

Miami-Dade County Public Schools

# Somerset Preparatory Academy Sunset



2015-16 School Improvement Plan

## Somerset Preparatory Academy Sunset

11155 SW 112 AVE, Miami, FL 33176

[ 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)
Combination	No	9%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	85%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Dade County School Board.

### 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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>21</b>
Professional Development Opportunities	22
Technical Assistance Items	23
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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		<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Somerset Academy Prep is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life-long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success.

##### **Provide the school's vision statement**

The vision of Somerset Academy Charter is to continue to be recognized and respected as a top ranked learning community that graduates productive and caring citizens who are prepared to succeed in a global society.

#### School Environment

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

Students from every area of Miami-Dade County attend the school helping to create a unique environment of cultures, abilities, and backgrounds. Character education is taught monthly through our Discovery Education class allowing the students to engage in activities which promote and encourage respect, kindness, and positive interactions among students and teachers. Additionally, the school celebrates Hispanic Heritage Month, African American Heritage Month, Women's History Month, Jewish History Month, and Native American Heritage Month to provide the students will meaningful opportunities to learn about other cultures as well as their own.

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

The school provides security before, during, and after school to create a safe atmosphere for students. Administrators are visible before, during, and after the school day greeting students, parents and community members. Bullying lessons are incorporated in the yearly curriculum and are taught at every grade level. Students are encouraged and rewarded for demonstrating positive actions toward their peers and teachers.

##### **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**

Teachers and administrators focus on helping students demonstrate the school's core values. Students are reminded of the school's mission and vision to further encourage appropriate behavior. Teachers and administrators set clear expectations and communicate behavioral systems with the students and families. If the situation arises, students may visit our administrators. From kindergarten, students are taught and reminded to make the right choice and understand they have the power to make good choices. Students are rewarded who demonstrate positive attitudes and kindness.



**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**

The school provides lessons to promote social/personal/emotional skills, conflict resolution skills, decision-making skills, organizational skills, time management, and good study habits throughout the school year. As needed, students are provided with small group counseling, individual counseling, and/or class activities in order to promote character development and the development of academic achievement and career focused education, as well as, social, personal, and emotional skills.

**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**

The school closely monitors students exhibiting early warning indicators and takes preventive measures to ensure students remain on track.

Early warning indicators include:

- A level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Course failure in English Language Arts or Mathematics
- Students who have been retained
- Special Education students
- Economically Disadvantaged students
- ESOL students
- Students with 18 or more days of absences
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One of more suspensions, whether in school or out of school

**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	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	1	1	2
Level 1 on statewide assessment	0	0	

*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**

Our teachers and administrators employ the following intervention strategies to improve the academic performance of students identified by the early warning system:

- Monitor attendance and meet with parents to try to determine why the students are consistently

- absent, and assisting in any way that we can to have the students attend school on a regular basis
- Identify and refer students who may be developing a pattern of tardiness and/or truancy to the MTSS/RtI Team.
  - Provide reading and math intervention on a daily basis in a small group setting
  - Monitor students who receive two or more behavioral referrals by providing students with counseling and encouraging parental involvement in the process.
  - Closely monitor student progress and track data to provide immediate support to any student at risk of being retained.

## 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?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Somerset Academy Prep builds positive relationships with families in various ways. Parents are kept informed of their child's progress through the parent portal, quarterly progress reports/report cards, and student notes home. The school maintains a monthly calendar of events posted on the school website and in the main office. The school requires 30 volunteer hours per family. Families are given ample opportunities to come and participate in before, during, and after school activities and celebrations. Classroom and behavior websites are maintained weekly.

**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**

In order to sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement, the school implements research-based parental involvement plans, practices, programs, and activities. The school networks with families and local community leaders in order to establish ties that will help support the school and student achievement. We will work with community businesses to help provide incentives and guest speakers to our students and parents. They also collaborate with us on events that promote student achievement and awareness.

## 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
Cruz Ortiz, Cristina	Principal
Frometa, Cristina	Instructional Coach
Rodriguez, Maria	Teacher, K-12
Socorro, Natalia	Teacher, K-12
Portugal, Beatriz	Teacher, K-12
Erigoyen, Magalys	Teacher, K-12
Santana, Maria	Teacher, K-12
Velez, Vanessa	Teacher, K-12
Ponte, Annette	Teacher, ESE
Chang, Belkys	Teacher, K-12

### Duties

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

Dr. Cristina Cruz, Principal: Provides a common vision and plan for the use of data-driven decision-making, identifies the MTSS/Rtl team and ensures the team meets the responsibilities of implementing the MTSS/Rtl program, monitors and assesses MTSS/Rtl staff members, ensures implementation of the program and documents student progress. The principal provides professional development and resources to support the MTSS/Rtl program and communicates with parents regarding the MTSS/Rtl plan, as well as monitors the fidelity of the delivery of instruction and interventions.

Mrs. Cristina Frometa, Instructional Coach: Support the principal in all MTSS/ Rtl program decisions, including identification of the MTSS/Rtl team, implementation and monitoring of the program, monitoring of MTSS/Rtl staff and student progress, delivery of adequate professional development and resources, and communication with parents regarding plan and student progress. Instructional Leaders (Reading, Math, Science): Support all aspects of MTSS/Rtl program, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students, monitor student progress, and participate in the student assessment and data collection process.

Ms. Beatriz Portugal, Mrs. Maria Rodriguez, and Mrs. Natalia Socorro Instructional Leaders (Reading, Math, Science) provide guidance and leadership in instructional standards, research-based programs, and curriculum. They participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress, facilitate student assessment and data collection process. Additionally, instructional liaisons provide professional development, modeling, and assistance in instructional planning and best practices, as well as provide information regarding resources for MTSS/Rtl plan, and support all aspects of MTSS/Rtl plan.

Grade Level Chairs, Mrs. Vanessa Vargas, Mrs. Magalys Erigoyen, Mrs. Belkys Chang, Mrs. Natalia Socorro and Ms. Maria Santana: Participate in curriculum planning for core instruction and MTSS/Rtl plan, collaborate with administration and instructional coaches in identifying Tier 1, Tier 2, and Tier 3 students, and participate in the implementation of MTSS/Rtl plan.

Kinder Teacher and ESE certified, Mrs. Annette Ponte: Collaborates with MTSS/Rtl team in making data-driven decisions, supports the development and implementation of the MTSS/Rtl plan, and works with classroom teachers in all aspects of the inclusion program.

***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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using a delineated problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Responding when grades, subject areas, classes, or individual students have not shown a positive response by implementing a problem solving process and monitoring progress of instruction.
- Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The Leadership Team will

- Review OPM data for intervention groups to evaluate group and individual student response.
- Support interventions where there is not an overall positive group response
- Select students for SST Tier 3 intervention

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Dr. Cristina Cruz-Ortiz	Principal
Cristina Frometa	Education Support Employee
Cristina Ross-Ocariz	Teacher
Natalia Socorro	Teacher
Maria Rodriguez	Teacher
Sandy Machado	Parent
Shona Menendez	Parent
Francisco Aponte	Student
Mark Etzold	Business/Community

**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*

N/A This is Somerset Preparatory Academy Sunset's inaugural year.

*Development of this school improvement plan*

Our School Advisory Council will assist the school's SIP writing team with implementing the state system of school improvement and accountability, as well as collaborating in the preparation and evaluation of the school improvement plan, and assisting in the preparation of the school's annual

budget. Moreover, the SAC will ensure that all expenditures are in line with School Improvement Plan, such as; assist with the purchase of instructional supplies. Our SAC will develop the new SIP using current data to set goals and strategies to implement and monitor the progress towards goals. EESAC Committee votes to approve or make any changes to the SIP.

*Preparation of the school's annual budget and plan*

Our School Advisory Committee will use school annual budget funds to support initiatives that improve student achievement in all academic areas including interventions and incentives. The SAC committee will use Baseline data in Reading, Math, and Science to make recommendations on school initiatives that are aligned to the School Improvement Plan and within our budget. Incentives will be provided to students as motivators for testing. We will develop a needs assessment of items and services that will help in implementing strategies and interventions. The money allocated for such items will be minimal due to the low quantity of student population and EESAC funds. Exact amounts will be determined upon receipt of FTE Funds.

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

N/A This is Somerset Preparatory Academy Sunset's inaugural year.

**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
Cruz Ortiz, Cristina	Principal
Frometa, Cristina	Instructional Coach
Ross-Ocariz, Cristina	Teacher, K-12
Socorro, Natalia	Teacher, K-12
Rodriguez, Maria	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team:

Cristina Frometa, Curriculum Specialist [tfrometa@somersetacademyprep.com](mailto:tfrometa@somersetacademyprep.com)

Cristina Ross-Ocariz, Teacher [cross-ocariz@somersetacademyprep.com](mailto:cross-ocariz@somersetacademyprep.com)

Natalia Socorro, Teacher [nsocorro@somersetacademyprep.com](mailto:nsocorro@somersetacademyprep.com)

Maria Rodriguez, Teacher [mrodriguez@somersetacademyprep.com](mailto:mrodriguez@somersetacademyprep.com)

The LLT team will help to develop lessons that provide students with opportunities for research and incorporate writing throughout all subjects. The Literacy Leadership Team will review data pertinent to student achievement as it relates to Reading and Writing. Using data results, the Literacy Leadership Team will work with the Multi-Tiered System of Support Team to develop intervention, strategies and professional development support to increase student achievement in Reading and Writing. Our LLT will also focus on increasing the use of novel studies in every grade level in an effort to increase

students' fluency, vocabulary and comprehension skills. The LLT demonstrates leadership in building a school literacy culture through collegiality and collaboration.

## 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**

The school provides all faculty members time to plan with grade level and/or departments. Planning time ensures that teachers are working collaboratively toward common goals and planning in-depth, rigorous units of study. In addition, our school schedules weekly meetings where teachers come together as a vertical planning team. This type of collaboration creates a positive working relationship among the faculty members. The administrative team also incorporated team building activities during the pre-planning week of the school year in order to build bonds between grade level teachers.

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

Somerset Academy Prep uses various strategies to recruit, develop and retain highly qualified, certified-in-field teachers. These strategies include: providing numerous professional development opportunities that will

earn the employee master plan points for certification renewal, applicants are screened prior to making an appointment for an interview, applicants are interviewed by appropriate personnel. Principal meets regularly with new teachers and new teachers are partnered with veteran teachers.

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

New teachers are paired by areas of expertise or the ability to be supported by a veteran teacher. Veteran teachers are available to support classroom modeling and provide strategies. Ongoing communication with all faculty members is a vital component in this process.

## 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***

Our school's teachers have participated in analyzing the Florida State Standards for their grade levels. Teachers have copies of Florida State Standards accessible to them during planning sessions. Teachers select appropriate resources to complement state adoptions. Teachers use the district's pacing guides, state standards, and research-based materials in their planning and teaching of subjects. All textbooks are chosen by the District to ensure that the core instructional programs in all schools are aligned to Florida's standards. The teachers have been trained on the numerous resources that CPALMS has to offer which are all aligned to the standards. The school's leadership team meets monthly to discuss data and curriculum resources that could help bridge the gap among grade levels and improve students' learning gains.

#### 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**

Data driven instruction is required in all grade levels at Somerset Academy Prep. Data will be used to drive whole group and differentiated instruction and pacing. Moreover, data will be utilized to develop a list of Tier II and Tier III students that require specific strategies and interventions in order assist them in attaining the proficient level on state assessments. Finally, data will be used for progress monitoring and to evaluate the success of Tier I, Tier II, and Tier III instruction. As the year progresses, and interim assessments are given, the administration will meet with classroom teachers to discuss students' individual needs and will monitor student progress during Data Chats.

**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:** After School Program

**Minutes added to school year:** 2,000

Based on the data collected from Baseline Assessments, Interim Assessments, and weekly assessments, students will be identified and selected to participate in after-school tutoring in core academic subjects. Meetings with the teachers will be held in order to analyze data and determine whether or not the students are benefiting.

**Strategy Rationale**

In providing students with the opportunity to master their area of need as well as enriching the curriculum of students achieving at level or above, we feel we are developing a well-rounded student upon the completion of the elementary grades.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Cruz Ortiz, Cristina, [cristinacruz@dadeschools.net](mailto:cristinacruz@dadeschools.net)

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

Data is collected from Baseline assessments, Interim assessments and weekly assessments to develop strategies that meets best practices for each student.

## 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**

School tours are offered to families interested in enrolling their children in Somerset Academy Prep. All incoming parents are invited to a Meet and Greet Orientation Day in order to allow students and families to get to know their teacher and classroom. Local Pre-kindergarten students will be invited to participate in a Kindergarten Day to ease the transition from Pre-K to Kindergarten and to explore the different options they have in schools.

### 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**

N/A

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

N/A

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

N/A

**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**

N/A

## 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:

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#### 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.** To increase student achievement by improving core instruction in all 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.** To increase student achievement by improving core instruction in all content areas. **1a**

 G070954

### Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

### Resources Available to Support the Goal **2**

- Highly qualified teachers, state adopted instructional materials, digital and text-based instructional material, web-based software, enrichment opportunities and resources, STEM Lab

### Targeted Barriers to Achieving the Goal **3**

- Rigorous content throughout all subject areas

### Plan to Monitor Progress Toward G1. **8**

Baseline, Fall and winter Interim Assessments, FAIR Assessments, FSA Assessment

#### Person Responsible

Cristina Cruz Ortiz

#### Schedule

Monthly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Data boards, assessment scores, formal and informal walk throughs

## 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.** To increase student achievement by improving core instruction in all content areas. **1**

 G070954

**G1.B1** Rigorous content throughout all subject areas **2**

 B184978

**G1.B1.S1** Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of the text(s) have shaped their thinking and present convincing arguments. **4**

 S196417

### Strategy Rationale

This barrier was chosen because students are not writing enough and are not able to explain their thinking and problem solving process.

### Action Step 1 **5**

Provide professional development to all subject area teachers during faculty meetings

#### Person Responsible

Cristina Cruz Ortiz

#### Schedule

Quarterly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Evidence of implementation of action step will be lesson plans and observational notes.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Implement writing analysis of text in all content areas

**Person Responsible**

Cristina Frometa

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

grade level meeting minutes, lesson plans, student work, authentic assessments

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Implement teacher collaborative modeling sessions.

**Person Responsible**

Cristina Cruz Ortiz


**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Walk-throughs, lesson plans, and student work folders.

**G1.B1.S2** Engage students in the intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. 4

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### Strategy Rationale

This barrier was chosen because students are not able to explain their thinking and math problem solving process.

### Action Step 1 5

Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/justify solutions.

#### Person Responsible

Cristina Cruz Ortiz

#### Schedule

Monthly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Teacher lesson plans, students interactive notebooks

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Implement writing analysis of text in mathematics story problem

#### Person Responsible

Cristina Cruz Ortiz

#### Schedule

Weekly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

grade level meeting minutes, lesson plans, student work, authentic assessments, use of technology, and related digital resources

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Implement teacher collaborative modeling sessions

**Person Responsible**

Maria Rodriguez

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

modeling schedules

**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.B1.S1.A1	Provide professional development to all subject area teachers during faculty meetings	Cruz Ortiz, Cristina	8/24/2015	Evidence of implementation of action step will be lesson plans and observational notes.	6/9/2016 quarterly
G1.B1.S2.A1	Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/ justify solutions.	Cruz Ortiz, Cristina	8/24/2015	Teacher lesson plans, students interactive notebooks	6/9/2016 monthly
G1.MA1	Baseline, Fall and winter Interim Assessments, FAIR Assessments, FSA Assessment	Cruz Ortiz, Cristina	8/24/2015	Data boards, assessment scores, formal and informal walk throughs	6/9/2016 monthly
G1.B1.S1.MA1	Implement teacher collaborative modeling sessions.	Cruz Ortiz, Cristina	8/24/2015	Walk-throughs, lesson plans, and student work folders.	6/9/2016 monthly
G1.B1.S1.MA1	Implement writing analysis of text in all content areas	Frometa, Cristina	8/24/2015	grade level meeting minutes, lesson plans, student work, authentic assessments	6/9/2016 monthly
G1.B1.S2.MA1	Implement teacher collaborative modeling sessions	Rodriguez, Maria	8/24/2015	modeling schedules	6/9/2016 monthly
G1.B1.S2.MA1	Implement writing analysis of text in mathematics story problem	Cruz Ortiz, Cristina	8/24/2015	grade level meeting minutes, lesson plans, student work, authentic assessments, use of technology, and related digital resources	6/9/2016 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.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Rigorous content throughout all subject areas

**G1.B1.S1** Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of the text(s) have shaped their thinking and present convincing arguments.

### PD Opportunity 1

Provide professional development to all subject area teachers during faculty meetings

#### Facilitator

Cristina Frometa

#### Participants

All K-4 teachers

#### Schedule

Quarterly, from 8/24/2015 to 6/9/2016

**G1.B1.S2** Engage students in the intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

### PD Opportunity 1

Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/justify solutions.

#### Facilitator

Maria Rodriguez

#### Participants

All teachers

#### Schedule

Monthly, from 8/24/2015 to 6/9/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide professional development to all subject area teachers during faculty meetings</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	120-Classroom Teachers	5002 - Somerset Preparatory Academy Sunset	General Fund	100.0	\$300.00
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/justify solutions.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	120-Classroom Teachers	5002 - Somerset Preparatory Academy Sunset	General Fund	100.0	\$300.00
					<b>Total:</b>	<b>\$600.00</b>