In addition teacher will use iReady, an comprehensive computer based program aligned to the Common Core State Standards, which will help provide students the opportunity to read and respond to grade-level texts across the curriculum.

- Math K-5 Grade:Math teachers across grades K-5 are currently engaged in hands on learning through the use of manipulatives and interactive notebooks. These manipulatives are used to stimulate a variety of learners with in the classroom. In addition to using these resources, teacher are using data driven instruction to differentiate the learning in each classroom. Resources such as baseline and benchmark assessments are being administered through programs such as "iReady", as well as teacher made assessments. This data is collected and students are grouped based on strengths and weaknesses.

- Science K-5 Grade:Science teachers in these grades are using many online resources to meet the instructional needs of the students. Programs like Gizmo and Discovery Education are some of the core programs being used to reinforce the content. Teachers are also using the Science Kits to conduct multiple labs per topic in order to stimulate, engage, and support learning for all students included ESE and ESOL. Teachers are reinforcing what is being taught through interactive journals.

Targeted Barriers to Achieving the Goal 3

- Reading K-5 Grade:The barrier that is present hindering the achievement of this goal is the uses of appropriate assessment rubric that will help teachers identify the students' strengths and the areas of needed intervention. Another barrier will be the lack of modeling tools to help teachers demonstrate how to effectively respond to an essential question while restating the facts or knowledge attained.

Plan to Monitor Progress Toward G1. `8`

Data from baseline, Mid Year Assessments, biweekly assessments, benchmark assessments and monthly assessments.

> **Person Responsible**
> Karina Palomares
>
> **Schedule**
> Daily, from 9/8/2015 to 6/1/2016
>
> ***Evidence of Completion***
> lesson plans, assessments, reports from computer programs, data from interim assessments, data from biweekly assessments and month assessments, and lab write ups.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal　　**B** = Barrier　　**S** = Strategy

1 = Problem Solving Step　　S123456 = Quick Key

G1. Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas. [1]

🔍 G070889

G1.B2 Reading K-5 Grade:The barrier that is present hindering the achievement of this goal is the uses of appropriate assessment rubric that will help teachers identify the students' strengths and the areas of needed intervention. Another barrier will be the lack of modeling tools to help teachers demonstrate how to effectively respond to an essential question while restating the facts or knowledge attained. [2]

🔍 B184801

G1.B2.S1 The barriers can be reduced if a team of professionals help create monthly assessment tools that will help teachers monitor their students' progress. These professionals can offer training and support to those in need. [4]

🔍 S196228

Strategy Rationale

Teachers at SASP aspire to demonstrate that their students have reached a level of mastery appropriate for their respected subject area and grade level. Teachers will search for additional tools to measure their success. To have the tools easily available will help teachers provide the needed support or enrichment as their students may need.

Action Step 1 [5]

The support staff, including the Leadership Team, mentoring teachers, Curriculum Specialists, and interventionist, will help provide assistance when implementing any such assessment tools to measure the effectiveness of this goal. Professional development will be provided for teachers. Mini workshops will be initiated for students which will model how to accurately respond to essential question helping them recall and master course work. Teachers will be responsible for collecting and interpreting the students' performance and share the record with the Leadership team including the Curriculum Specialist.

Person Responsible

Karina Palomares

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

monthly assessment data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Professional Developments, Monthly Assessments, Classroom Walk throughs and lesson plans

Person Responsible

Karina Palomares

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Creation of the monthly assessments, walk throughs rubrics, lessonplans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 [7]

We will be monitoring the data from the baselines, biweekly assessments, benchmark assessments and monthly assessments.

Person Responsible

Karina Palomares

Schedule

Daily, from 9/8/2015 to 6/1/2016

Evidence of Completion

Data from the Reading FSA will prove effectiveness.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	The support staff, including the Leadership Team, mentoring teachers, Curriculum Specialists, and interventionist, will help provide assistance when implementing any such assessment tools to measure the effectiveness of this goal. Professional development will be provided for teachers. Mini workshops will be initiated for students which will model how to accurately respond to essential question helping them recall and master course work. Teachers will be responsible for collecting and interpreting the students' performance and share the record with the	Palomares, Karina	9/8/2015	monthly assessment data	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Leadership team including the Curriculum Specialist.				
G1.MA1	Data from baseline, Mid Year Assessments, biweekly assessments, benchmark assessments and monthly assessments.	Palomares, Karina	9/8/2015	lesson plans, assessments, reports from computer programs, data from interim assessments, data from biweekly assessments and month assessments, and lab write ups.	6/1/2016 daily
G1.B2.S1.MA1	We will be monitoring the data from the baselines, biweekly assessments, benchmark assessments and monthly assessments.	Palomares, Karina	9/8/2015	Data from the Reading FSA will prove effectiveness.	6/1/2016 daily
G1.B2.S1.MA1	Professional Developments, Monthly Assessments, Classroom Walk throughs and lesson plans	Palomares, Karina	9/8/2015	Creation of the monthly assessments, walk throughs rubrics, lessonplans	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our school goal is to increase/ infuse student achievement by focusing on writing across the content areas.

G1.B2 Reading K-5 Grade:The barrier that is present hindering the achievement of this goal is the uses of appropriate assessment rubric that will help teachers identify the students' strengths and the areas of needed intervention. Another barrier will be the lack of modeling tools to help teachers demonstrate how to effectively respond to an essential question while restating the facts or knowledge attained.

G1.B2.S1 The barriers can be reduced if a team of professionals help create monthly assessment tools that will help teachers monitor their students' progress. These professionals can offer training and support to those in need.

PD Opportunity 1

The support staff, including the Leadership Team, mentoring teachers, Curriculum Specialists, and interventionist, will help provide assistance when implementing any such assessment tools to measure the effectiveness of this goal. Professional development will be provided for teachers. Mini workshops will be initiated for students which will model how to accurately respond to essential question helping them recall and master course work. Teachers will be responsible for collecting and interpreting the students' performance and share the record with the Leadership team including the Curriculum Specialist.

Facilitator

Karina Palomares

Participants

Reading Teachers that teach grades 3-5.

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	The support staff, including the Leadership Team, mentoring teachers, Curriculum Specialists, and interventionist, will help provide assistance when implementing any such assessment tools to measure the effectiveness of this goal. Professional development will be provided for teachers. Mini workshops will be initiated for students which will model how to accurately respond to essential question helping them recall and master course work. Teachers will be responsible for collecting and interpreting the students' performance and share the record with the Leadership team including the Curriculum Specialist.				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4012 - Somerset Academy At Silver Palms	General Fund		$20,000.00
			Notes: iReady			
					Total:	$20,000.00