

Miami-Dade County Public Schools

Somerset Academy Charter Middle School (South Miami Campus)



2016-17 Schoolwide Improvement Plan

Somerset Academy Charter Middle School (South Miami Campus)

5876 SW 68TH ST, South Miami, FL 33143

[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)
Middle School 6-8	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	89%

School Grades History

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

**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 Charter Middle School (South Miami Campus)

DA Region and RED

Southeast - [LaShawn Russ-Porterfield](#)

DA Category and Turnaround Status

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.

Our mission at Somerset Academy SoMi is to bilingually foster student achievement by providing a technologically, innovative and challenging educational environment; to develop high academic standards; to instill a sense of compassion and understanding for others, facilitated by a highly qualified staff.

b. Provide the school's vision statement.

Our vision is to provide a nurturing and stimulating environment, which will maximize individual achievement and the potential of each child.

2. School Environment

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

At Somerset Academy Middle School South Miami students and teachers develop relationships on a daily basis whilst learning about the students' cultures. The school hosts yearly events such as the Hispanic Heritage Fair and African American History Month where all stakeholders may participate in a culturally infused presentation with correlating foods, music, and artifacts of the given culture. Seventh and eighth grade students are invited to attend Close Up, an event where students explore the rich American culture of the United States of America. Teachers build relationships in and out of the classroom as well by involving students in different activities such as Student Council, SoMi Cares Club, Robotics, Coding, Future Educators of America, National Junior Honor Society, and The Green Club. Teachers ensure student's success through the development of critical learning skills and fostering communication. At Somerset Academy Middle School South Miami we believe that teachers who expect the best will receive the best from their students.

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

At Somerset Academy Middle School South Miami students feel safe and respected at all times while at school. The school has established rules and regulations that the community must adhere to and can be found on the Parent and Student Handbook. Before and after school our procedures are the same where the security guard is there to watch the students as they arrive along with a before care school staff member to supervise the early arrival and late departure of children. The middle school students also have Safety Patrols to monitor the hallways and the entrance, exit, and stairwells of the building. During school hours students are monitored by an adult and there is a constant feed of video surveillance at all times in the building. In order to access the building visitor must request entrance through an electric strike door lock kit system. During the exchange of classes teachers monitor the hall and students are able to move quickly between classes.

At Somerset Academy Middle School South Miami students show and receive respect through various means. First we have a school wide anti-bullying campaign where students actively promote respect and meet to discuss ways to foster respect in the school environment. Educators build upon student-teacher relationships to promote an environment in which students feel accepted and protected; creating ground rules, reinforcing rules and providing feedback.

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.

School Wide Classroom Expectations:

1. Respect others – listen when others are speaking; keep hands, feet, objects, and negative comments to yourself.
2. Follow directions.
3. Raise your hand to be recognized before speaking or standing up from your seat.
4. Bring required materials to class everyday (NO iPods, cell phones, or other electronic devices).
5. Turn in completed assignments ON TIME.
6. Follow the Somerset Somi Code of Conduct found in your Parent Handbook

Consequences for not meeting School Wide Classroom Expectations:

Consequences:

- 1st consequence: Verbal Warning
- 2nd consequence: Time out/ Loss of privilege (School event)
- 3rd consequence: Parent contacted/ Detention (detention held after or before school)

Administrative Consequences:

- 4th consequence: Student is sent to the principal, parent is called, and Administrative Detention is given.
- 5th consequence: In School Suspension (ISS)/ Referral sent home.

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 assistant principal refers students to a service provided by Miami-Dade County of counselors. On a bi-quarterly basis, eighteen students are selected by the principal for demonstrating qualities of a role model. These exemplary students mentor other students. These eighteen students take time from their busy schedules to peer tutor after school, help transition the new middle school students to their new schedules, and help students develop organizational and time-management skills.

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.

There is probably no factor more important to successful school progress than regular school attendance. Students who are absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism can result in course failure.

The attendance policy is established by the School Board. Highlights of the attendance rules are as follows:

1. A secondary student accumulating ten or more unexcused class absences in an annual course or three or more unexcused absences in a semester course will be subject to the withholding of final credit, pending a student/parent-requested administrative screening and/or review of all absences by the attendance review committee.

OBJ:OBJ:

2. An attendance review committee is established in each school. The committee consists of three or more school personnel who have the responsibility to review student attendance petitions during the last week of the course(s) and recommend the:

- 1 • Issuing of final grades;
- 2 • Temporary withholding of final grades pending makeup assignments; or
- 3 • Permanent withholding of final grades and credit.

The following are considered excused absences:

- 1 • Student illness
- 2 • Medical appointment
- 3 • Death in immediate family
- 4 • Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed
- 5 • School sponsored event or activity previously approved
- 6 • Other individual student absences or tardies beyond the control of the parent or the student as approved by the principal or designee

All other absences not listed above in item 3 are considered unexcused.

The student is expected to:

- 1 • Take advantage of his/her educational opportunity by attending all classes punctually on a daily basis.
- 2 • Provide the school with a written explanation for any absence/tardiness.
- 3 • Request the make-up assignment for all excused absences/tardiness from his/her teachers upon his/her return to school or class. It should be noted that all class work, due to the nature of instruction, is not readily subject to make-up work.
- 4 • Complete the make-up assignments for classes missed within a reasonable amount of time. Failure to make up all assignments will result in lower assessment of the student's academic and/or effort grade.
- Submit a completed "Petition to Appeal Withholding of Final Passing Grades" to the individual responsible for the screening process:
 - 0 1. Provide written documentation for all absences to the attendance review committee.
 - 1 2. Appear before the committee at the scheduled time with a parent or guardian.
- 6. The parent is expected to:
 - 1 • Report and explain an absence to the school.
 - Be responsible for his/her child's school attendance as required by law. On the day he or she returns to school, parents/guardians must send a handwritten note explaining the reason for your child's absence, or a note from your child's physician. Notes submitted more than 48 hours after your child's return to school will not be accepted, and the absence(s) will be deemed unexcused.
 - 2 • Request the make-up assignment
 - 3 • Be aware that tardiness places his/her child's learning in jeopardy and interrupts the learning of other students.
 - 4 • Stress the importance of regular and punctual school attendance with his/her child.
 - 5 • Personally contact the school after his/her child's fifth (5th) aggregate absence.
 - 6 • Assist his/her child with the completion of the "Petition to Appeal Withholding of Final Grades"
 - 7 • Appear before the attendance review committee at the scheduled time to provide information relating to his/her child's absences.

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

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

Course failure in English Language Arts or mathematics.

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	6	0	0	0	0	9	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Somerset Academy South Miami Middle School utilizes a rigorous intervention strategy that targets the development of benchmarks that need improvement. Somerset Academy employs an interventionist that meets with students exhibiting early warning indicators once a day, Monday - Friday. During the indicated session, students practice skills needed to be successful. In an effort to further improve academic achievement, the math and reading teachers provide students with the opportunity to attend before and after school tutoring to review standards that still need development.

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?

No

1. PIP Link

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

2. Description

Parental and or Guardian involvement is a critical component of any child's educational success. Somerset Academy prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child's future. All Somerset Academy parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent thereof, per child per academic year. Parental involvement enhances learning when a school encourages parents to stimulate their child's intellectual development. Parental investment in a student's education is crucial to a student's success, as well as to the advancement of the School's mission, vision, and purpose.

All stakeholders communicate through a variety of methods. Many teachers at Somerset Academy Middle School provide websites, text messaging services through Remind 101, or even open hours prior to school starting for students to communicate with the teachers and or parents. Teachers make themselves readily available for parents to meet and discuss progress.

Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and 100% of parents attended one or more school activities in the 2015-2016 school year. Our goal for the 2016-2017 school year is to maintain and increase the parent attendance for school wide activities.

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.

The school builds and sustains partnerships with the local community by keeping an open relationship with the South Miami Police Department, Community Center, and the City Town Hall. Our principal meets with these members of the community to involve them in our school and our activities.

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
Corral, Luisa	Principal
Fernandez, Virginia	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.

Mrs. Luisa Corral, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Mrs. Virginia Fernandez, Teacher: Provides instructional leadership to the members of the Middle School Team. As grade level chair she conducts meetings to use a variety of data to evaluate learning outcomes and adjust further needs of the students, discuss student progress, plan lessons that are aligned to the standards, and convert important information that is pertinent to the well being of the school and students.

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 four step, problem-solving model involves the following: Step 1- Define, an objective and measurable terms, the goals to be obtained; Step 2- Identify possible reasons why the desired goal is

not being attained; Step 3- Develop and implement a well-supported plan involving evidence-based strategies to attain the goals; Step 4- Evaluate the effectiveness of the plan in relation to stated goals. Our problem-solving model provides the structure to identify, develop, implement, and evaluate strategies to accelerate the performance of all students. The effectiveness of the problem-solving process is based on both the fidelity of the problem-solving processes itself, and fidelity in the implementation of the instruction intervention plan. The tiers are differentiated by the “intensity” of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/ intervention. In general, a four-step process will help to define and differentiate the tiers: how much additional time will be needed, the what will occur in that time, who is the most qualified person to deliver the “What,” and where will that additional instruction occur. The SAC will provide the funds to hire an interventionist to assist in the implementation of the RtI model.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Luisa Corral	Principal
Kim Guilarte	Principal
Virginia Leyva-Fernandez	Teacher
Jose Fanjul	Teacher
Elizabeth Juelle	Education Support Employee
Ryan Truxall	Education Support Employee
Alyssa Perez	Student
Kelly Mallon	Parent
Victor Barroso	Business/Community
Gianna Gil	Student
Lynn Teck	Parent
Betty Quijano	Parent

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

The SAC evaluates the data for the previous and upcoming school year as part of their meeting protocols. The SAC discusses goals and scores to ascertain what has been achieved and what needs progress. The SAC also contributes to the development of the school improvement plan by providing different ideas as to how to improve the areas that need improvement. The SAC approved the 2016-2017 SIP on October 4, 2016.

b. Development of this school improvement plan

The SAC met quarterly throughout the previous school year and discussed various topics about the SIP. Most importantly, there were numerous conversations about the interim assessments and FCAT scores. With these conversations the SAC brought up great ideas to implement and make part of the SIP for the 2016-2017 academic school year. The SAC met to approve the SIP on October 4, 2016.

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

In an effort to ensure proper preparation of the school's annual budget and plan, the principal reviews and develops a schedule of events. The principal presents the tentative budget of expenditures to the SAC who then approves the school budget.

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

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
Fernandez, Virginia	Teacher, K-12
Corral, Luisa	Principal
Erickson, Aimee	Teacher, ESE

b. Duties

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

The Principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- 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.

In an effort to develop camaraderie and build a successful organization the school leaders put great emphasis in clubs and outside activities for teachers to participate in. Teachers have common planning times during the hours of 8:00-8:30 AM and 3:00-3:30 PM. Additionally teachers are encouraged to spend time in each other's classroom to observe instructional time. Teachers are also invited to participate in team building events that take place outside of the school and boost school morale.

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

The Principal will work arduously throughout the academic school year to retain highly qualified, certified-in-field, effective teachers to the school.

The Principal and Professional Development Liaison will provide professional development and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The Principal will also attend teacher job fairs in order to maintain and update a database of resumes.

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

For the 2016-2017 school year we have no new teachers.

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 purchasing materials that are approved and adopted by the state and county. These materials are equipped with the standards that are aligned to the curriculum. The school also utilizes CPALMS to help with the aligning of standards.

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 our student population by assisting professional development, utilizing data binders, conferencing with students on teacher expectations, and intervention programs. At Somerset Academy South Miami, students scoring levels 1 or 2 on the state assessments, receive mandatory intervention. Teachers also review reports from Mathletics, iReady, and previous years assessment data.

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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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.

At Somerset Academy Middle South Miami, students are transitioned into the middle school from our elementary school which is located in the same building. There are nine groups of students. This enables teachers to communicate with families and develop relationships with the students. It is very easy for students to transition in and out of our school because the students are academically challenged and prepared to succeed.

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.

Somerset Academy works to advance students by offering Spanish, Algebra I, and Biology to students. Many students transition to high school with earned credits in the aforementioned subjects.

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.

According to the High School Feedback Report, Miami Dade County Public Schools High School graduates score below the state average in both Math and Reading. The strategies that Somerset Academy Middle South Miami will utilize are those that can be incorporated across the curriculum to ensure that students comprehend reading and writing at their level. The teachers will work on writing and vocabulary to strengthen each other in all the subjects.

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.

Somerset Academy Middle South Miami's strength is noted as a 33% increase in science. Writing proficiency is an area of need, the data identifies a 19% decrease since the last school year.

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.

After conducting informal research and through observations, we have identified an inconsistency in instructional strategies utilized across grade levels. Further, the shift in state standards has affected the students' learning styles.

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

G088253

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Bio I EOC Pass	86.0
Algebra I EOC Pass Rate	89.0
Math Lowest 25% Gains	88.0
ELA/Reading Lowest 25% Gains	89.0
ELA/Reading Gains	87.0
Math Gains	78.0
FSA Mathematics Achievement	96.0

Targeted Barriers to Achieving the Goal 3

- Varied student achievement level and understanding.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Developments will be provided to assist teachers in the development of pedagogical strategies to ensure instructional outcomes.
- To increase writing fluency, educators will use a variety of model eliciting activities found on the CPALMS website, incorporating writer's notebook, graphic organizers, shared writing, guided writing, and independent writing.
- The teachers and students will utilize online testing programs for Math and Science such as Mathletics, Think Central, and Pearson Success Net.

Plan to Monitor Progress Toward G1. 8

In order to monitor for progress toward meeting goal, administration will maintain a meeting log with all teachers and their scores for the students who will be completing the assessment at the end of the school year.

Person Responsible

Luisa Corral

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The evidence that will be used to collect data will be writing assignments from each grade to ensure progress after each testing session.

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

 G088253

G1.B1 Varied student achievement level and understanding. **2**

 B234661

G1.B1.S1 To enhance writing in the reading component of the state assessment teachers will utilize graphic organizers, planning maps, journals that relate to their reading passages to prepare students academic writing language and in the development of a composition, and a school wide reading interventionist to support their understanding. **4**

 S247392

Strategy Rationale

When teachers are prepared with writing strategies they are able to model for their students and compose writing that is logical and organized.

Action Step 1 **5**

Teachers will provide lessons that incorporate more writing in their Reading block. Reading and writing should work together to synonymously enhance each others comprehension and ability of success.

Person Responsible

Danai Pestana

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

The evidence that can be found will be lesson plans.

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

The grade level chair will monitor the lesson plans of all teachers to ensure that writing is taking place in all subjects especially in reading to assist in improvement of academic writing and transitioning into the new standards and rubrics.

Person Responsible

Virginia Fernandez

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The evidence that will be collected will be student work and lesson plans.

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

To monitor for effectiveness administration will conduct walk throughs and individual meetings to discuss progress and writing prompts with the ELA teacher.

Person Responsible

Luisa Corral

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The evidence that will be collected will be classroom walk throughs documentation of observations.

G1.B1.S2 To enhance writing in mathematics students will utilize vocabulary and graphic organizers to develop the foundational ideas of math and be able to explain their thoughts adequately. 4

S247393

Strategy Rationale

According to the new standards students should be able to explain their mathematical work in words.

Action Step 1 5

In order to help students enhance their writing skills in mathematics, students will utilize different methods of note taking that is not just number based. Students and teachers will be required to take notes and explain lessons verbally and in written form.

Person Responsible

Virginia Fernandez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence of this being completed can be found in students math notebooks and their class work alongside the teachers lesson plans.

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

To monitor for fidelity of implementation the grade level chair will verify lesson plans and student work.

Person Responsible

Virginia Fernandez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence that will be collected will be student class work, notes, quizzes, and assessments. These documents should show proof of students using accurate academic language in sentences of explanations.

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

To monitor for effectiveness the administration will visit classrooms and review work to ensure that lessons are being taught incorporating writing.

Person Responsible

Luisa Corral

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence that will be collected will observation documentation.

G1.B1.S3 To enhance writing in science students will utilize graphic organizers, outlines, and answering two part questions that require evidence based details. 4

 S247394

Strategy Rationale

Students who can utilize their own words through paraphrasing demonstrate the acquisition of knowledge on any given topic of science.

Action Step 1 5

The action plan required to introduce more writing to science will be the reading approach. The standards have integrate social sciences and science as part of the Reading Standards, thus needing reading strategies and skills to be taught through science. Students should be taking notes and utilizing graphic organizers with the text to maximize comprehension.

Person Responsible

Virginia Fernandez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence that the grade level chair will use will be lesson plans. The teacher should include notes taking in their lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

To monitor and support the fidelity of implementation walk throughs will be conducted to ensure that students are utilizing writing in their lessons and also in student work.

Person Responsible

Luisa Corral

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence will be the observation logs and student work.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

To monitor for effectiveness the teacher will meet with administration to discuss student work and progress.

Person Responsible

Luisa Corral

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The evidence that will be collected will be meeting documentation amongst teams of teachers and administration.

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.B1.S2.MA1 M335343	To monitor for effectiveness the administration will visit classrooms and review work to ensure...	Corral, Luisa	8/18/2014	The evidence that will be collected will observation documentation.	6/4/2015 monthly
G1.B1.S2.MA1 M335344	To monitor for fidelity of implementation the grade level chair will verify lesson plans and...	Fernandez, Virginia	8/18/2014	The evidence that will be collected will be student class work, notes, quizzes, and assessments. These documents should show proof of students using accurate academic language in sentences of explanations.	6/4/2015 biweekly
G1.B1.S2.A1 A322248	In order to help students enhance their writing skills in mathematics, students will utilize...	Fernandez, Virginia	8/18/2014	The evidence of this being completed can be found in students math notebooks and their class work alongside the teachers lesson plans.	6/4/2015 daily
G1.B1.S3.MA1 M335345	To monitor for effectiveness the teacher will meet with administration to discuss student work and...	Corral, Luisa	8/18/2014	The evidence that will be collected will be meeting documentation amongst teams of teachers and administration.	6/4/2015 quarterly
G1.B1.S3.MA1 M335346	To monitor and support the fidelity of implementation walk throughs will be conducted to ensure...	Corral, Luisa	8/18/2014	The evidence will be the observation logs and student work.	6/4/2015 biweekly
G1.B1.S3.A1 A322249	The action plan required to introduce more writing to science will be the reading approach. The...	Fernandez, Virginia	8/18/2014	The evidence that the grade level chair will use will be lesson plans. The teacher should include notes taking in their lesson plans.	6/4/2015 daily
G1.MA1 M335347	In order to monitor for progress toward meeting goal, administration will maintain a meeting log...	Corral, Luisa	8/15/2016	The evidence that will be used to collect data will be writing assignments from each grade to ensure progress after each testing session.	6/2/2017 quarterly
G1.B1.S1.MA1 M335341	To monitor for effectiveness administration will conduct walk throughs and individual meetings to...	Corral, Luisa	8/15/2016	The evidence that will be collected will be classroom walk throughs documentation of observations.	6/2/2017 biweekly
G1.B1.S1.MA1 M335342	The grade level chair will monitor the lesson plans of all teachers to ensure that writing is...	Fernandez, Virginia	8/15/2016	The evidence that will be collected will be student work and lesson plans.	6/2/2017 weekly
G1.B1.S1.A1 A322247	Teachers will provide lessons that incorporate more writing in their Reading block. Reading and...	Pestana, Danai	8/15/2016	The evidence that can be found will be lesson plans.	6/2/2017 daily

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.B1 Varied student achievement level and understanding.

G1.B1.S1 To enhance writing in the reading component of the state assessment teachers will utilize graphic organizers, planning maps, journals that relate to their reading passages to prepare students academic writing language and in the development of a composition, and a school wide reading interventionist to support their understanding.

PD Opportunity 1

Teachers will provide lessons that incorporate more writing in their Reading block. Reading and writing should work together to synonymously enhance each others comprehension and ability of success.

Facilitator

The reading coach representative for the Elementary and Middle will facilitate professional development on enhancing lesson plans to meet the needs of improving writing.

Participants

The teachers of SoMi middle.

Schedule

Daily, from 8/15/2016 to 6/2/2017

G1.B1.S2 To enhance writing in mathematics students will utilize vocabulary and graphic organizers to develop the foundational ideas of math and be able to explain their thoughts adequately.

PD Opportunity 1

In order to help students enhance their writing skills in mathematics, students will utilize different methods of note taking that is not just number based. Students and teachers will be required to take notes and explain lessons verbally and in written form.

Facilitator

The professional development liaison.

Participants

Mathematics teachers school wide will participate.

Schedule

Daily, from 8/18/2014 to 6/4/2015

VII. Budget

1	G1.B1.S1.A1	Teachers will provide lessons that incorporate more writing in their Reading block. Reading and writing should work together to synonymously enhance each others comprehension and ability of success.				\$755.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$755.00
			Notes: EESAC			
2	G1.B1.S2.A1	In order to help students enhance their writing skills in mathematics, students will utilize different methods of note taking that is not just number based. Students and teachers will be required to take notes and explain lessons verbally and in written form.				\$0.00
3	G1.B1.S3.A1	The action plan required to introduce more writing to science will be the reading approach. The standards have integrate social sciences and science as part of the Reading Standards, thus needing reading strategies and skills to be taught through science. Students should be taking notes and utilizing graphic organizers with the text to maximize comprehension.				\$0.00
Total:						\$755.00