

Miami-Dade County Public Schools

Somerset Academy Silver Palms At Princeton



2016-17 Schoolwide Improvement Plan

Somerset Academy Silver Palms At Princeton

13390 SW 248 ST, Homestead, FL 33032

[no web address on file]

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	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	C

**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 Academy Silver Palms At Princeton

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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.

- Educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team.
- The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
- Before and after school tutorials programs will be established to address students' areas of need.
- Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
- The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

One or more suspensions, whether in school or out of school

Students are not familiar with the School's Code of Student Conduct.

- Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.
- The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
- Before and after school tutorials programs will be established to address students' areas of need.
- Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
- The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Our school recognizes that students' academic development is correlated to student attendance. In

monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed score a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics.

The following action steps will be implemented

- Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team
- The MTSS/RTI will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- Peer Mediation teams will be developed as means of assisting with conflict resolution
- Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress.
- Students will be enrolled into course recovery classes.

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	1	1	1	1	0	1	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	7	4	1	4	7	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	3	15	14	0	23	34	0	0	0	0	0	0	0	89

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	3	6	4	0	8	13	0	0	0	0	0	0	0	34

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

Educate our parents and students of the policies and procedures by conducting workshops.

Students who are exhibit two or more early warning indicator will be referred to the MTSS/RTI team.

- The MTSS/RTI team will monitor these students, providing students with counseling and encouraging parental involvement in this process.
- A reward system will be established to recognize students for perfect attendance and outstanding citizenship, grades, moving up levels.
- Before and after school tutorials programs will be established to address students' areas of need.
- Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
- The teams will monitor the effectiveness of the strategies by checking attendance records, grades and behavioral logs kept by the teacher.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/315496>.

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Gonzalez, Erika	Assistant Principal
Aleman, Idelis	Assistant Principal
Mongeotti, Maria	Assistant Principal
Aleman, Laura	Assistant Principal
Britto, Nadeuska	Principal
Palomares, Karina	Instructional Coach
Febus, Talia	Teacher, K-12

b. Duties

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

• Administrators: : Kerri Rodriguez (Principal), Maria Mongeotti (Assistant Principal), Arley Blanco (Assistant Principal), and Christopher Plantada (Assistant Principal) will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide

professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.

- Reading Coach: Mrs. Karina Palomares – monitors and communicates data gathered from district assessments, FAIR, NWEA, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
- Select General Education Teachers: Ms. Montoto (Fifth Grade Reading/Language Arts Teacher) Provide information about core instruction, participate in student data collection, deliver instruction/ intervention, collaborates with other staff to implement curriculum and intervention when needed.
- SPED Teachers: Elizabeth Aguiar (K – 12th SPED/Inclusion)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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 teachers selected for the MTSS/RTI team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS/RTI team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2016-2017 School Improvement Plan.

Title I, Part A

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

Title I, Part C- Migrant

NA

Title I, Part D

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

Title II

NA

Title III

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

Title VI, Part B - NA

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

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

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

Housing Programs - N/A

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

2. School Advisory Council (SAC)

a. Membership

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

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

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

EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. EESAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) 2016-2017.

EESAC monitored the 2016-2017 School Improvement Plan issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services.

EESAC Dates for the 2016-2017 school year:

September 14, 2016

October 11, 2016

December 14, 2016

February 8, 2017

May 10, 2017

This year's SIP was approved and discussed at the September 14, 2016 meeting.

b. Development of this school improvement plan

The involvement of the SAC in the development of this school improvement plan:

- Reviewed all applicable student performance data;
- Determined the students' needs and prioritize them;
- Recommended strategies to improve areas of need;
- Assist in the preparation and evaluation of this School Improvement Plan;
- Approved all ideas and recommendations for strategies for this school improvement plan

Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

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

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

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

•Attendance Incentives \$350.00

FCAT Family Night \$550.00

FCAT Incentives \$1000.00

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
Castro, Maura	Teacher, ESE
O'Sullivan, Kerri	Principal
Mongeotti, Maria	Assistant Principal
Britto, Nadeuska	Assistant Principal
Febus, Talia	Teacher, K-12
Heredia, Dee	Teacher, K-12
Tome, Monica	Teacher, K-12
Andre, Martin	Teacher, K-12
Aleman, Idelis	Assistant Principal

b. Duties

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

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

Our teacher mentoring program is under the direction of one of our administrators, Christopher Plantada, who holds a Bachelors Degree in K-6 Elementary Education and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mr. Plantada conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs. We also conduct monthly mentoring meetings in which each new teacher has a mentor teacher.

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 by utilizing the district sponsored pacing guides which have been developed in correlation to LAFS and MAFS. Teachers also utilize, Reading Eggs, NWEA, CPALMS and FSA assessments website to ensure that the core curriculum is aligned to test item specifications.

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

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: Extended School Day

Minutes added to school year: 21,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

O'Sullivan, Kerri, kosullivan@dadeschools.net

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

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

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. Â§ 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.

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

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.

For the 2016-2017 school year, Somerset academy at Silver Palms will only house grades K-5th.

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

For the 2016-2017 school year, Somerset academy at Silver Palms will only house grades K-5th.

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

For the 2016-2017 school year, Somerset academy at Silver Palms will only house grades K-5th.

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.

For the 2016-2017 school year, Somerset academy at Silver Palms will only house grades K-5th.

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.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. **1a**

 G087732

Targets Supported **1b**

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

Targeted Barriers to Achieving the Goal **3**

- The students who scored in the lowest 25th percentile are missing foundational skills to adequately prepare them for the FSA.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- ELA: The ELA teachers at SASP are focusing on rigorous curriculum with the use of such resources like NWEA Skills Navigator, i Read to Write, Reading Eggs, Performance Coach and StoryWorks. Teachers will also focus on building skills in understanding connotative language as it related to vocabulary and providing opportunities for students to respond to the essential question through "Writers Journals." In addition teacher will use NWEA Skills Navigator, a comprehensive progress monitoring computer based program aligned to the State Standards, which will help provide students the opportunity to read and respond to grade-level texts across the curriculum and standards based bi-weekly assessments. After school bi-weekly tutoring is being provided with the classroom teachers.
- Mathematics: The Mathematics teachers are focusing on rigorous curriculum with the use of resources such as, GO Math Interactive, Khan Academy, Reflex Math and NWEA Skills Navigator. Carnegie will infuse the curriculum being taught within the classroom and NWEA Skills Navigator will remediate any deficient standards a student may have. To insure the standard is mastered and growth is happening NWEA Standards bi-weekly assessments will be administered. After school bi-weekly tutoring is being provided with the classroom teachers.
- Science: Science teachers are utilizing Gizmos which are interactive science labs, CPALMS which provide science performance task assessments, and conducting in class science lab experiments. After school bi-weekly tutoring is being provided with the classroom teachers.
- Social Studies: Social Studies teachers are creating interactive timelines, mock trails and Times for Kids. Teachers are also teaching students foundational research skills. The Civics teacher adequately prepares the students for the Civics EOCs by utilizing release test to practice and prepare. After school bi-weekly tutoring is being provided with the classroom teachers.
- The students who scored in the lowest 25th percentile are receiving interventions and utilizing Wonderworks, The interventionists are also supporting the ELA and Math teachers. Saturday and bi-weekly tutoring are being provided, as well as after school bi-weekly tutoring is being provided with the classroom teachers.

Plan to Monitor Progress Toward G1. 8

Data from baseline, biweekly assessments, benchmark assessments, Reading Eggs and NWEA.

Person Responsible

Maria Mongeotti

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

lesson plans, reports from supplemental computer programs, data from baseline assessments, data from biweekly assessments, benchmark assessments, Reading Eggs and NWEA data. Also student's personal data trackers.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

G087732

G1.B3 The students who scored in the lowest 25th percentile are missing foundational skills to adequately prepare them for the FSA. 2

B233255

G1.B3.S1 Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark. 4

S246180

Strategy Rationale

This allows the parents, students, and teachers a clear understanding of how students are performing in each content area/standard. Students will be assessed at the beginning of the year on all benchmarks, this data will then be analyzed and logged in their data folders. Teachers then will use the data folders to group students by strengths and weaknesses. During small groups, students will be provided remediation and continuously reassessed to show growth. As needed, the students will be moved between groups in order to ensure that their learning needs are continuously being met. The data folders will facilitate open communication and understanding by all parties involved in how to best support our students.

Action Step 1 5

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

Person Responsible

Maria Mongeotti

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

professional development follow up assignment, students personal data trackers and data from various assessments.

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

Our plan includes progress monitoring, classroom walkthroughs, monitoring of personal data trackers and instructional support through professional development

Person Responsible

Maria Mongeotti

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

lesson plans, observations, classroom walk-through rubrics, students personal data trackers, assessment data and professional development follow up assignment.

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

In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, observations, and personal data trackers. We will target our lowest 25% through interventions, small groups and differentiated instruction. The use of the assessment data and using data trackers will help us overcome this barrier.

Person Responsible

Maria Mongeotti





Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

lesson plans, assessments data, observations, and personal data trackers.

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.MA1  M332452	Data from baseline, biweekly assessments, benchmark assessments, Reading Eggs and NWEA.	Mongeotti, Maria	8/22/2016	lesson plans, reports from supplemental computer programs, data from baseline assessments, data from biweekly assessments, benchmark assessments, Reading Eggs and NWEA data. Also student's personal data trackers.	6/9/2017 biweekly
G1.B3.S1.MA1  M332450	In order to monitor the effectiveness of our action plan both administration and instructional...	Mongeotti, Maria	8/22/2016	lesson plans, assessments data, observations, and personal data trackers.	6/9/2017 biweekly
G1.B3.S1.MA1  M332451	Our plan includes progress monitoring, classroom walkthroughs, monitoring of personal data trackers...	Mongeotti, Maria	8/22/2016	lesson plans, observations, classroom walk-through rubrics, students personal data trackers, assessment data and professional development follow up assignment.	6/9/2017 biweekly
G1.B3.S1.A1  A319179	As a collaborative effort we have developed an action plan that will monitor the learning gains of...	Mongeotti, Maria	8/22/2016	professional development follow up assignment, students personal data trackers and data from various assessments.	6/9/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B3 The students who scored in the lowest 25th percentile are missing foundational skills to adequately prepare them for the FSA.

G1.B3.S1 Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark.

PD Opportunity 1

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.

Facilitator

Laura Ward

Participants

All Teachers & Interventionist

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders such as department heads will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers.				\$28,283.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4012 - Somerset Academy Silver Palms At Princeton			\$16,000.00
			Notes: Go Math Textbooks			
			4012 - Somerset Academy Silver Palms At Princeton			\$3,500.00
			Notes: iReady - online component			
			4012 - Somerset Academy Silver Palms At Princeton	Other		\$2,783.00
			Notes: Reading Eggs			
			4012 - Somerset Academy Silver Palms At Princeton	Other		\$6,000.00
			Notes: NWEA with Skills Naviagtor			
Total:						\$28,283.00