

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Oaks Academy
1000 OLD DIXIE HWY
Homestead, FL 33030
305-247-3993

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

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 Oaks Academy

Principal

Idalia Suarez M

School Advisory Council chair

Janice Mills

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

Name	Title
Idalia M. Suarez	Principal
Laura Rodriguez-Serna	Intervention Coordinator/SPED Coordinator
Marcelo Gomez	Math and Science Coach
Ximena Cruz	Reading Coach

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Include each position title and the number of people in that position Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Lageyre, Janice Mills, Veronica Closas and Ximena Cruz, Nancy Garcia, Zoila Sobrino, Tosha Fleitas, Diana Sanabia, Elizabeth Cespedes, Lisa Otten, Magaly Fernandez, Sherry Lovellette, Dawn Ferland (educational support), Chloe Suarez (student)

Involvement of the SAC in the development of the SIP

Assist with the development and monitoring of the School Improvement Plan by meeting on a regular basis to discuss school data, discipline and safety. The SAC will help prioritize student needs and recommend strategies to help improve those areas of need.

Activities of the SAC for the upcoming school year

Integration Multimedia training for Brainpop & Safari Montage Scholastic Book Fair Nights, Science Nights, FCAT Informational Meetings & other Parent Nights Accelerated Reading Incentive Program & Workshop Education City Math Digital Software Annual License Learning Village In-house Training Inquiry Based Instruction In-house Training
Integration of Online Resources Go Math Training (ongoing) Review Attendance Policy Review and provide handouts during Open House/Parent Orientation Reading Plus implementation In-house training.

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

Copies of the Student Code of Conduct provided to all parents during the Parent Orientation will cost about \$50.00. Science Fair resource guides and materials provided to all parents for a successful completion of the required Science Fair project will cost about \$75.00. Substitute fees to cover teacher during a professional development of the implantation of the new reading series will cost about @210.00.

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:

Idalia Suarez M

Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

Bachelor of Science in Elementary Education & Master of Science in Educational Leadership

2013 – School Grade C
 Rdg. Proficiency, 66%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 66points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25%
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __ 2012 – School Grade B
 Rdg. Proficiency, 67%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __
 2011 - School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO – __
 Math AMO – __
 2010 - School Grade NG
 Rdg. Proficiency, 82%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% -
 52 points
 Math Imp. of Lowest 25% -
 43 points
 Rdg. AMO – __
 Math AMO – __
 2009 - School Grade NG
 Rdg. Proficiency, N/A

Performance Record

Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced
grades K-2,
therefore, FCAT data is not applicable.

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ximena Cruz

Part-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Bachelor of Science in Elementary Education
 Elementary Certified K-6
 ESOL Endorsed

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 66%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 66points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __
 2012 – School Grade B
 Rdg. Proficiency, 67%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __
 2011 - School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO – __
 Math AMO – __
 2010 - School Grade NG
 Rdg. Proficiency, 82%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% -
 52 points
 Math Imp. of Lowest 25% -
 43 points
 Rdg. AMO – __

Math AMO—
2009 - School Grade NG
Rdg. Proficiency, N/A
Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced
grades K-2,
therefore, FCAT data is not applicable.

Marcelo Gomez		
Part-time / School-based	Years as Coach: 5	Years at Current School: 6
Areas	Mathematics, Science	
Credentials	Bachelor of Science in Elementary Education Elementary Certified K-6 ESOL Endorsed	
Performance Record	<p>2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO – __ Math AMO – __</p> <p>2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO – __ Math AMO – __</p> <p>2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – __ Math AMO – __</p> <p>2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO – __</p>	

Math AMO—
2009 - School Grade NG
Rdg. Proficiency, N/A
Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced
grades K-2,
therefore, FCAT data is not applicable.

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Rtl/MTSS	
Credentials	Bachelor of Science in Special Education	
Performance Record	<p>2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO – __ Math AMO – __</p> <p>2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO – __ Math AMO – __</p> <p>2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – __ Math AMO – __</p> <p>2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO – __ Math AMO – __</p> <p>2009 - School Grade NG Rdg. Proficiency, N/A</p>	

Math Proficiency, N/A
 Rdg. Lrg. Gains, N/A
 Math Lrg. Gains, N/A
 Rdg. Imp. of Lowest 25% -
 N/A
 Math Imp. of Lowest 25% -
 N/A
 Rdg. AMO – N/A
 Math AMO– N/A
 *During the 08-09 school year, Somerset Arts Academy serviced
 grades K-2,
 therefore, FCAT data is not applicable.

Classroom Teachers

of classroom teachers

3

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

3, 100%

ESOL endorsed

, 0%

reading endorsed

1, 33%

with advanced degrees

1, 33%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

2, 67%

with 6-14 years of experience

1, 33%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

0, 0%

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

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

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. MTSS Leadership Team will hold regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. This is conducted through regular Data Chat sessions to analyze student progress and target instruction through Differentiated Instruction.
3. The MTSS Leadership team will Determine how students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. The MTSS Leadership team will respond when grades, subject areas, classes, or individual students

have not shown a positive response.

5. The MTSS Leadership team will respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. The MTSS Leadership team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. The MTSS Leadership Team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring, 4 times per year, and ongoing progress monitoring measures monthly that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)

Administrator(s), Idalia M. Suarez (Principal) and Laura Rodriguez-Serna (Intervention Coordinator) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists
 - o Ximena Cruz, Marcelo Gomez, and Laura Rodriguez-Serna
- Special education personnel
 - o Laura Rodriguez-Serna
- School psychologist (specify name)
 - o Richard A. Sasseville, Psy. D.
- Member of advisory group, community stakeholders, parents:
 - o Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Lageyre, Janice Mills, Jessica Mesa and Ximena Cruz, Nancy Garcia, Zoila Sobrino, Tosha Fleitas, Summer Alzamora, Mayleth Chico, Angela Zorilla, Dawn Ferland (educational support), Sophia Serna (student).

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team, such as Idalia M. Suarez (Principal), Laura Rodriguez (Intervention Specialist), Ximena Cruz (Reading coach), and Marcelo Gomez (Math and Science Coach) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected MTSS leadership Team members, the general education teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team such as Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Lageyre, Janice Mills, Samantha Schwartz and Ximena Cruz, Nancy Garcia, Zoila Sobrino, Tosha Fleitas, Diana Sanabia, Elizabeth Cespedes, Lisa Otten, Dawn Ferland (educational support), Chloe Suarez (student)

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

The Tier 1 and Tier 2 worksheets document individual student goals and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4-step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered, such as EASYCBM, Interim Assessment, Voyager Coldreads and/or SuccessMaker, through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Academic

Baseline data: Baseline and Interim Assessments, Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR AP1), Florida Comprehensive Assessment Test (FCAT), Standardize Achievement Test (SAT), Comprehensive English Language Learning Assessment (CELLA) and Easycbm.com

Progress Monitoring: PMRN, Easycbm, STAR reading assessment

FCAT Simulation, FCAT Testmaker, District Benchmark Assessment, Florida Assessment for Instruction in Reading (FAIR AP2)

End of year: FAIR-AP3, FCAT, SAT-10, CELLA, STAR Reading, FCAT Testmaker, District Benchmark Post Test.

Frequency of Data Days: once a month for data analysis

Once data is collected, teachers analyze and log the data on to their data matrix, they also keep a data wall and change to reflect student progress. Teachers also have ongoing data chats with their students. In addition, teachers schedule data chats with administration where all student data is reviewed.

Individual student data is also reviewed at the monthly SST meeting.

Behavior

Student Case Management System

Detentions

Suspensions

Referrals by student behavior, staff behavior, and administrative context

Attendance

Functional Assessment

Frequency Monitoring

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

The MTSS team will provide the school with the proper framework for effective MTSS. The framework will be aligned with the policies and procedures of the district, the school and the classroom. The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services. The school will provide ongoing data driven professional development activities that align to core student goals. The school will continuously communicate outcomes with stakeholders and celebrate successes frequently.

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: 3,840

The school adopted the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer after school tutoring to all students in a PMP. The National Elementary Honor Society will provide the tutoring session to all K-2 students on a PMP. The club sponsor will monitor the tutoring program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The After School tutoring program will be monitoring student progress through the use of Easycbm.com mini assessments and STAR assessments. A data matrix will be used to identify and determine the effectiveness of the strategies being utilized during tutoring and to better target instruction during the tutoring session. FAIR and SAT-10 scores will also be used to determine effectiveness of the tutoring program as a whole.

Who is responsible for monitoring implementation of this strategy?

The Leadership team will monitor the effectiveness of the tutoring program through Easycbm.com , STAR, FAIR and SAT-10 data.

Literacy Leadership Team (LLT)

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

Name	Title
Idalia M. Suarez	Principal
Laura Rodriguez-Serna	Intervention Coordinator/SPED Coordinator

Name	Title
Michelle Lageyre	Department Chairperson
Ximena Cruz	Reading Coach
Marcelo Gomez	Math and Science Coach

How the school-based LLT functions

The LLT will review progress by monitoring data gathered at each grade level meetings. The team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify several strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation as well as monitoring progress.

Major initiatives of the LLT

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. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.
- The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often.
- Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.

The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Every Teacher Contributes to Reading Instruction

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

Teachers will provide daily interventions through small group instruction in addition to DI.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The school invites all families to an orientation so that families may familiarize themselves with the school. Also, weekly tours of the school are scheduled with families who are interested in attending the school.

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

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>		14%
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>		1%
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>		8%

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)	6		7
Participation in STEM-related experiences provided for students	54	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

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

During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Orientation	37	100%	100%

Goals Summary

- G1.** During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.
- G2.** Our STEM goal for the 2013-2014 school year is 100% student participation in the science fair.
- G3.** 54% of our students were proficient in the 2012-2013 Math SAT-10. Our expected level of performance for the 2014 SAT-10 is 60%.
- G4.** 67% of our students were proficient in the 2012-2013 SAT-10. Our expected level of performance for the 2014 SAT-10 in 70%.
- G5.** During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

Goals Detail

G1. During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Parent/Student Contract and Student Code of Conduct.

Targeted Barriers to Achieving the Goal

- New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

Plan to Monitor Progress Toward the Goal

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Administrator, Dean of Discipline and teacher.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Parent Communication Log Detention Log Referral Notices Suspension Report

G2. Our STEM goal for the 2013-2014 school year is 100% student participation in the science fair.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science A-Z and Science fair informational packet

Targeted Barriers to Achieving the Goal

- Parents lack the knowledge of the scientific method to assist the student in the completion of a science fair project.

Plan to Monitor Progress Toward the Goal

Science fair committee will judge each experiment/science fair project and see if goal was met.

Person or Persons Responsible

Science coach and science fair committee

Target Dates or Schedule:

January 2014

Evidence of Completion:

completed science fair project

G3. 54% of our students were proficient in the 2012-2013 Math SAT-10. Our expected level of performance for the 2014 SAT-10 is 60%.

Targets Supported

Resources Available to Support the Goal

- GO math common core series, GO math NGSSS series and I-Ready.

Targeted Barriers to Achieving the Goal

- Based on the 2012-2013 SAT-10 scores, students achieving a stanine score of 3 or less were deficient in number operation.

Plan to Monitor Progress Toward the Goal

Members of the leadership team with review reports to monitor student's progress.

Person or Persons Responsible

The leadership team and the math coach.

Target Dates or Schedule:

Monthly data chats.

Evidence of Completion:

Interim Assessments, I-Ready reports.

G4. 67% of our students were proficient in the 2012-2013 SAT-10. Our expected level of performance for the 2014 SAT-10 in 70%.

Targets Supported

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

Resources Available to Support the Goal

- In class, students will participate in listening centers and read along with a story as it is being narrated to them. Students will have the opportunity for silent reading and small group setting.
- In class, students will listen to books being narrated to them using Tumblebooks. Students will be exposed to a class/school library.

Targeted Barriers to Achieving the Goal

- Those students not meeting stanine 4 and above have a deficiency in reading fluency and comprehension.
- Students in the ELL program that scored non proficient in CELLA, had a deficiency in listening and speaking skills.

Plan to Monitor Progress Toward the Goal

Analyze data and adjust instruction as needed

Person or Persons Responsible

Classroom Teacher/Leadership Team/ LLT/ MTSS team

Target Dates or Schedule:

Monthly and bi-weekly

Evidence of Completion:

Data Matrix, Data Wall, Journeys assessment scores

G5. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- To communicate events and opportunities to participate through email blast, school website host, flyers and Connect Ed.

Targeted Barriers to Achieving the Goal

- Parents may need to be informed of the variety of school activities to increase participation.

Plan to Monitor Progress Toward the Goal

Review sign in sheets to determine the number of parents attending school events.

Person or Persons Responsible

Parent Liaison, Teachers and Administrator

Target Dates or Schedule:

ongoing

Evidence of Completion:

Sign in sheets, Climate Survey, Volunteer Logs, Survey Parents after every event.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.

G1.B1 New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

G1.B1.S1 Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct.

Action Step 1

Monitor Parent Contact Logs and detention logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Teacher, Dean of Discipline and Administrator

Target Dates or Schedule

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Evidence of Completion

Parent Communication Log, Detention Logs Suspension Report.

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

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Teachers, Administrator and Dean of Discipline

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Communication Log Detention Logs Referral Notices Suspension Report

Plan to Monitor Effectiveness of G1.B1.S1

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Administrator and Dean of Discipline

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Communication Log Detention log Referral Notices Suspension Report

G2. Our STEM goal for the 2013-2014 school year is 100% student participation in the science fair.

G2.B1 Parents lack the knowledge of the scientific method to assist the student in the completion of a science fair project.

G2.B1.S1 The school will provide additional support by sending additional resources describing the scientific method, which will facilitate the process.

Action Step 1

Science coach will distribute science fair resources packets using science A-Z.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

December 2013

Evidence of Completion

Complete science fair project

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

Teacher will monitor student progress by assisting them in writing proper scientific method steps and complete a check off list of procedures.

Person or Persons Responsible

Science coach

Target Dates or Schedule

ongoing

Evidence of Completion

Complete science fair project

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will monitor the scientific process as the students complete each portion of the scientific method.

Person or Persons Responsible

Science coach

Target Dates or Schedule

ongoing

Evidence of Completion

Completion of science fair project in December

G3. 54% of our students were proficient in the 2012-2013 Math SAT-10. Our expected level of performance for the 2014 SAT-10 is 60%.

G3.B1 Based on the 2012-2013 SAT-10 scores, students achieving a stanine score of 3 or less were deficient in number operation.

G3.B1.S1 Teacher will implement the Go Math series along with other resources including I-ready.

Action Step 1

Implement the Go math series, benchmark assessment, and I-Ready.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Go Math assessments, Benchmark assessment reports, Interim assessments.

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

Data from the assessments will be used in order to monitor student's knowledge in areas of deficiencies.

Person or Persons Responsible

The leadership team and the math coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Weekly benchmark assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor math weekly benchmark assessments and I-Ready reports to determine student's progress on benchmarks

Person or Persons Responsible

The leadership team and the math coach.

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Interim Assessments, and I-ready reports.

G4. 67% of our students were proficient in the 2012-2013 SAT-10. Our expected level of performance for the 2014 SAT-10 in 70%.

G4.B1 Those students not meeting stanine 4 and above have a deficiency in reading fluency and comprehension.

G4.B1.S1 Teachers will use Houghton Mifflin Journeys series, tumblebooks, read alouds and interventions to increase reading fluency. Students will be exposed to COmmon Core Task cards to address concerns in comprehension skills.

Action Step 1

Following the FCIM model, interim assessment score reports and benchmark assessments will be reviewed to adjust instruction as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Journeys Reading weekly assessments, Interim assessments and benchmark assessments

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

Analyze data and adjust instruction and intervention as needed

Person or Persons Responsible

Leadership Team, MTSS team, LLT

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Data Matrix, Data Wall, Journeys assessment scores

Plan to Monitor Effectiveness of G4.B1.S1

Analyze data and adjust instruction and intervention as needed

Person or Persons Responsible

Leadership Team, LLT, MTSS team

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

Data Matrix, Data Wall, Journeys assessment scores

G4.B2 Students in the ELL program that scored non proficient in CELLA, had a deficiency in listening and speaking skills.

G4.B2.S1 The students will be exposed to a variety of children's literature, through the use of a listening center. Students will have to answer verbally to any comprehension questions asked.

Action Step 1

Analyze data and adjust instruction as needed based on CELLA reports, interim assessment reports and benchmark assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

interim assessments and benchmark assessments

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

Using the FCIM model, we will analyze data and adjust instruction as needed based on Cella Score reports, interim assessment reports and benchmark assessments

Person or Persons Responsible

Leadership team and MTSS team

Target Dates or Schedule

bi-weekly and monthly data chat meetings

Evidence of Completion

interim assessments and benchmark assessments

Plan to Monitor Effectiveness of G4.B2.S1

The LLT team will review benchmark assessment data in order to monitor student progress and make adjustments as necessary.

Person or Persons Responsible

The leadership team, reading coach and MTSS team

Target Dates or Schedule

bi-weekly meetings and monthly data chat meetings

Evidence of Completion

Interim assessments, benchmark assessments

G5. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

G5.B1 Parents may need to be informed of the variety of school activities to increase participation.

G5.B1.S1 Open House-Curriculum Review FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards Family Olympics Book Fair Nights Take-home projects

Action Step 1

Review sign in sheets to determine the number of parents attending school events and volunteering.

Person or Persons Responsible

Teachers, Administrators, Parent Liaison will use various forms of media to better communicate school activities, events and plans to all stakeholders.

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Survey Parents after every event.

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

Review sign in sheets to determine the number of parents attending school events and volunteer logs.

Person or Persons Responsible

Parent Liaison, Teacher and Administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Volunteer logs, Survey Parents after every event.

Plan to Monitor Effectiveness of G5.B1.S1

Review sign in sheets to determine the number of parents attending school events. During Parent Association meetings, parents will be encouraged to provide feedback on the school's communication to all stakeholders.

Person or Persons Responsible

Parent Liaison, Teachers and Administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Climate Survey, Volunteer Logs, Parents Surveys after every event.

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.	\$50
G2.	Our STEM goal for the 2013-2014 school year is 100% student participation in the science fair.	\$75
G4.	67% of our students were proficient in the 2012-2013 SAT-10. Our expected level of performance for the 2014 SAT-10 in 70%.	\$210
G5.	During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.	\$500
Total		\$835

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
EESAC	\$50	\$285	\$335
Internal	\$500	\$0	\$500
Total	\$550	\$285	\$835

Budget Details

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

G1. During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.

G1.B1 New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

G1.B1.S1 Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct.

Action Step 1

Monitor Parent Contact Logs and detention logs for evidence of communication with parents of students whom have had behavior issues.

Resource Type

Other

Resource

Copies provided to parents during orientation of the Student Code of Conduct.

Funding Source

EESAC

Amount Needed

\$50

G2. Our STEM goal for the 2013-2014 school year is 100% student participation in the science fair.

G2.B1 Parents lack the knowledge of the scientific method to assist the student in the completion of a science fair project.

G2.B1.S1 The school will provide additional support by sending additional resources describing the scientific method, which will facilitate the process.

Action Step 1

Science coach will distribute science fair resources packets using science A-Z.

Resource Type

Evidence-Based Program

Resource

Resource guide and materials provided to all parents to assist their children in the completion of the required Science Fair project.

Funding Source

EESAC

Amount Needed

\$75

G4. 67% of our students were proficient in the 2012-2013 SAT-10. Our expected level of performance for the 2014 SAT-10 in 70%.

G4.B1 Those students not meeting stanine 4 and above have a deficiency in reading fluency and comprehension.

G4.B1.S1 Teachers will use Houghton Mifflin Journeys series, tumblebooks, read alouds and interventions to increase reading fluency. Students will be exposed to COmmon Core Task cards to address concerns in comprehension skills.

Action Step 1

Following the FCIM model, interim assessment score reports and benchmark assessments will be reviewed to adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Substitute fee for Teachers while they attend a PD to implement the new reading series.

Funding Source

EESAC

Amount Needed

\$210

G5. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

G5.B1 Parents may need to be informed of the variety of school activities to increase participation.

G5.B1.S1 Open House-Curriculum Review FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards Family Olympics Book Fair Nights Take-home projects

Action Step 1

Review sign in sheets to determine the number of parents attending school events and volunteering.

Resource Type

Other

Resource

Copies of the logs, agendas and flyers needed for Parent nights, events and meetings.

Funding Source

Internal

Amount Needed

\$500