

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Bay Middle School
9500 SW 97TH AVE
Miami, FL 33176
305-274-0682

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 16%
Alternative/ESE Center No	Charter School Yes	Minority Rate 84%

School Grades History

2013-14 A	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Somerset Academy Bay Middle School

Principal

Andreina Figueroa - Saili Hernandez

School Advisory Council chair

Mileidy Perez-Grijalva

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Magaly A. Menendez	Lead Teacher
Mileydi Perez-Grijalva	EESAC Chair
Meg Gannon	Veteran Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1 Principal, 1 Educational Support Employee, 2 Teachers, 1 Student, 5 Parents, 1 Board of Director, 1 Business Community Rep.

Involvement of the SAC in the development of the SIP

The SAC will assist in the development of the school improvement plan to address the needs of the student population. As data is collected throughout the year, the committee will sit and review the information with administration and faculty in order to address student needs and possible interventions.

Activities of the SAC for the upcoming school year

The SAC will have at least 4 meetings throughout the school to address school needs and discuss student data (Baseline, Fall and Winter Interims, and Mock Assessments). Continuous work on the school improvement plan will be done in order to address student interventions as needed.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to provide student interventions and incentives. Funds will support the need for intervention materials and personal (i.e. Voyager & Reading Plus). Incentives will be provided to students as motivators for testing.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Andreina Figueroa - Saili Hernandez

Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Bachelor of Science-Elementary Education,
Florida International University;
Master of Science-Reading,
Florida International University;
Specialist-Educational Leadership K-12,
NovaSoutheasternUniversity;
State of Florida Professional Certificate-
Elementary Education (K-6),
Reading (K-12),
Educational Leadership (K-12),
English
Speakers of Other Languages (ESOL)
Endorsement

Performance Record

2013
School Grade: A
AMO Reading: N
AMO Math: N
High Standards Rdg.: 68%
High Standards Math: 75%
High Standards Science: 65%
High Standards Writing: 93%
Learning Gains Rdg.: 69%
Learning Gains Math: 75%
Lowest 25% Reading: 71%
Lowest 25% Math: 82%

2012
School Grade: A
AMO Reading: 72%
AMO Math: 76%
High Standards Rdg.: 68%
High Standards Math: 73%
High Standards Science: 65%
High Standards Writing: 93%
Learning Gains Rdg.: 70%
Learning Gains Math: 79%
Lowest 25% Reading: 70%
Lowest 25% Math: 82%

2011
School Grade: A
AMO Reading: 69%
AMO Math: 74%
High Standards Rdg.: 84%
High Standards Math: 87%

High Standards Science: 87%
 High Standards Writing: 88%
 Learning Gains Rdg.: 81%
 Learning Gains Math: 80%
 Lowest 25% Reading: 80%
 Lowest 25% Math: 87%
 2010
 School Grade: A
 High Standards Rdg.: 82%
 High Standards Math: 83%
 High Standards Science: 72%
 High Standards Writing: 94%
 Learning Gains Rdg.: 73%
 Learning Gains Math: 66%
 Lowest 25% Reading: 59%
 Lowest 25% Math: 56%
 2009
 School Grade: A
 High Standards Rdg.: 85%
 High Standards Math: 88%
 High Standards Science: 59%
 High Standards Writing: 100%
 Learning Gains Rdg.: 79%
 Learning Gains Math: 70%
 Lowest 25% Reading: 85%
 Lowest 25% Math: 75%

Classroom Teachers

of classroom teachers

1

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

0%

certified in-field

1, 100%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

1, 100%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

1, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal along with the Leadership Team will solicit referral from current employees, and visit college and universities campuses for job fairs. Our school will retain highly qualified teachers through year round professional developments to enhance meaningful pedagogical strategies, and on-going meetings with the Principal and Leadership Team to discuss future goals. Teacher bonuses will also be offered to teachers performing at high standards for incentives and retentions.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Somerset Academy Bay will partner new teachers with veteran teachers for support and modeling in the classroom.

The mentor and mentee are meeting on the first Friday of each month in a professional learning community and will focus on classroom management, data driven classroom practice and planning with the end in mind. The mentor is given release time to observe the mentee. Time is given for feedback, modeling, and planning. Possible opportunities for professional development will be discuss.

Ms. Gannon (new teacher) will be mentored by Mrs. Hernandez (Principal) to assist with the implementation and guidance of the pacing guides, best practices, common core, data management, and classroom management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

In order to implement and monitor the SIP and MTSS the school follows a Response to Intervention Plan (RtI) - core instruction/intervention (define the problem/analyze the problem and develop an intervention plan/implement the plan and monitor progress/evaluate the results.) Data is collected throughout the year through assessments, anecdotal records, and informal assessments. Based on those findings the teachers identify those students who meet the criteria for Tier 2 and Tier 3. Classroom teachers and classroom assistants aid in the interventions for students. In order to ensure that teachers and teacher

assistants are prepared, The leadership team will foster the ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluation effectiveness of services.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Saili Hernandez – Principal – fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and evaluate data and correlate it to instructional decisions.

Maggie Menendez – Lead Teacher – provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups, review progress monitoring data at the grade level and classroom level to identify students and their academic levels, and identify professional development workshops to enhance students' achievement levels.

Mari Lopez – Testing Chair – also provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups, in addition to data from school-wide assessments

Mileydi Perez-Grijalva – EESAC Chair – also provides information about core subject areas in which they teach. In addition, and they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team will provide data on: academic and social/emotional areas that need to be addressed; help set clear expectations for instruction, facilitate the development of a systematic approach to teaching; and aligned processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Baseline Assessments.

Progress Monitoring: Interim Assessment Test, and Referral Behavioral Form (Somerset Bay Discipline Referral Form)

End of Year: Interim Assessment Test

Using the instruments mentioned above, the school views the data in order to conduct data chats with classroom teachers. The students' strengths and weakness are noted, and an action plan is determined to address the necessary areas of academics and behavior.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. In addition, teachers will be provided with added professional development to correspond with the subject area being taught in order to address the needs to small groups and individual students in their classrooms.

Classroom teachers will hold parent conferences with parents of those students identified through Rtl process and explain the process to them.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

Based on the data collected from Baseline Assessments, Interim Assessments, and weekly assessments, students will be identified and selected to participate in afterschool tutoring in core academic subjects. Conversations with those providing the tutoring will be held in order to analyze data on Interims and weekly assessments and determine whether or not the students are benefiting. In addition to tutoring enrichment programs will be offered afterschool in order to promote a well-rounded education. Those programs include, but are not limited to: Boys Scouts, Girl Scouts, flag football, soccer, Glee Club, and Chess Club.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected from Baseline Assessments, Interim Assessments, and weekly assessments, Using Edu-Soft the Administrator and the classroom teacher is able to identify student's areas of weakness, as well as learning gains. During data chats both the administrator and the teacher can develop strategies that meets best practices to reach the student.

Who is responsible for monitoring implementation of this strategy?

Administration and Classroom Teacher.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mrs. Saili Hernandez	Principal
Mrs. Magaly A. Menendez	Lead Teacher
Mrs. Mileydi Perez-Grijalva	EESAC Chair
Ms. Meg Gannon	Veteran Teacher

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy

challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

Somerset Academy Bay's Literacy Team will strive to:

- Demonstrate a superior ability to foster excellence in education and contribute to continuous improvement of student learning and the school environment by providing knowledge of evidence-based literacy strategies and resources to all stakeholders.
- Desegregate, analyze, and utilize data to effectively monitor, maintain, and enrich school literacy performance.
- Actively coordinates and participates in continued professional development by facilitating training, supporting peer coaching, and partaking in lesson demonstrations throughout the year.
- Demonstrates leadership in building a school literacy culture through collegiality and collaboration.
- Create a learning environment that promotes literacy across curriculum and throughout all subject areas.
- Empower families and provide resources necessary to become active participants in the literacy development of our students.

Utilize community stakeholders to provide literacy opportunities and resources that enhance learning.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers are given the opportunity to participate in professional development in order to introduce reading strategies across all subject areas. Periodic walkthroughs by the Leadership Team will be conducted in order to monitor implementation.

Ms. Gannon will make her contributions to the school's reading improvement as she uses best practices to implement rigorous reading lessons for her students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students see a relationship between their daily subjects and their future through daily inquiry from teachers asking them, "how does this connect to the real world?" in order to ensure the instruction is always relevant.

Teacher use additional reading materials based on current events to expose students to various career opportunities: Time for Kids, Science Studies Weekly, and Florida Studies Weekly - in their coursework.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school will promote academic and career planning through participation in a school wide Science Fair and Career Day. The Science Fair will provide students an opportunity to complete the scientific process and investigate real world problems/solutions. Career Week will involve students in experiencing a variety of careers. After both events teachers will debrief and provide opportunity for students to explore different career fields based on their experience in participating.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	25%	33%
Students scoring at or above Achievement Level 4	25	30%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	25	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	25	67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%

Area 3: Mathematics**Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	28%	36%
Students scoring at or above Achievement Level 4	25	26%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	25	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	65%	69%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			3
Participation in STEM-related experiences provided for students			90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		10%	9%
Students who fail a mathematics course		6%	5%
Students who fail an English Language Arts course		4%	3%
Students who fail two or more courses in any subject		5%	4%
Students who receive two or more behavior referrals		15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.		10%	9%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

In order to our parent participation goal for school wide activities, regular communications will be generated via telephone, teacher websites, and emails to the students' families.

- Guidance by SoBay PTO on school wide functions will assist in the increase of parental involvement.
- Communication with parents will be ongoing provided through teacher and school websites (updated weekly), and written communication via the students to their parents.
- School Administration, Teachers, SoBay PTO, and School Counselor will be responsible for monitoring. Effectiveness: Frequent monitoring of parent logs/sign-in sheets, volunteer logs, and website statistics will assist in appraising the quantity of parents attending school activities.

Evaluation: Quarterly parent sign-in sheets, volunteer logs, teacher website statistics, and surveys.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School-wide events and activities			90%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66% when comparing to District scores.
- G2.** The result of the 2013 FCAT 2.0 Mathematics test indicates that 59% district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 65% when comparing to District scores.
- G3.** Based on District data, in the 2012 – 2013 school year 10% of students missed approximately 10% of instructional time. Our goal for the 2013 – 2014 school year is to decrease the percentage rate to 9% when comparing to District percentages.
- G4.** Somerset Academy Bay does not have any students enrolled in any CTE accelerated courses. Our goal for the 2013-2014 school year is to provide teachers and students with the necessary skills to incorporate this area into our school curriculum.
- G5.** Our STEM goal for the 2013-2014 is to have 90% student participation in the Science Fair.
- G6.** 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66% when comparing to District scores.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Springboard, Reading Plus, Voyager, Social Studies Weekly, and Time for Kids

Targeted Barriers to Achieving the Goal

- Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.
- Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our ELL student population need assistance in the area of vocabulary in relation to advanced words and their meanings.
- Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our SWD student population need assistance in the area of identifying main idea and relevant details.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 25% to 33% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 30% to 33% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in reading from 68% to 71% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25% in Reading from 67% to 70% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Listening and Speaking percentages from 51% to 56% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.
- Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Reading percentages from 29% to 36% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.
- Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district

data, we seek to increase the Writing percentages from 28% to 35% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.

Plan to Monitor Progress Toward the Goal

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

Person or Persons Responsible

The LLT team and MTSS Team

Target Dates or Schedule:

The team will meet monthly to review data.

Evidence of Completion:

District quarterly benchmark assessments and 2014 FCAT 2.0 Assessment.

G2. The result of the 2013 FCAT 2.0 Mathematics test indicates that 59% district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 65% when comparing to District scores.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Connects 6th Grade, SumDog, and Gizmos.

Targeted Barriers to Achieving the Goal

- Students' lack of prior knowledge in all areas of mathematics needs to be addressed. The composition of the 6th grade class is mainly from a private school setting, where students may not have had the rigorous exposure to the like qualities of the Miami-Dade County curriculum.
- Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our Hispanic, White, and ED student population need assistance in all areas of grade level mathematics.
- Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our ELL student population need assistance in all areas of grade level mathematics.
- Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our SWD student population need assistance in the area all areas of grade level mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 28% to 36% by addressing all areas of Mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 26% to 29% by addressing all areas of Mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in mathematics from 67% to 70% by addressing all areas of Mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25% in Mathematics from 65% to 69% by addressing all areas of Mathematics.

Plan to Monitor Progress Toward the Goal

Members will conduct walk-throughs, to ensure teachers are conducting differentiated instruction during scheduled times.

Person or Persons Responsible

The LLT, Math Coach, and Veteran Teacher.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Differentiated instruction charts, Chapter tests, Sum Dog on-line activities, FCAT Explorer reports, District benchmark quarterly assessments, and 2014 FCAT 2.0 Assessment

G3. Based on District data, in the 2012 – 2013 school year 10% of students missed approximately 10% of instructional time. Our goal for the 2013 – 2014 school year is to decrease the percentage rate to 9% when comparing to District percentages.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Online grade-book, Attendance data reports print-outs, and teachers' sign-in attendance logs.

Targeted Barriers to Achieving the Goal

- Students have missed 10% or more of instructional time to due arriving late to school, excessive absences, and students being dismissed before the end of the school day.
- Students that failed courses due to missed instructional time due to truancy or suspensions.
- Students that have received one or more behavior referrals and are struggling in academics.

Plan to Monitor Progress Toward the Goal

Review Attendance reports printed at the end of each quarter.

Person or Persons Responsible

Teacher, Attendance Manager, and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance reports and daily attendance bulletins.

G4. Somerset Academy Bay does not have any students enrolled in any CTE accelerated courses. Our goal for the 2013-2014 school year is to provide teachers and students with the necessary skills to incorporate this area into our school curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- Supplemental resources that will increase the students' knowledge based on science and mathematical careers. Also, professional developments that will allow teachers to better inform their students in this area of the curriculum.

Targeted Barriers to Achieving the Goal

- At this time there are no students enrolled in CTE courses due to being a new school with only one 6th grade classroom.
- At this time there are no students enrolled in accelerated CTE courses due to being a new school with only one 6th grade classroom.
- At this time there are no students taking CTE exams due to being a new school with only one 6th grade classroom.
- At this time there are no students enrolled in CTE program concentrators due to being a new school with only one 6th grade classroom.
- At this time there are no teachers that hold an industry certification to assist/guide students in the CTE program.

Plan to Monitor Progress Toward the Goal

Student work that amplifies instruction in mathematics and science; provide field trips to local businesses where these two subjects are incorporated into the job; allow local businesses to be guest speakers in the classrooms.

Person or Persons Responsible

Teachers, RtI and Leadership Teams, and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student Interest Surveys; Student Work; Volunteer Logs

G5. Our STEM goal for the 2013-2014 is to have 90% student participation in the Science Fair.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Weekly Newspapers & Gizmos

Targeted Barriers to Achieving the Goal

- Students lack of prior knowledge of scientific terminology, and lack of practice conducting hands-on activities, such as labs and experiments and following The Scientific Method.
- Students lack of science-based knowledge can hinder the amount student participation in STEM based activities.

Plan to Monitor Progress Toward the Goal

The students will complete a Science Fair Project time-line completing the steps necessary for the Scientific Method.

Person or Persons Responsible

The Science teacher, Science Coach, and The Science Fair Committee

Target Dates or Schedule:

Spring Season

Evidence of Completion:

Completing Science Fair timeline, prior to completing the experiment.

G6. 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- In order to help meet parent participation goal for school wide activities, regular communications will be generated via telephone, teacher websites, teacher notes home, calendar of events, and emails to the students' families,

Targeted Barriers to Achieving the Goal

- Students not turning in paperwork to the parents and changes of email addresses and phone numbers not updated by the parents.
- Parents not being able to attend meetings, activities, or events scheduled during weekday evenings.

Plan to Monitor Progress Toward the Goal

Check Parent Volunteer Logs, and send home quarterly letters reminding parents the hours they have already completed.

Person or Persons Responsible

Administration and SoBay PTO

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Parents completion of volunteer hours by the end of the school year.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66% when comparing to District scores.

G1.B1 Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.

G1.B1.S1 Teachers will implement teaching strategies in the delivery of instruction and lesson plans to provide assistance with identifying strategies to address the areas of summarization and text evaluation in fiction and nonfiction texts. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

Action Step 1

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

District quarterly benchmark assessments & 2014 FCAT 2.0 Assessment.

Facilitator:

Springboard Facilitator

Participants:

Teacher

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

Teachers will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

Person or Persons Responsible

The Leadership team and MTSS team

Target Dates or Schedule

The team will meet on a monthly basis to review data.

Evidence of Completion

District quarterly benchmark assessments and 2014 FCAT assessment.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers and Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

Person or Persons Responsible

The LLT team and the MTSS.

Target Dates or Schedule

The team will meet on a monthly basis to review data.

Evidence of Completion

District quarterly benchmark assessments and 2014 FCAT 2.0 Assessment.

G1.B2 Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our ELL student population need assistance in the area of vocabulary in relation to advanced words and their meanings.

G1.B2.S1 Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student vocabulary and advanced words and meanings. Supplemental resources and visuals will be used to assist the process for the students.

Action Step 1

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans and Student Weekly Assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

Person or Persons Responsible

The Leadership Team and MTSS Team

Target Dates or Schedule

Monthly (Data Review)

Evidence of Completion

District Quarterly Benchmark Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

Person or Persons Responsible

The LLT team and the MTSS

Target Dates or Schedule

Monthly (Data Review)

Evidence of Completion

District Quarterly Benchmark Assessments and 2014 FCAT 2.0 Assessment

G1.B3 Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our SWD student population need assistance in the area of identifying main idea and relevant details.

G1.B3.S1 Teachers will implement strategies to assist SWD students with attaining strategies necessary in order to increase student recognition of main ideas and relevant details in function and nonfiction texts. Supplemental resources and visuals will be used to assist the process for the students.

Action Step 1

The implementation of effective lesson plans with rigorous and differentiated instruction to target the student needs in order to improve skills that will identify main idea and relevant details in fiction and nonfiction texts. As part of the strategy, the teachers will also incorporate resources such as: main idea tables, summary pyramids, power notes, and venn diagrams.

Person or Persons Responsible

Teachers and the LLT Team

Target Dates or Schedule

On-Going

Evidence of Completion

Teacher Lesson Plans and Differentiated Instruction Groups

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

Teachers will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success in recognition main ideas and relevant details in texts

Person or Persons Responsible

Teachers and LLT Team

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments and Benchmark Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Teachers and the LLT will be responsible for monitoring the implementation of strategies and resources to assist SWD students with gaining the reading strategies necessary for identifying main idea and relevant details in texts.

Person or Persons Responsible

LLT Team and Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Quarterly Interims and 2014 Reading FCAT 2.0 Administration

G1.B4 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 25% to 33% by addressing all areas of Reading.

G1.B4.S1 The teachers will begin to infuse Common Core State Standards through the use of Exemplars of Reading Text to engage students in the level of complexity and quality that the Standards require all students in a given grade band. The FL Reading Wonders will be a resource for planning and delivering instruction. In addition, the implementation of Performance Tasks will engage students on the breadth of texts in which they will encounter in the text types required by the Standards

Action Step 1

Utilizing the FCIM model, teachers will disseminate student data to address the areas of reading as needed. Students will be provided with rigorous lessons to facilitate the attainment of reading strategies.

Person or Persons Responsible

Teacher and LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments and Quarterly Interims

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

Implementation of lesson plans, resources, and assessments.

Person or Persons Responsible

LLT Team and Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Quarterly Interim Assessments and the 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Implementation of resources and strategies to assist students with obtaining reading skills.

Person or Persons Responsible

LLT Team and Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Quarterly Interims and 2014 Reading FCAT 2.0 Administration

G1.B5 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 30% to 33% by addressing all areas of Reading.

G1.B5.S1 Teachers will implement teaching strategies in the delivery of rigorous instruction and lesson plans to provide assistance with identifying strategies to address all areas of Reading. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

Action Step 1

Implementation of effective rigorous lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

District quarterly benchmark assessments & 2014 FCAT 2.0 Assessment

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Teachers will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

Person or Persons Responsible

The Leadership team and MTSS team

Target Dates or Schedule

The team will meet on a monthly basis to review data.

Evidence of Completion

District quarterly benchmark assessments and 2014 FCAT assessment.

Plan to Monitor Effectiveness of G1.B5.S1

Teachers and Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

Person or Persons Responsible

The LLT team and the MTSS.

Target Dates or Schedule

The team will meet on a monthly basis to review data.

Evidence of Completion

District quarterly benchmark assessments and 2014 FCAT 2.0 Assessment.

G1.B6 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in reading from 68% to 71% by addressing all areas of Reading.

G1.B6.S1 Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

Action Step 1

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Weekly Assessments and District Quarterly Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Teachers will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

Person or Persons Responsible

The Leadership team and MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

District Quarterly Benchmark Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Teachers and Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

Person or Persons Responsible

The LLT team and the MTSS.

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims and FCAT 2.0 Reading Administration

G1.B7 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25% in Reading from 67% to 70% by addressing all areas of Reading.

G1.B7.S1 Teachers will implements strategies to assist the lowest 25% of students with attaining strategies necessary in order to increase student vocabulary and advanced words and meanings. Supplemental resources and visuals will be used to assist the process for the students.

Action Step 1

Implementation of effective lesson plans and small group instruction will facilitate the students' needs when addressing vocabulary, advanced words and their meanings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans and Student Weekly Assessments

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

District Benchmark Assessment

Plan to Monitor Effectiveness of G1.B7.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

Person or Persons Responsible

The LLT team and the MTSS

Target Dates or Schedule

Quarterly (Data Review)

Evidence of Completion

District Quarterly Benchmark Assessments and 2014 FCAT 2.0 Assessment

G1.B8 Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Listening and Speaking percentages from 51% to 56% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.

G1.B8.S1 Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student scores in Listening/Speaking, Reading, and Writing areas of CELLA. Supplemental resources and visuals will be used to assist the process for the students.

Action Step 1

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings, and the different areas of CELLA.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans and Student Weekly Assessments

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary, and all areas of CELLA. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

Person or Persons Responsible

Teachers, Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

District Assessments and Student Quarterly Grades

Plan to Monitor Effectiveness of G1.B8.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

Person or Persons Responsible

Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Interim Assessment and 2014 CELLA Administration

G1.B9 Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Reading percentages from 29% to 36% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.

G1.B9.S1 Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student scores in Listening/Speaking, Reading, and Writing areas of CELLA. Supplemental resources and visuals will be used to assist the process for the students.

Action Step 1

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings, and the different areas of CELLA.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans and Student Weekly Assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary, and all areas of CELLA. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

Person or Persons Responsible

Teachers, Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

District Assessments and Student Quarterly Grades

Plan to Monitor Effectiveness of G1.B9.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

Person or Persons Responsible

Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Interim Assessment and 2014 CELLA Administration

G1.B10 Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Writing percentages from 28% to 35% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.

G1.B10.S1 Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student scores in Listening/Speaking, Reading, and Writing areas of CELLA. Supplemental resources and visuals will be used to assist the process for the students.

Action Step 1

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings, and the different areas of CELLA.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans and Student Weekly Assessments

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary, and all areas of CELLA. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

Person or Persons Responsible

Teachers, Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

District Assessments and Student Quarterly Grades

Plan to Monitor Effectiveness of G1.B10.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

Person or Persons Responsible

Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Interim Assessment and 2014 CELLA Administration

G2. The result of the 2013 FCAT 2.0 Mathematics test indicates that 59% district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 65% when comparing to District scores.

G2.B1 Students' lack of prior knowledge in all areas of mathematics needs to be addressed. The composition of the 6th grade class is mainly from a private school setting, where students may not have had the rigorous exposure to the like qualities of the Miami-Dade County curriculum.

G2.B1.S1 Teachers will integrate Math Connections 6th Grade materials along with differentiated instruction into their lessons to better target all levels of learners in the classroom.

Action Step 1

The teacher will incorporate Math Connections materials along with differentiated instruction to meet goals for all different level students in the classroom.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Chapter Tests, differentiated instructions activities, District benchmark assessments, 2014 FCAT 2.0 Assessment.

Facilitator:

Math Coach

Participants:

Classroom Teacher

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Conduct walk-through's, assist in modeling differentiated instruction, and model lessons to address the needs of all learners in the classroom.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Differentiated instruction charts, Chapter tests, Sum Dog on-line activities, FCAT Explorer reports, District benchmark quarterly assessments, and 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Members will conduct walk-throughs, to ensure teachers are conducting differentiated instruction during scheduled times.

Person or Persons Responsible

The LLT and the Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, data from quarterly district benchmark assessments, FCAT Explorer reports, Sum Dog on-line reports, 2014 FCAT 2.0 Assessment.

G2.B2 Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our Hispanic, White, and ED student population need assistance in all areas of grade level mathematics.

G2.B2.S1 Teachers will employ additional researched-based interventions with assistive technology programs which provides interactive, voiced instruction and practice providing alternative approaches to math concepts.

Action Step 1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports; Data Chats; District Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT 2.0

G2.B3 Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our ELL student population need assistance in all areas of grade level mathematics.

G2.B3.S1 Teachers will employ additional researched-based interventions with assistive technology programs which provide interactive, multitude of practice skills designed to develop students' basic mathematic skills in all grade level areas.

Action Step 1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports, Data Chats, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B3.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT 2.0

G2.B4 Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our SWD student population need assistance in the area all areas of grade level mathematics.

G2.B4.S1 Teachers will employ additional research-based interventions with assistive technology programs which provides interactive, voice instruction and practice programs with alternative approaches to math concepts.

Action Step 1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports; Data Chats; District Interim Assessments

Plan to Monitor Effectiveness of G2.B4.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT 2.0

G2.B5 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 28% to 36% by addressing all areas of Mathematics.

G2.B5.S1 Teachers will provide contexts for mathematical exploration and the development of students understanding in all areas of mathematics through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports, Data Chats, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B5.S1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT 2.0

G2.B6 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 26% to 29% by addressing all areas of Mathematics.

G2.B6.S1 Teachers will provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups in order to provide enrichment.

Action Step 1

MTSS team will review intervention data reports biweekly and make recommendations based on needs assessment. Utilizing the FCIM model, the Math Coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B6.S1

MTSS team will review intervention data reports biweekly and make recommendations based on needs assessment. Utilizing the FCIM model, the Math Coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports, Data Chats, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B6.S1

MTSS team will review intervention data reports biweekly and make recommendations based on needs assessment. Utilizing the FCIM model, the Math Coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT 2.0

G2.B7 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in mathematics from 67% to 70% by addressing all areas of Mathematics.

G2.B7.S1 Teachers will employ additional researched-based interventions with assistive technology programs which provides interactive, voiced instruction and practice providing alternative approaches to math concepts.

Action Step 1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports; Data Chats; District Interim Assessments

Plan to Monitor Effectiveness of G2.B7.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT

G2.B8 Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25% in Mathematics from 65% to 69% by addressing all areas of Mathematics.

G2.B8.S1 Teachers will employ additional researched-based interventions with assistive technology programs which provide interactive, multitude of practice skills designed to develop students' basic mathematic skills in all grade level areas.

Action Step 1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports, Data Chats, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B8.S1

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible

The Leadership Team and MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and Mathematics 2014 FCAT 2.0

G3. Based on District data, in the 2012 – 2013 school year 10% of students missed approximately 10% of instructional time. Our goal for the 2013 – 2014 school year is to decrease the percentage rate to 9% when comparing to District percentages.

G3.B1 Students have missed 10% or more of instructional time to due arriving late to school, excessive absences, and students being dismissed before the end of the school day.

G3.B1.S1 Teacher-Parent Conference discussing the importance of attendance, discussing in depth the importance and attendance procedures during Open House, sending parents a copy of the Student/Parent Somerset Academy Bay Handbook that mentions in detail the importance of attendance, and sending reminders though class websites to enforce school attendance.

Action Step 1

Update attendance daily in Electronic Gradebook.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports are printed bi-quarterly as reports are prepared for students to take home.

Facilitator:

GradeBook Manager

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Update teacher information that is uploaded to the online gradebook via Attendance Services.

Person or Persons Responsible

Attendance Manager and Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance bulletins are printed and must be signed by homeroom teachers acknowledging correct attendance for students.

Plan to Monitor Effectiveness of G3.B1.S1

Review Attendance reports printed at the end of each quarter.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports and daily attendance bulletins.

G3.B2 Students that failed courses due to missed instructional time due to truancy or suspensions.

G3.B2.S1 Teacher-Parent Conference discussing the importance of attendance, discussing the in depth importance of attendance procedures and student expected behaviors during Open House; sending parents a copy of the Student/Parent Somerset Academy Bay Handbook where it discusses in detail the importance of attendance, truancy, student behavior, and achievement.

Action Step 1

Updated Attendance (daily) in Electronic Gradebook; open communication with parents in regards to student behavior

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily and On-Going

Evidence of Completion

Attendance Reports and Parent Communication Logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Updated attendance that is uploaded to the online gradebook via Attendance Services.

Person or Persons Responsible

Attendance Manager and Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletins verified by teachers and Attendance Manager.

Plan to Monitor Effectiveness of G3.B2.S1

Review of Attendance Reports and Parent Contact Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Bulletins and Contact Logs

G3.B3 Students that have received one or more behavior referrals and are struggling in academics.

G3.B3.S1 Teacher-Parent Conference discussing the importance of student behavior and consequences. Topics are discussed with parents during Orientation and with students during the first week of school. Both students and parents will receive a copy of the Student/Parent Somerset Academy Bay Handbook, where these topics are discussed in depth.

Action Step 1

Student Anecdotal and Parent Contact Logs

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student Anecdotal and Parent Contact Logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1

The completion of Student Anecdotal and Parent Contact Logs

Person or Persons Responsible

The Leadership and Rtl teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Anecdotal and Parent Contact Logs

Plan to Monitor Effectiveness of G3.B3.S1

Student Anecdotal and Parent Contact Logs

Person or Persons Responsible

Administration and Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Anecdotal and Parent Contact Log

G4. Somerset Academy Bay does not have any students enrolled in any CTE accelerated courses. Our goal for the 2013-2014 school year is to provide teachers and students with the necessary skills to incorporate this area into our school curriculum.

G4.B1 At this time there are no students enrolled in CTE courses due to being a new school with only one 6th grade classroom.

G4.B1.S1 Increase career theme activities through journalism, field trips, and business guest speakers. Also, create a club where students interested in mathematical and science based careers can participate.

Action Step 1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work; Volunteer Logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers

Person or Persons Responsible

Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work and Volunteer Logs

Plan to Monitor Effectiveness of G4.B1.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work; Volunteer Logs; Student Interest Surveys

G4.B2 At this time there are no students enrolled in accelerated CTE courses due to being a new school with only one 6th grade classroom.

G4.B2.S1 Increase career themed activities through journalism, field trips, and business guest speakers. Also, create a club where students interested in mathematical and science based careers can participate.

Action Step 1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work; Volunteer Logs

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work and Volunteer Logs

Plan to Monitor Effectiveness of G4.B2.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work; Volunteer Logs; Student Interest Surveys

G4.B3 At this time there are no students taking CTE exams due to being a new school with only one 6th grade classroom.

G4.B3.S1 Increase career themed activities for students in order to increase student interest in CTE curriculum, therefore having students take courses and CTE exams.

Action Step 1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work; Volunteer Logs

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work and Volunteer Logs

Plan to Monitor Effectiveness of G4.B3.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work; Volunteer Logs; Student Interest Surveys

G4.B4 At this time there are no students enrolled in CTE program concentrators due to being a new school with only one 6th grade classroom.

G4.B4.S1 Increase career themed activities for increased student interest in CTE program concentrators (i.e. student work geared towards mathematics and science, field trips that satisfy CTE content, and local business guest speakers).

Action Step 1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student Work; Volunteer Logs

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Rtl and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work and Volunteer Logs

Plan to Monitor Effectiveness of G4.B4.S1

Student work that focuses on mathematical and science curriculum; reflections on field trips; volunteer logs from guest speakers.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Work; Volunteer Logs; Student Interest Surveys

G4.B5 At this time there are no teachers that hold an industry certification to assist/guide students in the CTE program.

G4.B5.S1 Allow teachers the time/opportunity to attend professional developments that will assist them in guiding students through the CTE program.

Action Step 1

Professional development opportunities and workshops that are CTE based.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development or CTE program training Certificate of Completion

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Professional development opportunities and workshops that are CTE based.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development or CTE program training Certificate of Completion

Plan to Monitor Effectiveness of G4.B5.S1

Professional development opportunities and workshops that are CTE based.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development or CTE program training Certificate of Completion

G5. Our STEM goal for the 2013-2014 is to have 90% student participation in the Science Fair.

G5.B1 Students lack of prior knowledge of scientific terminology, and lack of practice conducting hands-on activities, such as labs and experiments and following The Scientific Method.

G5.B1.S1 Teachers will infuse the Science program with weekly in-class labs that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

Action Step 1

Science Fair resources will be distributed to students and parents

Person or Persons Responsible

Teacher & Science Coach

Target Dates or Schedule

Bi-Quarterly

Evidence of Completion

Completion of the Science Fair projects

Facilitator:

Science Coach

Participants:

Teacher & Science Coach

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The students will complete a Science Fair Project time-line completing the steps necessary for the Scientific Method.

Person or Persons Responsible

Science Coach, The Science Fair Committee, and Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Experiment timeline.

Plan to Monitor Effectiveness of G5.B1.S1

Teachers will monitor students steps to complete the Science Fair Project timeline.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Completed Science Fair Project

G5.B2 Students lack of science-based knowledge can hinder the amount student participation in STEM based activities.

G5.B2.S1 Teachers will infuse the Science program with weekly in-class labs that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

Action Step 1

The distribution of Science Fair resources will be provided and distributed to students and parents with the expectations to increase student participation during the Science Fair

Person or Persons Responsible

Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Completion of Science Fair Projects (participation)

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Science Fair Project timeline is provided to students and parents in order to facilitate and encourage student participation (setting goals along the timeline).

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule

Yearly

Evidence of Completion

Execution and Submission of items as detailed in the Science Fair project Timeline.

Plan to Monitor Effectiveness of G5.B2.S1

Science Fair Project timeline is provided to students and parents in order to facilitate and encourage student participation (setting goals along the timeline).

Person or Persons Responsible

Teacher and Science Coach

Target Dates or Schedule

Yearly

Evidence of Completion

Science Fair Participation and Completed Projects

G6. 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

G6.B1 Students not turning in paperwork to the parents and changes of email addresses and phone numbers not updated by the parents.

G6.B1.S1 Guidance and assistance from the SoBay PTO regarding school wide functions will assist in the increase of parental involvement. Communication with parents will be on-going provided through teacher and school websites (updated weekly), and written communication via the students to their parents. Homeroom parents will also be the liaisons for classroom teachers in order to keep parents informed of upcoming events.

Action Step 1

Email parents about upcoming events, create monthly calendars highlighting important events and sign-up sheets to ensure parental involvement, and update class websites with reminder of important events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Parents volunteering for events such as; Book Fair, Reading Under the Stars, Open House, field trips, Career Day, Science Fair, holiday parties, and fundraisers.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Parent involvement and Commitments for fundraisers.

Person or Persons Responsible

Somerset Academy Bay PTO (SoBay PTO)

Target Dates or Schedule

On-Going

Evidence of Completion

Sign-up sheets, responses to emails, parents attending events and logging in their volunteering hours.

Plan to Monitor Effectiveness of G6.B1.S1

Managing class websites and updating information about important events. Creating sign-up sheets to ensure all parents have the opportunity to participate in different events. Send out email blasts and phone trees with important information and reminders to class parents. Communicate with the teacher the hours parents participate and volunteer so teachers can update Volunteer Logs.

Person or Persons Responsible

Homeroom Parents (Classroom Pals), Teachers, SoBay PTO

Target Dates or Schedule

On-going

Evidence of Completion

Parent involvement in school-wide events/activities, sign-in and sign-up sheets, and updated Volunteer Logs.

G6.B2 Parents not being able to attend meetings, activities, or events scheduled during weekday evenings.

G6.B2.S1 Provide meetings, activities, and events during various hours of the day to allow parents the opportunity to attend. Also, giving ample notification so that parents can make the necessary arrangements to attend the events.

Action Step 1

Inform parents with ample time about meetings, activities, and events. Provide these events during various times in order to meet the needs of as many individuals as possible.

Person or Persons Responsible

SoBay PTO and Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Logs

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Inform parents with ample time about meetings, activities, and events. Provide these events during various times in order to meet the needs of as many individuals as possible.

Person or Persons Responsible

Teachers and SoBay PTO

Target Dates or Schedule

On-Going

Evidence of Completion

Attendane Logs

Plan to Monitor Effectiveness of G6.B2.S1

Inform parents with ample time about meetings, activities, and events. Provide these events during various times in order to meet the needs of as many individuals as possible.

Person or Persons Responsible

SoBay PTO and Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Attendance Logs

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66% when comparing to District scores.

G1.B1 Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.

G1.B1.S1 Teachers will implement teaching strategies in the delivery of instruction and lesson plans to provide assistance with identifying strategies to address the areas of summarization and text evaluation in fiction and nonfiction texts. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

PD Opportunity 1

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

Facilitator

Springboard Facilitator

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

District quarterly benchmark assessments & 2014 FCAT 2.0 Assessment.

G2. The result of the 2013 FCAT 2.0 Mathematics test indicates that 59% district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 65% when comparing to District scores.

G2.B1 Students' lack of prior knowledge in all areas of mathematics needs to be addressed. The composition of the 6th grade class is mainly from a private school setting, where students may not have had the rigorous exposure to the like qualities of the Miami-Dade County curriculum.

G2.B1.S1 Teachers will integrate Math Connections 6th Grade materials along with differentiated instruction into their lessons to better target all levels of learners in the classroom.

PD Opportunity 1

The teacher will incorporate Math Connections materials along with differentiated instruction to meet goals for all different level students in the classroom.

Facilitator

Math Coach

Participants

Classroom Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Chapter Tests, differentiated instructions activities, District benchmark assessments, 2014 FCAT 2.0 Assessment.

G3. Based on District data, in the 2012 – 2013 school year 10% of students missed approximately 10% of instructional time. Our goal for the 2013 – 2014 school year is to decrease the percentage rate to 9% when comparing to District percentages.

G3.B1 Students have missed 10% or more of instructional time to due arriving late to school, excessive absences, and students being dismissed before the end of the school day.

G3.B1.S1 Teacher-Parent Conference discussing the importance of attendance, discussing in depth the importance and attendance procedures during Open House, sending parents a copy of the Student/Parent Somerset Academy Bay Handbook that mentions in detail the importance of attendance, and sending reminders though class websites to enforce school attendance.

PD Opportunity 1

Update attendance daily in Electronic Gradebook.

Facilitator

GradeBook Manager

Participants

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports are printed bi-quarterly as reports are prepared for students to take home.

G5. Our STEM goal for the 2013-2014 is to have 90% student participation in the Science Fair.

G5.B1 Students lack of prior knowledge of scientific terminology, and lack of practice conducting hands-on activities, such as labs and experiments and following The Scientific Method.

G5.B1.S1 Teachers will infuse the Science program with weekly in-class labs that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

PD Opportunity 1

Science Fair resources will be distributed to students and parents

Facilitator

Science Coach

Participants

Teacher & Science Coach

Target Dates or Schedule

Bi-Quarterly

Evidence of Completion

Completion of the Science Fair projects

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66% when comparing to District scores.	\$564
G2.	The result of the 2013 FCAT 2.0 Mathematics test indicates that 59% district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 65% when comparing to District scores.	\$1,970
G5.	Our STEM goal for the 2013-2014 is to have 90% student participation in the Science Fair.	\$50
G6.	2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.	\$125
Total		\$2,709

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Total
Operational	\$739	\$1,970	\$2,709
operational	\$0	\$0	\$0
Total	\$739	\$1,970	\$2,709

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66% when comparing to District scores.

G1.B1 Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.

G1.B1.S1 Teachers will implement teaching strategies in the delivery of instruction and lesson plans to provide assistance with identifying strategies to address the areas of summarization and text evaluation in fiction and nonfiction texts. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

Action Step 1

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

Resource Type

Other

Resource

SpringBoard

Funding Source

Operational

Amount Needed

\$564

G2. The result of the 2013 FCAT 2.0 Mathematics test indicates that 59% district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 65% when comparing to District scores.

G2.B1 Students' lack of prior knowledge in all areas of mathematics needs to be addressed. The composition of the 6th grade class is mainly from a private school setting, where students may not have had the rigorous exposure to the like qualities of the Miami-Dade County curriculum.

G2.B1.S1 Teachers will integrate Math Connections 6th Grade materials along with differentiated instruction into their lessons to better target all levels of learners in the classroom.

Action Step 1

The teacher will incorporate Math Connections materials along with differentiated instruction to meet goals for all different level students in the classroom.

Resource Type

Evidence-Based Materials

Resource

Math Connects 6th Grade

Funding Source

Operational

Amount Needed

\$1,970

G5. Our STEM goal for the 2013-2014 is to have 90% student participation in the Science Fair.

G5.B1 Students lack of prior knowledge of scientific terminology, and lack of practice conducting hands-on activities, such as labs and experiments and following The Scientific Method.

G5.B1.S1 Teachers will infuse the Science program with weekly in-class labs that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

Action Step 1

Science Fair resources will be distributed to students and parents

Resource Type

Other

Resource

Paper to duplicate student packets to review procedures to follow to complete Science Fair Project.

Funding Source

operational

Amount Needed

\$50

G6. 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

G6.B1 Students not turning in paperwork to the parents and changes of email addresses and phone numbers not updated by the parents.

G6.B1.S1 Guidance and assistance from the SoBay PTO regarding school wide functions will assist in the increase of parental involvement. Communication with parents will be on-going provided through teacher and school websites (updated weekly), and written communication via the students to their parents. Homeroom parents will also be the liaisons for classroom teachers in order to keep parents informed of upcoming events.

Action Step 1

Email parents about upcoming events, create monthly calendars highlighting important events and sign-up sheets to ensure parental involvement, and update class websites with reminder of important events.

Resource Type

Other

Resource

Copy paper to print up calendars, memos, and sign-sheets.

Funding Source

operational

Amount Needed

\$125