Somerset Oaks Academy

2016-17 Schoolwide Improvement Plan

Somerset Oaks Academy

1000 OLD DIXIE HWY, Homestead, FL 33030

www.somersetoaks.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2015-16	2014-15
Grade	C	D*

*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 a monitoring status of "Former F" (see page 4). 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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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Somerset Oaks Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Somerset Oaks Academy is to foster the development of responsible, self-directed, life-long learners by maximizing student achievement in a safe and enriching environment.

b. Provide the school's vision statement.

Somerset Oaks Academy will provide a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers. The School will meet and exceed high standards of student achievement by delivering a rigorous school curriculum, where emphasis is given to personalization in student mastery of the State Standards. The school will supplement and enhance instructions through high-quality curricular and extra-curricular programs. The school will provide ample opportunities for students, families, and the community to be active educational partners in education. The school will continuously monitor, evaluate, and improve curriculum to achieve continuous student improvement year to year.

2. School Environment

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

All stakeholders at Somerset Oaks Academy are encouraged to build relationships through daily activities in the classroom and as a school. Teachers are encouraged to constantly communicate with students and parents to not only promote success, but also meet all students needs. Through a student-driven approach to learning, teachers differentiate instruction to meet individual needs. Parents are encouraged to participate in school-wide events and be involved in school-wide decision making processes to meet school wide academic goals.

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

Students feel safe at Somerset Oaks Academy. Through a zero tolerant approach to behavior, students understand that the school will take appropriate action to keep all students safe. The school will utilize the School's Code of Conduct as well as promote parent involvement to promote a safe and secure learning environment. Expectations will be clearly communicated and documented throughout the school year. The school will implement a Character Education Program highlighting monthly pillars in the classroom. The school counselor will collaborate with teachers to successfully implement the Character Education Program.

c. 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.

Every teacher at Somerset Oaks Academy is expected to utilize a behavior management plan as well as communicate classroom expectations to all Stakeholders. Through a progressive discipline approach, teachers will utilize the Code of Conduct to address student behavior, implement strategies and redirect when necessary. All parent, student and teacher communications will be documented.

Parents are encouraged to familiarize themselves with the MDCPS Student Code of Conduct. We require that students and parents sign and return the Acknowledgment of Receipt and Review of the Student Code of Conduct. During Parent Orientation, teachers and staff will review behavior expectations and vision in creating a safe and nurturing learning environment.

d. 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 ensures that social- emotional needs of all students are being met, through the use of character development education, (name program here). Teachers provide support and mentoring in the classroom as well as identifying behaviors that may need to be addressed at a deeper level. The school also keeps constant communication among the key stakeholders which include the student, teacher, parents and administration. When needed RTI/B is implemented and data collected is monitored. Somerset Oaks Academy will provide a Dean of Discipline and counselor when intervention is needed beyond what the school can provide.

3. 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).

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

The school's early warning system consists of constant communication between all stakeholders. Stakeholder's may include the general education teacher, the parents, and administration. All cases are dealt with on an individual basis and a plan is developed to meet the individual student's needs. The plan may involve one or more of the following:
*Truancy: Truancy is tracked and monitored through electronic gradebook. Truancy is communicated through the electronic grade book, ConnectEd, interim reports, report cards, and parent-teacher conferences. A truancy committee will work with the parent/student and implement district guidelines to address concerns.
*Behavior: The school will implement the MDCPS Code of Conduct to monitor and address student behaviors accordingly. Teachers will incorporate a behavior management in their class, as well as communicate behaviors through parent conferences, telephone conferences, detentions, referrals and suspensions. In the event that further intervention is needed a Functional Assessment of Behavior/Behavior Intervention Plan will be developed and implemented to address concerns.
*Academic Performance: The MTSS team will provide the school with the proper framework for effective MTSS. The framework will be aligned with the policies and procedures of the district, the school and the classroom. The team will meet frequently to discuss data derived from State Assessments, district assessments, unit tests and data from ongoing interventions to discuss the problem solving process and support planning, implementing, and evaluating effectiveness of services. The school will continuously communicate outcomes with stakeholders and celebrate successes frequently.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	6	2	0	0	0	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	7	4	0	0	0	0	0	0	0	0	0	0	13

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

The second level of support consists of supplemental instruction and interventions provided in addition to the students 90 minute reading block. Intervention is aligned with the implementation of an effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students utilizing SST guidelines, for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored the implementation and effectiveness of the intervention provided to all Tier 2 & Tier 3 students. Tier 2 & Tier 3 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include before school tutoring, teacher led interventions utilizing McGraw Hill: WonderWorks, meetings to discuss student progress, computer based programs (iReady), response to intervention, and Functional Assessment of Behavior/Behavior Intervention Plan.

B. Family and Community Engagement
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).

1. 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).

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

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/321966.

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

2. 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.

Somerset Oaks Academy prides itself in working closely with their community. This year they will work with Ms. Fairchaugh, Homestead's Education Committee Chairperson, to participate in more events in the community of Homestead. She will be invited, as well as other community members, to participate in school wide events to promote growth in our community.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Suarez, Idalia	Principal
Gomez, Marcelo	Assistant Principal
Garcia, Annette	Teacher, ESE
Cruz, Ximena	Instructional Coach
Keime, Natalie	Teacher, K-12
Ochoa, Yadira	Teacher, K-12
Kirk, Jason	Dean

b. Duties

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

The School Leadership Team has many roles and responsibilities to ensure the proper functioning of the school. These roles and responsibilities include the following:
*Idalia M. Suarez, Principal Oversees the overall functioning of the school concerning personnel, facilities, academics, activities, and budget. Principal will evaluate the effectiveness of the leadership team and staff by conducting walkthroughs, observations and data chats. Principal will conduct weekly leadership team meetings to discuss data, curriculum and concerns across all grade levels and content areas.
*Marcelo Gomez, Assistant Principal will support the principal in areas concerning personnel, facilities, academic, activities and budget. Together with the principal, the assistant principal will evaluate the effectiveness of the school's academic program through walkthroughs, weekly monitoring of lesson plans, teacher professionalism, communication and Teacher Observations
*Ximena Cruz, Curriculum coach will support the Principal and Assistant Principal in areas concerning curriculum and it's implementation school wide. She will provide professional development and PLC opportunities. She will support core instruction, implementation of intervention and modeling best practices to ensure students meet Florida State Standards. The curriculum coach will also analyze

data and conduct grade level data chats to develop data based instructions strategies throughout the academic school year. The coach will also monitor the effectiveness of the school's program through frequent walkthroughs and will provide feedback as needed.

By implementing these responsibilities the school's leaders create and foster a positive school culture that is welcoming and promotes student success.

*Natalie Keime and Yadira Ochoa, as grade level chairpersons, provide immediate support within their grade levels and support the implementation of the school's academic program. They provide feedback and support to the leadership team to assist teachers by sharing best practices and resources.

*Jason Kirk, Dean of Discipline who oversees the overall implementation of the school code of conduct across all grade levels. He helped develop a school wide positive behavior program which was presented to all staff members. He will help evaluate and monitor the effectiveness of the school wide behavior program and assist teachers in the implementation of classroom behavior management programs.

*Andrianna Chaine, ESE Teacher will oversee the special education program at the school and help monitor all ESE students receive the services they require.

2. 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 school leadership team consists key teachers from various grades and subjects. The team meets monthly to discuss most recent data generated by iReady, Interim assessments, Progress monitoring tools, and computer based program reports. During these leadership meeting based on the most recent data, resources are discussed and decisions are made at to which resources should be purchased and how they will be used. A property inventory log is used to determine what resource are available and what resources need to be purchased. The team determine the most effective use of the resources.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Idalia Suarez	Principal
Rosa Berry	Teacher
Ximena Cruz	Teacher
Martha Gray	Education Support Employee
Lindsey Clouser	Parent
Marcelo Gomez	Teacher
Laura Fernandez	Parent
Christy De La Paz	Parent
Wanda Pastrana	Parent
Beth Goeddert	Parent
L Rassmasum	Parent
David Rasmussen	Business/Community
	Student
Juan Fernandez	Teacher
Yadira Ruiz	Teacher
Lissette Florez	Teacher
Jessie Landrian	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

During the September 22, 2015, EESAC meeting, as reflected in the minutes, the committee reviewed available data and existing SIP to establish goals for the 2015-2016 school year. The committee analyzed data to determine the effectiveness of the schools program and provided constructive feedback on proposed goals and strategies for the development of the 2015-2016 School Improvement Plan.

b. Development of this school improvement plan

The EESAC committee assisted the leadership team with the development of the School Improvement Plan during the October 13th, 2016 EESAC meeting, as reflected in the minutes. Through collaborative process, Stakeholders analyzed existing data reports to better develop goals and strategies. The committee will be responsible to review and evaluate the implementation and effectiveness of the SIP during every EESAC meeting. The EESAC will help prioritize student student needs and recommend strategies to help improve those areas of need.

c. Preparation of the school's annual budget and plan

During the EESAC Meetings, the committee reviews the SIP to identify resources and materials to meet objectives and goals noted in the SIP for the 2016-2017 school year. The ESSAC committee allocated a total of $3,000 for field trip resources, to provide students with multiple experiences to build background knowledge.
*Funds to pay for the bus for a curriculum based field trip: Kindergarten ($429.00)
*Funds to pay for the bus for a curriculum based field trip: First Grade ($429.00)
*Funds to pay for the bus for a curriculum based field trip: Second Grade ($429.00)

*Funds to pay for the bus for a curriculum based field trip: Third Grade ($429.00)
*Funds to pay for the bus for a curriculum based field trip: Fourth Grade ($429.00)
*Funds to pay for the bus for a curriculum based field trip: Fifth Grade ($429.00)
*Funds to pay for the bus for a curriculum based field trip: Middle School ($429.00)

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

Somerset Oaks Academy conducted a follow-up FSA & LAFS professional development to help teachers better incorporate the Reading/Writing Notebooks. The school has also allocated substitute funding to send teachers to professional development to further enhance the implementation of MAFS and LAFS in all grade levels. Substitute funding will also be used to establish grade level collaboration sessions to ensure SIP goal and strategies are being met in all classrooms. The school also purchased i-ready diagnostic and tutoring materials to progress monitor students throughout the school year and provide intervention strategies to address deficiencies.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Suarez, Idalia	Principal
Cruz, Ximena	Instructional Coach
Gomez, Marcelo	Assistant Principal
Garcia, Annette	Teacher, ESE
Keime, Natalie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

A key factor to an individual school's success is building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and encourage the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
• The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team, which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the

Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.
• The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often.
• Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. order for the Literacy Leadership Team to promote literacy within the school, it is imperative they have a full understanding of the latest research and trends impacting reading, writing, language arts, and communication skills. The literacy team must be aware of the components of the K-12 Comprehensive Research-Based Reading Plan (K-12 CRRP). The Literacy Team will then share this knowledge with the staff, not limited to Language Arts teachers, but cross curricular so that literacy is not taught in isolation, but infused in all subject areas. The Literacy Team will hold various professional development opportunities to instruct teachers on how to effectively plan for instruction using the Language Arts Florida Standards, Item Specs and District Pacing Guides. The school will implement McGraw Hill as the core curriculum for reading and language arts instruction. The use of a reading diagnostic i-Ready & STAR allows teachers to measure students reading grade equivalence to target instruction and develop appropriate Differentiated Instruction Groups. The i-Ready & STAR Diagnostic Assessment will also provide data to start students on the Accelerated Reader program which is implemented school wide from Kinder to 7th grade. The Accelerated Reader program helps foster the love of reading and motivates students to want to read. Also, the school uses iReady program and Standards Mastery Assessment. The students are offered various incentives based on their goal making performance within the computer based programs offered at the school. The school implements data driven instruction based on data gathered from the iReady, District provided Interim Assessments, weekly teacher made tests and reports pulled from our computer based resources. The LLT collects, analyzes and desegregates data, ongoing, throughout the school year. The teachers use this data provided to guide instruction.

D. 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).

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

Somerset Oaks Academy's strategy to encourage positive working relationship between teachers not only include collaborative planning within grade level on a weekly basis, but also grade level PLC's to look at data and discuss curriculum and pacing guides and their effectiveness. Professional development opportunities through school sponsored PLC and workshops to drive instruction based on the new Florida Standards.

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

Somerset Oaks Academy's strategy to recruit and retain highly qualified staff. Somerset Academy Inc. conducts a yearly Job Fair to recruit highly qualified teachers. Curriculum Coaches will provide support to help all teachers implement the strategies outlined in the School Improvement Plan. Professional development opportunities will be granted to help teachers develop their teaching strategies to meet the expectations outlined in the plan.

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

Newly hired teachers will be paired with an experienced teacher to provide support for planning and to evaluate effectiveness of instruction. Qualifications for mentors will include but not limited to, holding a valid professional teaching certificate and being Highly Qualified. At least a minimum of three years of successful teaching experience and must certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher. Assigned mentors will have mastery of pedagogical and subject matter skills. The mentor will demonstrate knowledge of content, materials, and methods that support high standards in the curriculum areas. They will also show evidence of effective teaching and student achievement gains. The mentor will make a commitment to personal professional learning demonstrated by frequent participation in professional development. The assigned mentor will also be an expert in accessing data resources and using data to analyze instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. For English Language Arts (ELA) we have adopted the McGraw Hill: Wonders (K-5) and HMH: Florida Collections (6th & 7th Grade) reading series for the core curriculum and intervention program, and utilize the MDCPS pacing guides to ensure the proper implementation of the LAFS. The school adopted the Houghton Mifflin: Go Math and McGraw Hill: Course 1 & 2 and utilize the MDCPS pacing guides to ensure the proper implementation of the MAFS. Houghton Mifflin: Science Fusion and Studies weekly was purchased to support the implementation of the Next Generation Standards in Social Studies and Science.

b. Instructional Strategies

1. 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 provide and differentiate instruction to meet the diverse needs of students. Instruction is data driven and tailored to meet the needs of individual students. Teachers analyze data gathered from state and district assessments, as well as data from curricular based assessments, to help determine the strengths and weaknesses of each student in their classroom. This will then help teachers gear their instruction towards the individual needs of students to help them attain proficiency on required assessments. The instruction is supplemented by providing those students who are having difficulty attaining the proficient level with interventions.

2. 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: 3,840

In addition to the 30 minute intervention block provided by the homeroom general education teacher the students will adopt the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer after school tutoring to all students that have been identified and placed in tier 2 and tier 3.

Strategy Rationale

The implementation of after school tutoring will help tier 2 and tier 3 students further develop their understanding of concepts taught to help achieve proficiency in state and district mandated assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Cruz, Ximena, xcruz@somersetoaks.com

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

The after school tutoring program will be monitoring student progress through the use of Standard Mastery Assessment and weekly assessments. The school purchased the I-Ready, Performance Coach Target to support the tutoring program. Students will be evaluated weekly to monitor the effectiveness of the program. A data matrix will be used to identify and determine the effectiveness of the strategies being utilized during tutoring and to better target instruction during the tutoring session. The end of the year assessment scores will also be used to determine effectiveness of the tutoring program and determine student academic growth.

2. Student Transition and Readiness

a. 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).

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

The school invites all families to an orientation so that families may familiarize themselves with the school. Also, weekly tours of the school are scheduled with families who are interested in attending the school. For our outgoing students, neighboring sisters schools, such as Somerset Academy Country Palms Middle and Somerset Academy South Homestead Middle and High will be invited to an assembly to describe their program and answer questions. Parents and student will also be invited to a Curriculum Fair to promote and recruit students to their program.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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"Â? 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.

N/A

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔑 G087645

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	55.0
ELA/Reading Gains District Assessment	60.0
Math Achievement District Assessment	58.0
Math Gains District Assessment	60.0
FCAT 2.0 Science Proficiency	35.0

Targeted Barriers to Achieving the Goal 3

- ELA: Due to limited resources in ELA Writing, teachers and students need better support in incorporating the writing process across all curriculum.

- Math: Students are becoming familiar with open response question rather than a typical multiple choice question which they have been accustom too.

- Science: According to the 2015-2016 state standardized assessment, students demonstrated a deficiency in the area of life science and the nature of science.

- Writing: Students demonstrated a deficiency in the writing process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw Hill Wonder Reading Series

- Reading/Writing Workshops

- Interactive ELA Notebook

- Interactive Science Notebook

- Readers Notebook

- Interactive Math Notebook

- Houghton Mifflin GoMath

- Houghton Mifflin Science Fusion

- iReady Reading & Math: Diagnostic, Lessons, and Standard Based Assessment

- Study Island

- Scholastic Magazine

- Social Studies Weekly

- Performance Coach, Performance Coach Target & Performance Coach Plus

- Reflex Math

Plan to Monitor Progress Toward G1. `8`

Review data to determine and monitor the progress of students.

> **Person Responsible**
> Marcelo Gomez
>
> **Schedule**
> Monthly, from 8/22/2016 to 6/8/2017
>
> *Evidence of Completion*
> All core subject area assessments will include a written component that will be collected as evidence.

Plan to Monitor Progress Toward G1. `8`

Review data to determine and monitor the progress of students.

> **Person Responsible**
> Marcelo Gomez
>
> **Schedule**
> Monthly, from 8/22/2016 to 6/8/2017
>
> *Evidence of Completion*
> Data chats sessions, Data Matrix and student artifacts and interactive notebooks.

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

🔑 G087645

G1.B1 ELA: Due to limited resources in ELA Writing, teachers and students need better support in incorporating the writing process across all curriculum. 2

🔑 B232985

G1.B1.S1 Teachers will incorporate writing into all ELA related activities. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas. 4

🔑 S245937

Strategy Rationale

In order to allow students to develop their writing skills, teachers will require students to practice writing in all content areas. This will help students become stronger writers. The implementation of the RACE strategy across all content areas will aide in creating consistency in language used in each grade level.

Action Step 1 5

McGraw Hill reading / writing workshop. Modeled lessons, writing opportunities, conferencing with students to provide feedback, and writing assessments.

Person Responsible

Ximena Cruz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student/Teacher Data Chat sheets, Teacher Data Chat Sessions with Curriculum Coach, iReady diagnostic reports and Assessment, Evidence of Interactive Notebooks and RACE strategies throughout all content areas.

Action Step 2 `5`

Teachers will monitor student growth and proficiency through the use of i-ready diagnostic.

Person Responsible

Ximena Cruz

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrators, Curriculum Coach, Grade Level Chairperson and teachers will analyze data and conduct data chats utilizing, Iready reports, standard based assessments and student artifacts.

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

Review grade specification matrix as well monitor writing notebooks and writing assessments.

Person Responsible

Marcelo Gomez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student/Teacher Data Chat sheets, Teacher Data Chat Sessions with Curriculum Coach, iReady diagnostic reports and Assessment, Evidence of Interactive Notebooks and RACE strategies throughout all content areas.

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

Review i-ready diagnostic data

Person Responsible

Ximena Cruz

Schedule

Monthly, from 8/22/2016 to 8/21/2017

Evidence of Completion

I-ready reports and data chats to monitor student progress in reading.

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

The curriculum coach will review data and meet with teachers to provide feedback and strategies.

Person Responsible

Ximena Cruz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

STAR, iReady Scores and Assessment data matrix

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

The curriculum coach will review data and meet with teachers to provide feedback and strategies.

Person Responsible

Ximena Cruz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

STAR, iReady Scores and Assessment data matrix

G1.B2 Math: Students are becoming familiar with open response question rather than a typical multiple choice question which they have been accustom too. [2]

🔑 B232986

G1.B2.S1 Teachers will expose students to open response questions. The teacher will guide and model how to answer these types of questions to get students familiar with the format of the new assessment. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas. [4]

🔑 S245938

Strategy Rationale

By exposing students to open response questions, they will gain the knowledge necessary to accurately respond to these types of questions to prepare them for the format in the new assessment. The implementation of the RACE strategy across all content areas will aid in creating consistency in each grade level.

Action Step 1 [5]

Assessments will include open response questions and students will implement the RACE Strategy to respond.

Person Responsible

Yadira Ochoa

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

The leadership team will conduct daily walk throughs to monitor the implementation of open response questions.

Person Responsible

Marcelo Gomez

Schedule

Monthly, from 8/24/2016 to 6/8/2017

Evidence of Completion

The leadership team will review and monitor lesson plans to check for evidence for open response questions.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The principal will conduct observations to monitor and support the effectiveness of implementation.

Person Responsible

Idalia Suarez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

The formal and informal observation checklists will be used to demonstrate the effectiveness of the implemented strategy.

G1.B3 Science: According to the 2015-2016 state standardized assessment, students demonstrated a deficiency in the area of life science and the nature of science. `2`

🔑 B232987

G1.B3.S1 Teachers will incorporate new strategies including the effective use of graphic organizers to help students better understanding the topics in life science and the nature of science. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas. `4`

🔑 S245939

Strategy Rationale

These graphic organizers will help students better understand the topic by breaking up and grouping information while integrating the writing process. The effective use of graphic organizers will make the work meaningful to the students allowing them to organize their information and thoughts to make it their own. The implementation of the RACE strategies across all content areas will aide in creating consistency in language used in each grade level.

Action Step 1 `5`

Teachers will collaborate during grade level meetings to plan and develop graphic organizers and implement RACE Strategies to assist them in incorporating writing during instruction of science concepts.

Person Responsible

Yadira Ochoa

Schedule

Weekly, from 8/30/2016 to 8/30/2016

Evidence of Completion

Completed graphic organizers, RACES Strategies and Science Interactive Notebooks

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers and Grade Level Chairperson will analyze data and conduct data chats utilizing, standard based assessments and student artifacts and interactive notebooks.

Person Responsible

Yadira Ochoa

Schedule

Monthly, from 8/30/2016 to 9/15/2016

Evidence of Completion

Grade Level Meetings, Data chats sessions, Data Matrix and student artifacts and interactive notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators, Curriculum Coach, Grade Level Chairperson and teachers will analyze data and conduct data chats utilizing, standard based assessments and student artifacts and interactive notebooks.

Person Responsible

Ximena Cruz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data chats sessions, Data Matrix and student artifacts and interactive notebooks.

G1.B4 Writing: Students demonstrated a deficiency in the writing process. 2

🔑 B232988

G1.B4.S1 Teachers will provide students with writing activities. They will model the writing process for students as well as provide them with different strategies to assist in their construction of written responses. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas. 4

🔑 S245940

Strategy Rationale

These activities and strategies will give students the opportunity to analyze different sources of material and construct responses based on the information provided. The implementation of the RACE strategy across all content areas will aide in creating consistency in language used in each grade level.

Action Step 1 5

Teachers will model the writing process to help students gain a better understanding of writing.

Person Responsible

Ximena Cruz

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The leadership team will conduct walk-throughs and observations to determine the fidelity of the implementation of writing across all content areas.

Person Responsible

Marcelo Gomez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Informal walk through checklist.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

The leadership team will conduct classroom observations/checklists to look at artifacts that support the implementation of writing across all core content areas.

Person Responsible

Marcelo Gomez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Checklists

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1 🔑 A318573	Teachers will collaborate during grade level meetings to plan and develop graphic organizers and...	Ochoa, Yadira	8/30/2016	Completed graphic organizers, RACES Strategies and Science Interactive Notebooks	8/30/2016 weekly
G1.B3.S1.MA1 🔑 M331904	Teachers and Grade Level Chairperson will analyze data and conduct data chats utilizing, standard...	Ochoa, Yadira	8/30/2016	Grade Level Meetings, Data chats sessions, Data Matrix and student artifacts and interactive notebooks.	9/15/2016 monthly
G1.MA1 🔑 M331907	Review data to determine and monitor the progress of students.	Gomez, Marcelo	8/22/2016	All core subject area assessments will include a written component that will be collected as evidence.	6/8/2017 monthly
G1.MA2 🔑 M331908	Review data to determine and monitor the progress of students.	Gomez, Marcelo	8/22/2016	Data chats sessions, Data Matrix and student artifacts and interactive notebooks.	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M331897	The curriculum coach will review data and meet with teachers to provide feedback and strategies.	Cruz, Ximena	8/22/2016	STAR, iReady Scores and Assessment data matrix	6/8/2017 monthly
G1.B1.S1.MA4 🔑 M331898	The curriculum coach will review data and meet with teachers to provide feedback and strategies.	Cruz, Ximena	8/22/2016	STAR, iReady Scores and Assessment data matrix	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M331899	Review grade specification matrix as well monitor writing notebooks and writing assessments.	Gomez, Marcelo	8/22/2016	Student/Teacher Data Chat sheets, Teacher Data Chat Sessions with Curriculum Coach, iReady diagnostic reports and Assessment, Evidence of Interactive Notebooks and RACE strategies throughout all content areas.	6/8/2017 monthly
G1.B1.S1.A1 🔑 A318570	McGraw Hill reading / writing workshop. Modeled lessons, writing opportunities, conferencing with...	Cruz, Ximena	8/22/2016	Student/Teacher Data Chat sheets, Teacher Data Chat Sessions with Curriculum Coach, iReady diagnostic reports and Assessment, Evidence of Interactive Notebooks and RACE strategies throughout all content areas.	6/8/2017 monthly
G1.B1.S1.A2 🔑 A318571	Teachers will monitor student growth and proficiency through the use of i-ready diagnostic.	Cruz, Ximena	8/22/2016	Administrators, Curriculum Coach, Grade Level Chairperson and teachers will analyze data and conduct data chats utilizing, Iready reports, standard based assessments and student artifacts.	6/8/2017 biweekly
G1.B2.S1.MA1 🔑 M331901	The principal will conduct observations to monitor and support the effectiveness of implementation.	Suarez, Idalia	8/22/2016	The formal and informal observation checklists will be used to demonstrate the effectiveness of the implemented strategy.	6/8/2017 monthly
G1.B2.S1.MA1 🔑 M331902	The leadership team will conduct daily walk throughs to monitor the implementation of open response...	Gomez, Marcelo	8/24/2016	The leadership team will review and monitor lesson plans to check for evidence for open response questions.	6/8/2017 monthly
G1.B2.S1.A1 🔑 A318572	Assessments will include open response questions and students will implement the RACE Strategy to...	Ochoa, Yadira	8/22/2016		6/8/2017 monthly
G1.B3.S1.MA1 🔑 M331903	Administrators, Curriculum Coach, Grade Level Chairperson and teachers will analyze data and...	Cruz, Ximena	8/22/2016	Data chats sessions, Data Matrix and student artifacts and interactive notebooks.	6/8/2017 monthly
G1.B4.S1.MA1 🔑 M331905	The leadership team will conduct classroom observations/checklists to look at artifacts that...	Gomez, Marcelo	8/22/2016	Observation Checklists	6/8/2017 weekly
G1.B4.S1.MA1 🔑 M331906	The leadership team will conduct walk-throughs and observations to determine the fidelity of the...	Gomez, Marcelo	8/22/2016	Informal walk through checklist.	6/8/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1 🔑 A318574	Teachers will model the writing process to help students gain a better understanding of writing.	Cruz, Ximena	8/22/2016	Lesson plans	6/8/2017 daily
G1.B1.S1.MA2 🔑 M331900	Review i-ready diagnostic data	Cruz, Ximena	8/22/2016	I-ready reports and data chats to monitor student progress in reading.	8/21/2017 monthly

V. 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 ELA: Due to limited resources in ELA Writing, teachers and students need better support in incorporating the writing process across all curriculum.

G1.B1.S1 Teachers will incorporate writing into all ELA related activities. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas.

PD Opportunity 1

McGraw Hill reading / writing workshop. Modeled lessons, writing opportunities, conferencing with students to provide feedback, and writing assessments.

Facilitator

Dawn Pearce, In-house Workshop by X. Cruz, modeling and coaching support by Curriculum Coach.

Participants

K-6 Reading / Writing Teachers.

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B2 Math: Students are becoming familiar with open response question rather than a typical multiple choice question which they have been accustom too.

G1.B2.S1 Teachers will expose students to open response questions. The teacher will guide and model how to answer these types of questions to get students familiar with the format of the new assessment. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas.

PD Opportunity 1

Assessments will include open response questions and students will implement the RACE Strategy to respond.

Facilitator

Yadira Ochoa

Participants

Math classroom teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B3 Science: According to the 2015-2016 state standardized assessment, students demonstrated a deficiency in the area of life science and the nature of science.

G1.B3.S1 Teachers will incorporate new strategies including the effective use of graphic organizers to help students better understanding the topics in life science and the nature of science. As well, teachers will implement the RACE strategy across all content areas in order to create a commonality amongst all subject areas.

PD Opportunity 1

Teachers will collaborate during grade level meetings to plan and develop graphic organizers and implement RACE Strategies to assist them in incorporating writing during instruction of science concepts.

Facilitator

Yadira Ochoa & Leslie Rubio

Participants

All Instructional Staff

Schedule

Weekly, from 8/30/2016 to 8/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	McGraw Hill reading / writing workshop. Modeled lessons, writing opportunities, conferencing with students to provide feedback, and writing assessments.				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3033 - Somerset Oaks Academy	General Fund		$700.00
			Notes: Reading/ Writing Interactive Notebook PD			
2	G1.B1.S1.A2	Teachers will monitor student growth and proficiency through the use of i-ready diagnostic.				$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	690-Computer Software	3033 - Somerset Oaks Academy	General Fund		$17,000.00
			Notes: i-Ready Diagnostics, Lessons Program & Standard Mastery Assessments			
3	G1.B2.S1.A1	Assessments will include open response questions and students will implement the RACE Strategy to respond.				$0.00
4	G1.B3.S1.A1	Teachers will collaborate during grade level meetings to plan and develop graphic organizers and implement RACE Strategies to assist them in incorporating writing during instruction of science concepts.				$375.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	140-Substitute Teachers	3033 - Somerset Oaks Academy	School Improvement Funds		$375.00
			Notes: Substitute Coverage to schedule planning meeting and support training in the implementation of the SIP strategies.			
5	G1.B4.S1.A1	Teachers will model the writing process to help students gain a better understanding of writing.				$0.00
					Total:	$18,075.00