Somerset Academy Elementary School (South Miami Campus)

2016-17 Schoolwide Improvement Plan

Somerset Academy Elementary 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)
Elementary School KG-5	No	18%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Elementary School (South Miami Campus)

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.

Our mission at Somerset Academy Elementary South Miami (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.

Our school's belief that "I can be me at SoMi" is the foundation by which the school exhibits and learns about the students' cultures and builds relationships between teachers and students. We provide a bilingual program that offers classes in Spanish and Mandarin Chinese. Through these classes, students explore and celebrate a variety of cultures other than their own. Annual school activities and events such as "Hispanic Heritage", "Black History" and the "Chinese New Year" celebrations build relationships between teachers and students. During these events, relationships between teachers and students are strengthened because connections are made and we believe that is a key part of the educational process. Not only do the students enjoy learning about each other's cultures, they are also given the opportunity to learn with different strategies and techniques. These interactive experiences between the students and teachers foster an appreciation and acceptance for others and enables our students to become lifelong learners.

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

The school has instilled rules and regulations that are known to all school community members regarding a safe and positive school environment. These policies are found in the Parent & Student Handbook. The arrival and dismissal procedures are effective and help provide a sense of safety before and after school. During school hours, students are consistently under the supervision of school teachers, teacher assistants, school security, video surveillance, and other staff. Any persons coming into the building must wait to be buzzed in by current office staff or school personnel. For a student to be dismissed early, parents must report to the front office and provide appropriate identification. Our school has also established before and after care services where students are under the care of a teacher and supervised at all times.

Parents who wish to volunteer must participate in the School Volunteer Registration Program and must be
cleared through Miami-Dade County Public Schools before permission to volunteer is granted. This mandate includes clearance for volunteers in school events such as book fairs, fundraising activities, field trips, etc.

In addition to these policies and procedures, our school fosters an environment where students feel

safe and respected by modeling these behaviors and keeping high expectations. The students recite our "Character Pledge" every morning where they agree to be honest, kind and fair individuals. Teachers and staff recognize random acts of kindness daily by rewarding "Super Sharks". Teachers and students participate in the "Be a Buddy, Not a Bully" and the "SoMi Cares" clubs which also cultivate a sense of security and respect at our school. Our school has zero tolerance for bullying. Any act of bullying before, during, or after school will result in a consequence determined by administration.

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.

Somerset Academy Elementary South Miami acknowledges that social and emotional factors influence both learning and teaching. The school psychologist, administration, teachers, parents and students at Somerset South Miami play an important role in providing counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems. By working together with these stakeholders, SoMi promotes a healthy learning environment that focuses on the social and emotional needs of all students and staff. SoMi begins meeting the social-emotional needs of the school by providing and promoting a safe and encouraging learning environment for all. While teachers challenge each student's academic, social, and emotional abilities, they do so in a safe, supportive, and stimulating environment. Teachers incorporate cooperative learning during instruction and provide students with problem solving strategies to help them work in teams and feel a sense of partnership.

The school also incorporates a peer mentor and partnership program throughout grade levels. This peer mentor and buddy program entails the primary students (K-2) working closely with the upper grades (3-5) throughout the school year. Along with guidance from teachers, the peer mentor and buddy program incorporates and builds an understanding and acceptance of diverse cultures and

backgrounds academically, socially, and emotionally through monthly meetings, activities, and lessons.

Additionally, through the function of the school's Student Council, students build a sense of confidence and ownership in their ideas and opinions about making Somerset South Miami a better environment. Student Council also organizes and implements "SoMi Super Sharks". This character building program promotes, recognizes, and acknowledges students and staff who demonstrate the six pillars of character- trustworthiness, respect, responsibility, fairness, caring and citizenship. Students at Somerset South Miami also have the opportunity to be involved in numerous clubs such as SoMi Cares, Be a Buddy Not a Bully, and the SoMi Green Team. These committees work closely with and around the community in supporting students to improve academically, socially and emotionally.

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

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

Somerset Academy Elementary South Miami's early warning system is monitored to target specific areas of need. Student attendance is printed and reviewed on a quarterly basis by the attendance clerk as well as the classroom teacher. Students who exhibit repetitive problems with attendance are brought to the attention of the leadership team. Decisions are made based on individual circumstances.

Students who display extreme behavior problems at school are monitored closely by the classroom teacher. The teacher makes observations and records information about the student in the Anecdote Log. The teacher also meets with the parents/guardians of the student and the administration in order to determine specific needs. An individualized plan may be used to help improve and monitor the student's behavior.

Students who are continuously struggling academically are placed on a Progress Monitoring Plan (PMP). Classroom teachers monitor students' academic progress closely and frequently. All teachers meet individual needs through differentiated instruction in the classroom. In addition, struggling students work with the school's interventionist on a daily basis to focus on specific needs.

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	2	0	1	1	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	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	1	2	0	0	0	0	0	0	0	8

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	6	3	3	0	0	0	0	0	0	0	12

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

Somerset Academy Elementary South Miami's teachers and attendance clerk communicates totals for absences and tardies to parents quarterly. Parents of students with excessive absences and/or tardies meet with teachers and administration in order to develop goals and steps towards improving student attendance. In addition, students who have perfect attendance are recognized quarterly and at the end of the school year and once annually for year-round perfect attendance.

To prevent behavior problems that affect students' academic progress, SoMi has a cohesive behavior management plan. Teachers are encouraged to implement and effective classroom management plan that focuses on positive reinforcement. In addition, those students who repeatedly demonstrate inappropriate behavior meet with teachers, parents, and administration to develop a plan and set behavior goals for the student.

SoMi also utilizes a rigorous intervention strategy that targets the development of benchmarks that need improvement in struggling students. Students who score with the lowest 25 percentile on statewide assessments and who have an average of D (69%) or below in core subject areas are identified as struggling students. Somerset Elementary Academy South Miami employs an interventionist that meets with struggling students exhibiting early warning indicators daily, Monday - Friday. During the indicated session, students practice skills needed to be successful by utilizing programs such as Success Maker and Reading Plus.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
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 Elementary South Miami 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 Elementary South Miami 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 Elementary South Miami 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.

Additionally, all teachers are required to have a Somerset Academy Elementary South Miami email account which establishes two-way communication internally and externally. Teachers make themselves readily available for parents to meet and discuss students' 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.

At Somerset Academy Elementary South Miami, external communications are implemented in the following ways: parental involvement, parent "VIP" group and fundraisers, athletic events, field trips, school website and newsletters, and school-wide events and gatherings. Other collaborations include, but are not limited to, hosting the school's Art Fair at Gametime (a local business establishment), partnering with various county parks for the annual carnival and other events, conducting P.E. classes at the local South Miami Community Center, and other similar activities. The Athletic Department has also communicated with the American Airlines Arena in order for the SoMi Basketball Team to play basketball games against other local schools. The school is always looking to form new relationships with other local businesses and facilities to host new events to further cement the school's involvement in the community.

As per the charter school contract, parents are mandated to complete thirty (30) volunteer hours. The hours may be completed by volunteering to assist the teacher in the classroom, chaperoning field trips, supporting fundraisers, and donating items to the school or classroom. Other school-wide events, such as Career Day, give parents and community business representatives the opportunity to visit classrooms and present their educational and work experience with the students to enhance student motivation and achievement.

The "VIP", or "Very Important Parents", functions like the PTA of any school would. They are responsible for collecting funds for the Assisting Classroom Teachers (ACT) Fund Drive. The VIP schedules meetings at a local business outside the school at different times of the day. This gives many parents the opportunity to attend, participate and share their feelings and/or concerns with the VIP. This is another great example of how Somerset Academy Elementary South Miami practices two-way communication.

The EESAC meets monthly to collaboratively discuss areas in need of improvement, measurable targets, students' academic performance and achievement levels anticipated for the following years. Some of the topics discussed during the monthly meetings are the school's budget, available and limited resources for students, short-term and long-term goals, and maintenance of the school building. One of the major tasks of EESAC is to assist in improving student achievement by preparing and evaluating the School Improvement Plan. This is done with the guidance of the Rtl Leadership Team. Some of the data analyzed during this process is gathered from results of the Florida Standards Assessment (FSA), Science-baseline assessments, i-Ready Reading and Math Assessments, and other specific assessments. The information discussed during the EESAC meetings is recorded and obtainable to all stakeholders in the community.

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

1. School Leadership Team

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

Name	Title
Guilarte, Kim	Principal
Lopez, Misty	Teacher, K-12
Corral, Janette	Teacher, K-12
Llaca, Geri	Teacher, K-12
Pestana, Danai	Teacher, K-12
Fundora, Robert	Instructional Technology

b. Duties

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

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

Ms. Luisa Corral, Assistant Principal: Provides the data for the principal, reading coach, and teachers to facilitate data chats. The assistant principal will also meet with the teachers to enhance the intervention selection and to guide the selection process for guided reading groups to instruct students according to fulfill their academic needs.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ms. Amiee Erickson, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Mr. Robert Fundora, Technology Specialist: Develops or brokers technology necessary to manage and display data and technical support to teachers and staff regarding data management.

Ms. Carolina Sanchez Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's Leadership Team disseminate state and district assessment data in order to make decisions on curriculum resources based on student's needs in order to maximize student

achievement. The school's areas of needs are identified and targeted by subject area and grade level. District provided resources and programs are researched and reviewed. After a decision is made by the leadership team, program and product representatives are contacted to present provide information on how the selected resource(s) will make an impact for our targeted population. Once a resource has been selected, a budget is determined based on federal, state, and local funds available. Resources are purchased and inventoried by the assistant principal, who is responsible for ensuring resources are delivered to the correct personnel and maintained in good condition throughout the school year. The effectiveness of resource(s) purchased is evaluated mid-year and at the end of the year to ensure student academic performance is satisfactory.

SoMi implements the four step, problem-solving model: 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
Kim Guilarte	Principal
Luisa Corral	Principal
Misty Lopez	Teacher
Nadine Ruiz	Teacher
Geraldine Llaca	Teacher
Jacklyn Machado	Teacher
Elizabeth Juelle	Education Support Employee
Ryan Truxall	Education Support Employee
Maria Fernanda Poulin	Parent
April Jimenez	Parent
Angela Jimenez	Parent
Dana Estopinan	Parent
Maria Mulet	Parent
Ana Wendelken	Parent
Jose Corral	Business/Community
Victor Barroso	Business/Community

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 will meet quarterly for the 2016-2017 school year to evaluate the previous SIP, develop, approve, and monitor the implementation of the SIP.

b. Development of this school improvement plan

The SAC met quarterly throughout the previous school year. The SAC brought up great ideas to implement and make part of the SIP for the 2016-2017 academic school year. At the SAC meeting held on October 4, 2016, the first draft of the SIP was reviewed and completed for upload to the CIMS website.

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.

The SAC will utilize its funds to support the SIP. The amount of $2,375.00 will be allocated to help fund a school interventionist.

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
Guilarte, Kim	Principal
Corral, Luisa	Assistant Principal
Pestana, Danai	Instructional Coach

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
• professional growth opportunities
• creating a collaborative environment that fosters sharing and learning
• developing a school wide organizational model that supports literacy instruction across the curriculum
• encouraging the use of data to improve teaching and student achievement

D. Public and Collaborative Teaching

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

The administration works closely with teachers to provide Professional Developments that are of interest and will be beneficial to students' academic success. Teachers are also given the opportunity to share strategies and techniques that are helpful in the classroom during Professional Developments.

Throughout the year, teachers are expected to work closely with their grade level when developing lessons and thematic units. Teachers are also encouraged to do vertical planning with their peers during the year which promotes teachers to build relationships across the grade levels. Teacher mentoring plans are in place to ensure that new teachers are successful and are also building relationships with all stakeholders.

Additionally, teachers are encouraged to spend time in each other's classrooms to observe instructional time, participate in extracurricular activities and clubs, and attend school functions such as Reading Under the Stars, Vocabulary Parade, Pep Rallies, etc. Teachers are also invited to participate in team-building events that take place outside of the school and boost positive relationships.

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

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

The administrators will provide professional developments and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The administrators will also attend teacher job fairs in order to maintain and up-date 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. We will continue to mentor our novice teachers through support and collaborative planning.

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.

In order to ensure that core instructional programs and materials are aligned to the Florida State Standards, instructional staff receive weekly lesson plan checks done by administration and grade level chair teachers. Administration also conducts periodic observations of instructional staff to be certain that programs do not deviate from the Florida State Standards at any time.

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.

Somerset Academy Elementary South Miami uses data from both formal and informal assessments to drive differentiated instruction across the curriculum and grade-levels. Teachers use various forms of informal assessments and observations in the classroom to drive individualized, small group, and whole class instruction. Through the use of informal assessments, the teachers identify what content to teach and gauge the performance of students. Informal assessments used at SoMi include: exit slips, brief quizzes, and running records. This data assists in gathering information on where students are and where we need to go next.

Additionally, teachers at SoMi use scores such as percentiles, stanines, or standard scores calculated from formal assessments to drive individualized instruction. Reports from programs such as iReady,Mathletics, ScootPad, and Accelerated Reader. This type of data helps the teachers at SoMi reveal which students performed on advanced, proficient, basic and below basic levels. This assists teachers in choosing student groups, identifying students in need of intervention, and differentiating instruction for individuals.

Students who have been identified as low performing or consistently have difficulty preforming proficiently on formal assessments receive supplemental instructional time through small group intervention or individual intervention before and during school.

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: Before School Program

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. § 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 Elementary South Miami, students are administered the Brigance Kindergarten Screening Exam to determine the readiness of each child who enters the kindergarten program. Outgoing fifth graders transition to the Somerset Academy Middle School.

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.

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

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

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.

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.

Based on the data provided, our strength is in the area of reading proficiency. We have identified the area of need to be writing proficiency.

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

After conducting informal research, we have identified an inconsistency in the instructional strategies utilized in writing across grade-levels. Furthermore, with the shift in state standards, students' learning styles have been affected tremendously.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   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`

🔑 G088254

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
Math Lowest 25% Gains	88.0
Math Gains	78.0
FSA Mathematics Achievement	97.0
AMO Reading - All Students	
ELA/Reading Lowest 25% Gains	89.0
ELA/Reading Gains	87.0
FSA ELA Achievement	99.0
FCAT 2.0 Science Proficiency	83.0

Targeted Barriers to Achieving the Goal `3`

- Students are at various writing levels with in the content areas.

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

- We will utilize the iReady reading component with fidelity.

- The teachers will also attend Professional Development sessions that will be offered by the Professional Development Liaison to assist the teachers in their continuous education and to support the students' learning growth.

- The students will also utilize tools such as a writers' notebook, graphic organizers, and storyboards, along with needed support and assistance from the school interventionist.

Plan to Monitor Progress Toward G1. `8`

The Literacy Leadership Team will review monthly writing prompt results and assist the classroom teacher when instruction needs to be adjusted.

Person Responsible
Luisa Corral

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Results of the writing prompts are recorded and monitored monthly. Students should show growth on a month-to-month basis.

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`

🔍 G088254

G1.B1 Students are at various writing levels with in the content areas. `2`

🔍 B234665

G1.B1.S1 To enhance writing across the curriculum, teachers will engage students in equal intensity during differentiated instruction in all subject areas. `4`

🔍 S247396

Strategy Rationale

To equalize the students' writing levels and knowledge attainment across all content areas.

Action Step 1 `5`

During differentiated instruction, students will use organizational strategies and tools for writing by using graphic organizers, storyboards, and answering essential questions.

Person Responsible

Misty Lopez

Schedule

Daily, from 10/31/2016 to 6/2/2017

Evidence of Completion

The evidence of completion can be shown through exemplar text and writing units, lesson plans including differentiated instruction, and grade-level and administrative walkthroughs.

Action Step 2 `5`

Teachers attend Professional Development to identify organizational strategies and tools for writing during differentiated instruction.

Person Responsible

Misty Lopez

Schedule

On 11/8/2016

Evidence of Completion

The evidence of completion can be shown through PD agendas and PD sign-in sheets.

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

Class walkthroughs will be done periodically to monitor the implementation of strategies and writing tools being used during differentiated instruction with a focus in writing across the curriculum.

Person Responsible

Luisa Corral

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Evidence will be shown through lesson plans that include differentiated instruction, observation checklists, and student work samples.

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

The Literacy Leadership Team will ensure that differentiated instruction is aligned with the Florida State Standards to equalize writing levels across the curriculum.

Person Responsible

Kim Guilarte

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

The Florida State Standards will be reflected in the lesson plans and will be aligned with differentiated instruction. Student work samples such as monthly writing prompts will be monitored to show effectiveness.

G1.B1.S2 To enhance writing in mathematics, students will utilize vocabulary word walls, interactive notebooks, and graphic organizers to develop the concepts/ideas of math and be able to explain their thoughts adequately. 4

🔑 S247397

Strategy Rationale

Teachers will use the new Florida State Standards to guide students in learning proper mathematical vocabulary for answering and explaining problems and equations in word form and written response.

Action Step 1 5

Students will refer to vocabulary word walls and use interactive notebooks and graphic organizers to help them develop and express math concepts to explain their thoughts adequately. Teachers will update vocabulary word walls accordingly.

Person Responsible

Luisa Corral

Schedule

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

Evidence of Completion

Vocabulary word walls and graphic organizers are aligned with the teachers' lesson plans. Walkthroughs are conducted monthly by administration.

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

Grade level chairs will monitor for fidelity by checking lesson plans and vocabulary word walls.

Person Responsible

Janette Corral

Schedule

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

Evidence of Completion

Lesson plans and student work samples will be collected for evidence. These documents will show proof that the students are exposed to writing in the area of mathematics.

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

In order to monitor effectiveness, progress-monitoring will take place to ensure that students are proficient in writing in the area of mathematics. Administration will conduct class walkthroughs to review student work samples and lesson plans.

Person Responsible

Luisa Corral

Schedule

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

Evidence of Completion

Class walkthroughs, progress-monitoring through assessment data, and student work samples.

G1.B1.S3 To enhance writing in science, students will utilize vocabulary word walls, graphic organizers, outlines, interactive notebooks, and written responses that require and include academic language and evidence based facts and details. `4`

🔍 S247398

Strategy Rationale

Teachers will increase students' ability to utilize critical thinking, analyzing, and summarizing strategies to develop written responses based on information learned.

Action Step 1 `5`

When reading informational text in Science, the students will utilize vocabulary word walls and graphic organizers to enhance their written responses. Students will take notes, use outlines and interactive notebooks to support their writing in Science.

Person Responsible

Danai Pestana

Schedule

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

Evidence of Completion

The grade level chair will ensure that these strategies are incorporated in the teachers' lesson plans.

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

When monitoring for fidelity, lesson plans will be reviewed and walkthroughs will be conducted to ensure that teachers and students are implementing writing in lessons and students' work.

Person Responsible

Luisa Corral

Schedule

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

Evidence of Completion

Lesson plans, student work samples, and observation logs will be evidence for monitoring fidelity.

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

To monitor for effectiveness, the teacher will meet with her grade level and grade level chair to discuss student progress. The teacher will also meet with administration to discuss progress-monitoring.

Person Responsible

Luisa Corral

Schedule

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

Evidence of Completion

Grade-level meeting logs will be evidence that progress-monitoring is taking place in order to monitor for effectiveness.

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.S1.A2 🔍 A322251	Teachers attend Professional Development to identify organizational strategies and tools for...	Lopez, Misty	11/8/2016	The evidence of completion can be shown through PD agendas and PD sign-in sheets.	11/8/2016 one-time
G1.MA1 🔍 M335354	The Literacy Leadership Team will review monthly writing prompt results and assist the classroom...	Corral, Luisa	8/15/2016	Results of the writing prompts are recorded and monitored monthly. Students should show growth on a month-to-month basis.	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M335348	The Literacy Leadership Team will ensure that differentiated instruction is aligned with the...	Guilarte, Kim	9/5/2016	The Florida State Standards will be reflected in the lesson plans and will be aligned with differentiated instruction. Student work samples such as monthly writing prompts will be monitored to show effectiveness.	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M335349	Class walkthroughs will be done periodically to monitor the implementation of strategies and...	Corral, Luisa	9/5/2016	Evidence will be shown through lesson plans that include differentiated instruction, observation checklists, and student work samples.	6/2/2017 weekly
G1.B1.S1.A1 🔍 A322250	During differentiated instruction, students will use organizational strategies and tools for...	Lopez, Misty	10/31/2016	The evidence of completion can be shown through exemplar text and writing units, lesson plans including differentiated instruction, and grade-level and administrative walkthroughs.	6/2/2017 daily
G1.B1.S2.MA1 🔍 M335350	In order to monitor effectiveness, progress-monitoring will take place to ensure that students are...	Corral, Luisa	8/15/2016	Class walkthroughs, progress-monitoring through assessment data, and student work samples.	6/2/2017 monthly
G1.B1.S2.MA1 🔍 M335351	Grade level chairs will monitor for fidelity by checking lesson plans and vocabulary word walls.	Corral, Janette	8/15/2016	Lesson plans and student work samples will be collected for evidence. These documents will show proof that the students are exposed to writing in the area of mathematics.	6/2/2017 biweekly
G1.B1.S2.A1 🔍 A322252	Students will refer to vocabulary word walls and use interactive notebooks and graphic organizers...	Corral, Luisa	8/15/2016	Vocabulary word walls and graphic organizers are aligned with the teachers' lesson plans. Walkthroughs are conducted monthly by administration.	6/2/2017 monthly
G1.B1.S3.MA1 🔍 M335352	To monitor for effectiveness, the teacher will meet with her grade level and grade level chair to...	Corral, Luisa	8/15/2016	Grade-level meeting logs will be evidence that progress-monitoring is taking place in order to monitor for effectiveness.	6/2/2017 quarterly
G1.B1.S3.MA1 🔍 M335353	When monitoring for fidelity, lesson plans will be reviewed and walkthroughs will be conducted to...	Corral, Luisa	8/15/2016	Lesson plans, student work samples, and observation logs will be evidence for monitoring fidelity.	6/2/2017 biweekly
G1.B1.S3.A1 🔍 A322253	When reading informational text in Science, the students will utilize vocabulary word walls and...	Pestana, Danai	8/15/2016	The grade level chair will ensure that these strategies are incorporated in the teachers' lesson plans.	6/2/2017 weekly

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 Students are at various writing levels with in the content areas.

G1.B1.S1 To enhance writing across the curriculum, teachers will engage students in equal intensity during differentiated instruction in all subject areas.

PD Opportunity 1

Teachers attend Professional Development to identify organizational strategies and tools for writing during differentiated instruction.

Facilitator

Misty Lopez

Participants

Teachers

Schedule

On 11/8/2016

VII. Budget

1	G1.B1.S1.A1	During differentiated instruction, students will use organizational strategies and tools for writing by using graphic organizers, storyboards, and answering essential questions.	$0.00
2	G1.B1.S1.A2	Teachers attend Professional Development to identify organizational strategies and tools for writing during differentiated instruction.	$0.00
3	G1.B1.S2.A1	Students will refer to vocabulary word walls and use interactive notebooks and graphic organizers to help them develop and express math concepts to explain their thoughts adequately. Teachers will update vocabulary word walls accordingly.	$0.00
4	G1.B1.S3.A1	When reading informational text in Science, the students will utilize vocabulary word walls and graphic organizers to enhance their written responses. Students will take notes, use outlines and interactive notebooks to support their writing in Science.	$0.00
		Total:	$0.00