

Somerset Academy Bay



2014-15 School Improvement Plan

Somerset Academy Bay

9500 SW 97TH AVE, Miami, FL 33176

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

12%

Alternative/ESE Center

No

Charter School

Yes

Minority

83%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Somerset Academy Bay is to provide a loving, caring, and supportive educational environment which promotes the total development of each child: moral, intellectual, social, emotional, and physical; while holding exemplary, high expectations of all stakeholders.

Provide the school's vision statement

At Somerset we will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

School Environment

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

At Somerset Bay we have yearly cultural festivals where students have the opportunity to share and learn about each other's culture. Also, teachers are encouraged to employ diversity within the classroom as they attempt make connections with their students.

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

The students are provided with before and after-care services for those that arrive early or leave late. Even if a student is not enrolled in the program, staff members work with student families in order to provide security during those unexpected situations. A culture of emergency and safety procedures is established with students throughout the first few weeks of school to ensure safety throughout the school day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The main focus of the school's behavioral system is followed by the Student Code of Conduct and Character Education. From the commencement of the school year parents are made aware of the school and teacher's expectations for classroom management for the year. Students are also informed about the behavioral system and provided with classroom expectations and protocols for disciplinary actions. To enhance better behavior choices among students, the school reinforces our Social Studies program with Character Education lessons.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Being that the school does not have a counselor, student emotional needs are met through student-teacher conferences. Conferences can also include parents as needed, as well as administration. All conferences are recorded in student anecdotal records and parent contact forms as needed.

Early Warning Systems

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

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

Student attendance and truancy is noted through the electronic grade book attendance tab and supported the the school's Attendance Manager. All attendance notifications (i.e. absences, tardy, suspension) are supported and documented by teachers, Attendance Manager, and/or administration.

Students With 90% or Below Attendance Rates: Teachers work with students to provided necessary lessons and classwork that may have been missed during the time out of school.

Students With Suspension(s): Parent conferences are held and teachers work with students in order to complete missing lessons and/or classwork. Preventative measures are taken on a case by case basis to further prevent any future suspensions.

Students Who Fail ELA or Math: Intervention systems are provided for students who have achieved below grade-level grades in the named subjects. Students in the elementary grades receive 30 minutes of daily intervention via the use of Wonder Works. In addition, teachers provide differentiated instruction in the classroom as needed.

Level 1 Students on Reading or Math State Tests: Intervention systems are provided for students who achieved a Level 1 of the state tests. These students are given an additional 30 minutes of instruction for reading as part of a pull-out intervention programs. Additional scaffolding and differentiated instruction is provided for students meeting the set criteria.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	K	1	2	3	5	
Attendance below 90 percent	3	1	1	0	0	5
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	1	1	2

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Early Warning Systems Intervention: Students meeting the criteria set forth will be placed in Reading Intervention using Wonder Works. Students will also be placed on a free FSA tutoring program after-school for additional preparations of the state tests. These interventions also benefit students with 2 or more indicators in the early warning system.

Within the classroom teachers also provide additional support for students who need assistance due to absences, suspensions, and academic progress. In addition to differentiated instructions, teachers also have continuous communication with parents in order to provide additional support from home.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

In order to increase parental involvement the school provides a variety of activities and events at an array of times to cater to the difference working schedules of parents. We have a strong PTO that enables the school and teachers to keep strong communications with all our families.

The school's mission and vision is posted in all classrooms, common areas where parents are likely to gather, and on our school website. Through the open communication of our families we are able to demonstrate our mission and vision through each activity, event, and program.

In regards to keeping parents informed there is an open communication with all teachers. Teachers also have a class website where communication is facilitated with parents. In addition, teachers make it imperative that all families have a dadeschools portal to view student grades and progress between distributed progress reports and report cards.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the continuous efforts of our PTO, Somerset Academy Bay has been able to build strong partnerships with business members in the area. We support the involvement of local business through various community events and sponsorship opportunities.

Local partners are asked to provide donations as student incentives, and are also invited to participate in school-wide family events and functions. Through money raised using local vendors we are able to purchase additional resources to enhance student academics and classroom projects.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hernandez, Saili	Principal
Menendez, Magaly	Instructional Coach
Perez, Mileydi	Teacher, K-12
Lopez, Marisabel	Teacher, K-12

Duties

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

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

Magaly 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.

Marisabel Lopez-Perera – 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, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

The team will meet periodically to engage in the following activities: Evaluate data and correlate it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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. Within the services offered, the school used WonderWorks, an in-house interventionist, and the assistance of supplemental resources and classroom assistants.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mileydi Perez-Grijalva	Teacher
Fernando Menendez	Business/Community
Saili Hernandez	Principal
Marisabel Lopez	Teacher
Michelle Peterson	Education Support Employee
Roxanna Cachinero	Teacher
Claudette Casal	Parent
Isel Cardero	Parent
Eileen Ramos	Parent
Yadira Veres	Parent
Rebecca Peterson	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The EESAC committee played an integrated role in the evaluation of last year's SIP. The committee met with the individuals that composed the SIP and reviewed its completion at the beginning of the school year, as well as the mid-year review and reflection. The EESAC committee agreed with all areas brought forth in regards to the school's goals, barriers, and strategies in meeting students needs. The EESAC committee provided guidance and support in enforcing any necessary goals set forth by the plan as it was reviewed in the beginning, middle, and end of the school year.

Development of this school improvement plan

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. At the current time, the committee met on October 6, 2014 and approved the SIP as it is to be presented to the District.

Preparation of the school's annual budget and plan

School annual budget funds will be used to provide student interventions and incentives. Funds will support the need for intervention materials (i.e. interventionists, intervention program materials, incentives, etc). Incentives will be provided to students as motivators for testing. These aspects were agreed upon during the EESAC meeting on October 6, 2014.

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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. WonderWorks, iReady, etc). Incentives will be provided to students as motivators for testing. The money allocated for such items will be minimal due to the low quantity of student population and EESAC funds. Exact amounts will be determined upon receipt of FTE funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hernandez, Saili	Principal
Menendez, Magaly	Assistant Principal
Perez, Mileydi	Teacher, K-12
Lopez, Marisabel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

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

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

Teachers work collaboratively in vertical and horizontal planning. Administration encourages teachers to use common planning time as they prepare lessons for student enrichment and intervention. Teachers are also encouraged to communicate with other grade levels as they can communicate trends, patterns, and expectations. The school also conducts a variety of team-building activities to facilitate partnership workings among teachers and allow the use of sharing "best practices" as they arise.

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

The Principal along with the Leadership Team will solicit referral from current employees. 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.

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

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

The mentor and mentored 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 mentored. Time is given for feedback, modeling, and planning. Possible opportunities for professional development will be discuss.

Mrs. Menendez will work with new teachers to Somerset Bay as she mentors their transition to the school culture, student needs, and desired routines.

Mrs. Alfonso will oversee and mentor the kindergarten level as she guides her team to meet grade level expectancies and provide teacher guidance.

Mrs. Lopez will oversee and mentor the first grade level as she guides her team to meet grade level expectancies and provide teacher guidance.

Mrs. Zarut will oversee and mentor the second level as she guides her team to meet grade level expectancies and provide teacher guidance.

Mrs. Menendez will act a the Reading Department Chair for grades 3 through 5 in the mentoring of new testing information, benchmarks, pacing guides, standards, and all other pertinent areas of the subject. She will also provide guidance as to the individual grade level expectancies and assist with teacher guidance.

Mrs. Grijalva will act a the Math and Science Department Chair for grades 3 through 5 in the mentoring of new testing information, benchmarks, pacing guides, standards, and all other pertinent areas of the subjects. She will also provide guidance as to the individual grade level expectancies and assist with teacher guidance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Administration, department chairs, and grade level chairs will be responsible to ensure that teachers follow and adhere to the district pacing guide. The pacing guide has been made available to all teachers by their mentor. Also, named individuals will monitor teacher lesson plans to make certain that they adhere to the grade level expectancies and alignment to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school disseminates school data with teachers as they become available. The data is used to apply in the selection for students in the intervention groups and for targeted groups within the classroom. Teachers use the provided data to target student needs through differentiated instruction to assist students with low scores and supplement enrichment for students with high scores.

In specific, students that need further assistance are provided intervention opportunities on a daily basis. Classroom teachers also have the ability to supplement student instruction through the use of various technology programs to better assist student growth. Differentiated instruction is also used in the classroom to meet student needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: 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 after-school tutoring in core academic subjects. Conversations with those providing the tutoring will be held in order to analyze data on Interim and weekly assessments and determine whether or not the students are benefiting.

In addition to the tutoring enrichment programs that will be offered after school, we also promote a well-rounded education through the following programs which include, but are not limited to: Boys Scouts, Girl Scouts, flag football, soccer, Glee Club, and Chess Club.

Strategy Rationale

In providing students with the opportunity to master their area of need, as well as enriching the curriculum of students achieving at level or above, we feel we are developing a well-rounded student upon the completion of the elementary grades.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Menendez, Magaly, maggiemenendez@dadeschools.net

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

Data is collected from Baseline Assessments, Interim Assessments, and weekly assessments, using ThinkGate 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.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Somerset Academy Bay has a connection within the community and other pre-schools. We cater to accepting siblings of current students and then proceed to meeting the needs of those in the community. This facilitates the transition process of students entering Kindergarten. Once a student has been selected through the process of a lottery, we welcome the students and families to become familiar with the school. Somerset Bay provides tours to new families, as well as a Parent Orientation prior to the commencement of the school year. In-coming kindergarten students are assessed in order to see their strengths and areas of growth, including kindergarten readiness. Furthermore, the areas of social/emotional development are also assessed using this instrument. As a result, this data is released to their kindergarten teacher, who will use this information as a guide to plan his/her instruction. Upon entering 5th grade, students are guided through a process that will allow them to

transition into middle school. Although it is anticipated that the majority of our 5th grade student population feeders into our in-house middle school, we also make certain that the academic and independent preparations of the students allows them to succeed in their future endeavors. In addition, the school works with families that wish to transfer their children out of our campus as we assist in the process of the documentation needed.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Somerset Academy Bay will implement writing strategies across all content areas.
- G2.** Somerset Academy Bay will work on minimizing the amount of instructional time that a student loses due to absences/suspensions throughout the school year. We will also work with students who exhibit indicators of the EWS in order to increase academic progress.
- G3.** In preparing students for college and career readiness, Somerset Academy Bay teachers will incorporate STEM activities on a monthly basis to further enhance the curriculum in place.
- G4.** It is Somerset Academy Bay's goal to exceed last year's achievement of 90% of parent attendance and involvement in activities that take place during and after school.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Somerset Academy Bay will implement writing strategies across all content areas. 1a

G045872

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- In order to improve writing and responding to text, students will be exposed to additional nonfiction, realistic fiction, and historical fiction to better support the writing component of the new state test administration. Students will effectively incorporate writing as they analyze problem-solving in the areas of Math and Science. Social Studies will also be address through analytical and opinion-based writing as content is covered in the classroom. Teachers will have resources and support via intervention programs, resource room, in-house Professional Developments that disseminate district information, and Professional Developments that focus on writing.

Targeted Barriers to Achieving the Goal 3

- Due to the novelty of the new test administration, students will need to be exposed to new strategies for answering questions that involving more analytical writing, process explanations, and relating to texts as required by question prompts. This process of writing will be used in Reading - as students respond to nonfiction, realistic fiction, and document-based sources; in Math and Science as part of the problem-solving process, and in Social Studies as students address current and historical information within classroom lessons.

Plan to Monitor Progress Toward G1. 8

Teachers will administer quarterly writing prompts that will monitor the effectiveness of the school goal implementation.

Person Responsible

Marisabel Lopez


Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The results of students quarterly prompts graded using the new rubric for scoring writing prompts.

G2. Somerset Academy Bay will work on minimizing the amount of instructional time that a student loses due to absences/suspensions throughout the school year. We will also work with students who exhibit indicators of the EWS in order to increase academic progress. 1a

 G048626

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	9.0
Discipline incidents	0.0
Students exhibiting two or more EWS indicators (Total)	2.0

Resources Available to Support the Goal 2

- Open communication with families via teacher and school websites, along with parent contact to address specific situations.

Targeted Barriers to Achieving the Goal 3

- Absences due to health related issues, tardy arrivals, and early release situations, and suspensions have contributed to students losing instructional time within the classroom. At times, the loss of instructional time has also affected classroom performance.

Plan to Monitor Progress Toward G2. 8

Attendance records will be monitored to identify students that have been missing instructional time due to absences, tardy, and/or early release.

Person Responsible

Saili Hernandez

Schedule

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

Evidence of Completion

Attendance Records

G3. In preparing students for college and career readiness, Somerset Academy Bay teachers will incorporate STEM activities on a monthly basis to further enhance the curriculum in place. 1a

G048639

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	79.0

Resources Available to Support the Goal 2

- SEA Program which enriches student learning through the incorporation of STEM activities.

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge about STEM and science content application/analysis.

Plan to Monitor Progress Toward G3. 8

Teacher attendance logs will be monitored to make sure that Science Professional Development trainings are being attended, along with the implementation of STEM activities within the classroom.

Person Responsible

Mileydi Perez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher attendance to STEM related professional developments, along with evidence of STEM implementation in lesson plans will be collected/observed to demonstrate progress towards the goal.

G4. It is Somerset Academy Bay's goal to exceed last year's achievement of 90% of parent attendance and involvement in activities that take place during and after school. 1a

G048967

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Depending of the time and location that an activity is planned, parents may be unable to attend/participate.

Plan to Monitor Progress Toward G4. 8

Teacher website view counts and attendance/volunteer logs will be used to monitor the progress in attendance of parents at school activities and events.

Person Responsible

Saili Hernandez

Schedule

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

Evidence of Completion

Parent attendance and volunteer logs will be used to observe the amount of parents attending school activities/events.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Somerset Academy Bay will implement writing strategies across all content areas. **1**

 G045872

G1.B1 Due to the novelty of the new test administration, students will need to be exposed to new strategies for answering questions that involving more analytical writing, process explanations, and relating to texts as required by question prompts. This process of writing will be used in Reading - as students respond to nonfiction, realistic fiction, and document-based sources; in Math and Science as part of the problem-solving process, and in Social Studies as students address current and historical information within classroom lessons. **2**

 B113439

G1.B1.S1 In order to properly implement effective FSA/Common Core writing strategies within the classroom, in-house Professional Developments will be offered to our faculty in order to properly train teachers on the writing component of the new Florida State Standards. **4**

 S124837

Strategy Rationale

Due to the fact that direct teacher trainings can be limited by the district, the Reading Coach will disseminate information received during quarterly coach meetings by the district.

Action Step 1 **5**

As a start, teachers will receive training on the item specifications of the new Florida Standards Assessment as they implement these strategies across all content areas.

Person Responsible

Magaly Menendez

Schedule

On 9/25/2014

Evidence of Completion

Teacher lesson plans will be monitored for the use of best practices involving item specifications.

Action Step 2 5

Teachers will receive in-house Professional Developments where they will learn any new/updated information pertaining to writing as it is disseminated by the district.

Person Responsible

Magaly Menendez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans will be monitored for the use of best practices.

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

In order to observe the effectiveness of the action plan, lesson plans will be monitored along the results of interim testing to show student growth.

Person Responsible

Saili Hernandez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans and interim test data.

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

Student data will be monitored to provide evidence of effective implementation of Florida Standards

Person Responsible

Marisabel Lopez

Schedule

Quarterly, from 8/18/2014 to 5/24/2015

Evidence of Completion

Student data on interim and state tests.

G2. Somerset Academy Bay will work on minimizing the amount of instructional time that a student loses due to absences/suspensions throughout the school year. We will also work with students who exhibit indicators of the EWS in order to increase academic progress. 1

G048626

G2.B1 Absences due to health related issues, tardy arrivals, and early release situations, and suspensions have contributed to students losing instructional time within the classroom. At times, the loss of instructional time has also affected classroom performance. 2

B121319

G2.B1.S1 Teachers will keep an updated classroom website that will allow students to stay informed on any missed information when absent. Teachers will also provide students with lost academic material during the time they were not in class. Additional support will be provided, on an as needed basis, to assist students struggling in a given academic area. 4

S133265

Strategy Rationale

By keeping the students informed of missed information, they can benefit from not falling behind on covered material.

Action Step 1 5

Teachers will maintain open communication with students and their families about any academic material that was missed due to an absence, tardy, suspensions, or early release. Teachers will also have open communication with parents in regards to student progress in class. Teacher will provide guidance to student families as needed.

Person Responsible

Mileydi Perez

Schedule

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

Evidence of Completion

Attendance Records and Parent Communication Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will be provided with contact logs to note any communication with the families.

Person Responsible

Saili Hernandez

Schedule

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

Evidence of Completion

Communication logs will be gathered that display evidence of communication with families in regards to lost instructional time and communication of class material covered.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance reports along with communication logs will be used to monitor open communication with families.

Person Responsible

Saili Hernandez

Schedule

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


Evidence of Completion

Attendance Records and Communication Logs


G3. In preparing students for college and career readiness, Somerset Academy Bay teachers will incorporate STEM activities on a monthly basis to further enhance the curriculum in place. 1

 G048639

G3.B1 Teacher knowledge about STEM and science content application/analysis. 2

 B121354

G3.B1.S1 Provide teachers with the opportunity to attend Professional Developments that can assist them in obtaining information in regards to STEM and the scientific process. It is expected that teachers incorporate STEM activities into their lesson plans. 4

 S134243

Strategy Rationale

By giving teachers information and resources about STEM, they will be able to effectively incorporate lessons within their classrooms.

Action Step 1 5

Provide teachers with information of upcoming Science workshops, especially those related to STEM.

Person Responsible

Mileydi Perez

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Emails and/or memos provided to teachers communicating upcoming workshops.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teacher lesson plans will be monitored for evidence of STEM project implementation.

Person Responsible

Saili Hernandez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence of effective planning and instruction of STEM via teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student work will be monitored, along with teacher lesson plans, to determine the effectiveness of the implementation of STEM within the classroom.

Person Responsible

Saili Hernandez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student work demonstrating the implementation of STEM activities within the classroom will be used to determine effectiveness of Action Plan.

G4. It is Somerset Academy Bay's goal to exceed last year's achievement of 90% of parent attendance and involvement in activities that take place during and after school. 1

 G048967

G4.B1 Depending of the time and location that an activity is planned, parents may be unable to attend/participate. 2

 B122325

G4.B1.S1 Provide parents ample notice of upcoming activities. Also, create activities/events with a variety of days and times to facilitate different family availability. 4

 S134261

Strategy Rationale

By providing sufficient notice of upcoming events, parents can arrange their schedules to attend the activities. Also, by offering a variety of times in which the activities take place, more parents are likely to attend events.

Action Step 1 5

Open communication of events/activities provided with anticipation to parents via teacher and school websites, along with flyers sent home.

Person Responsible

Saili Hernandez

Schedule

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

Evidence of Completion

Monthly school calendar is developed and used as communication of upcoming events with parents.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Evidence of teacher/school updated websites along with copies of distributed monthly calendars will be recorded.

Person Responsible

Magaly Menendez

Schedule

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

Evidence of Completion

Monitoring of teacher websites displaying updated information and monthly school activity calendar.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Attendance and volunteer logs will be used to note the amount of attendees present at events.

Person Responsible

Saili Hernandez

Schedule

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

Evidence of Completion

Attendance and Volunteer logs noting those parents in attendance to activities/events.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	As a start, teachers will receive training on the item specifications of the new Florida Standards Assessment as they implement these strategies across all content areas.	Menendez, Magaly	9/25/2014	Teacher lesson plans will be monitored for the use of best practices involving item specifications.	9/25/2014 one-time
G2.B1.S1.A1	Teachers will maintain open communication with students and their families about any academic material that was missed due to an absence, tardy, suspensions, or early release. Teachers will also have open communication with parents in regards to student progress in class. Teacher will provide guidance to student families as needed.	Perez, Mileydi	8/18/2014	Attendance Records and Parent Communication Logs	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Provide teachers with information of upcoming Science workshops, especially those related to STEM.	Perez, Mileydi	8/18/2014	Emails and/or memos provided to teachers communicating upcoming workshops.	5/29/2015 every-6-weeks
G4.B1.S1.A1	Open communication of events/ activities provided with anticipation to parents via teacher and school websites, along with flyers sent home.	Hernandez, Saili	8/18/2014	Monthly school calendar is developed and used as communication of upcoming events with parents.	6/4/2015 monthly
G1.B1.S1.A2	Teachers will receive in-house Professional Developments where they will learn any new/updated information pertaining to writing as it is disseminated by the district.	Menendez, Magaly	8/18/2014	Teacher lesson plans will be monitored for the use of best practices.	5/29/2015 quarterly
G1.MA1	Teachers will administer quarterly writing prompts that will monitor the effectiveness of the school goal implementation.	Lopez, Marisabel	8/18/2014	The results of students quarterly prompts graded using the new rubric for scoring writing prompts.	5/29/2015 quarterly
G1.B1.S1.MA1	Student data will be monitored to provide evidence of effective implementation of Florida Standards	Lopez, Marisabel	8/18/2014	Student data on interim and state tests.	5/24/2015 quarterly
G1.B1.S1.MA1	In order to observe the effectiveness of the action plan, lesson plans will be monitored along the results of interim testing to show student growth.	Hernandez, Saili	8/18/2014	Teacher lesson plans and interim test data.	5/29/2015 quarterly
G2.MA1	Attendance records will be monitored to identify students that have been missing instructional time due to absences, tardy, and/or early release.	Hernandez, Saili	8/18/2014	Attendance Records	6/4/2015 quarterly
G2.B1.S1.MA1	Attendance reports along with communication logs will be used to monitor open communication with families.	Hernandez, Saili	8/18/2014	Attendance Records and Communication Logs	6/4/2015 quarterly
G2.B1.S1.MA1	Teachers will be provided with contact logs to note any communication with the families.	Hernandez, Saili	8/18/2014	Communication logs will be gathered that display evidence of communication with families in regards to lost instructional time and communication of class material covered.	6/4/2015 quarterly
G3.MA1	Teacher attendance logs will be monitored to make sure that Science Professional Development trainings are being attended, along with the implementation of STEM activities within the classroom.	Perez, Mileydi	8/18/2014	Teacher attendance to STEM related professional developments, along with evidence of STEM implementation in lesson plans will be collected/observed to demonstrate progress towards the goal.	5/29/2015 quarterly
G3.B1.S1.MA1	Student work will be monitored, along with teacher lesson plans, to determine the effectiveness of the implementation of STEM within the classroom.	Hernandez, Saili	8/18/2014	Student work demonstrating the implementation of STEM activities within the classroom will be used to determine effectiveness of Action Plan.	5/29/2015 quarterly
G3.B1.S1.MA1	Teacher lesson plans will be monitored for evidence of STEM project implementation.	Hernandez, Saili	8/18/2014	Evidence of effective planning and instruction of STEM via teacher lesson plans.	5/29/2015 quarterly
G4.MA1	Teacher website view counts and attendance/volunteer logs will be used to monitor the progress in attendance of parents at school activities and events.	Hernandez, Saili	8/18/2014	Parent attendance and volunteer logs will be used to observe the amount of parents attending school activities/ events.	6/4/2015 quarterly
G4.B1.S1.MA1	Attendance and volunteer logs will be used to note the amount of attendees present at events.	Hernandez, Saili	8/18/2014	Attendance and Volunteer logs noting those parents in attendance to activities/events.	6/4/2015 quarterly
G4.B1.S1.MA1	Evidence of teacher/school updated websites along with copies of distributed monthly calendars will be recorded.	Menendez, Magaly	8/18/2014	Monitoring of teacher websites displaying updated information and monthly school activity calendar.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Somerset Academy Bay will implement writing strategies across all content areas.

G1.B1 Due to the novelty of the new test administration, students will need to be exposed to new strategies for answering questions that involving more analytical writing, process explanations, and relating to texts as required by question prompts. This process of writing will be used in Reading - as students respond to nonfiction, realistic fiction, and document-based sources; in Math and Science as part of the problem-solving process, and in Social Studies as students address current and historical information within classroom lessons.

G1.B1.S1 In order to properly implement effective FSA/Common Core writing strategies within the classroom, in-house Professional Developments will be offered to our faculty in order to properly train teachers on the writing component of the new Florida State Standards.

PD Opportunity 1

As a start, teachers will receive training on the item specifications of the new Florida Standards Assessment as they implement these strategies across all content areas.

Facilitator

Somerset Academy City Arts

Participants

Reading Coaches, Administration, and Classroom Teachers

Schedule

On 9/25/2014

PD Opportunity 2

Teachers will receive in-house Professional Developments where they will learn any new/updated information pertaining to writing as it is disseminated by the district.

Facilitator

Reading Coach

Participants

Teachers and Students

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

G2. Somerset Academy Bay will work on minimizing the amount of instructional time that a student loses due to absences/suspensions throughout the school year. We will also work with students who exhibit indicators of the EWS in order to increase academic progress.

G2.B1 Absences due to health related issues, tardy arrivals, and early release situations, and suspensions have contributed to students losing instructional time within the classroom. At times, the loss of instructional time has also affected classroom performance.

G2.B1.S1 Teachers will keep an updated classroom website that will allow students to stay informed on any missed information when absent. Teachers will also provide students with lost academic material during the time they were not in class. Additional support will be provided, on an as needed basis, to assist students struggling in a given academic area.

PD Opportunity 1

Teachers will maintain open communication with students and their families about any academic material that was missed due to an absence, tardy, suspensions, or early release. Teachers will also have open communication with parents in regards to student progress in class. Teacher will provide guidance to student families as needed.

Facilitator

Administration

Participants

Teachers, Students, and Parents

Schedule

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

G3. In preparing students for college and career readiness, Somerset Academy Bay teachers will incorporate STEM activities on a monthly basis to further enhance the curriculum in place.

G3.B1 Teacher knowledge about STEM and science content application/analysis.

G3.B1.S1 Provide teachers with the opportunity to attend Professional Developments that can assist them in obtaining information in regards to STEM and the scientific process. It is expected that teachers incorporate STEM activities into their lesson plans.

PD Opportunity 1

Provide teachers with information of upcoming Science workshops, especially those related to STEM.

Facilitator

Science Coach

Participants

Teachers and Students

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

G4. It is Somerset Academy Bay's goal to exceed last year's achievement of 90% of parent attendance and involvement in activities that take place during and after school.

G4.B1 Depending of the time and location that an activity is planned, parents may be unable to attend/participate.

G4.B1.S1 Provide parents ample notice of upcoming activities. Also, create activities/events with a variety of days and times to facilitate different family availability.

PD Opportunity 1

Open communication of events/activities provided with anticipation to parents via teacher and school websites, along with flyers sent home.

Facilitator

Administration

Participants

Teachers, Students, Parents, and Stakeholders

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Somerset Academy Bay will implement writing strategies across all content areas.	1,300
Goal 2: Somerset Academy Bay will work on minimizing the amount of instructional time that a student loses due to absences/suspensions throughout the school year. We will also work with students who exhibit indicators of the EWS in order to increase academic progress.	200
Goal 3: In preparing students for college and career readiness, Somerset Academy Bay teachers will incorporate STEM activities on a monthly basis to further enhance the curriculum in place.	600
Goal 4: It is Somerset Academy Bay's goal to exceed last year's achievement of 90% of parent attendance and involvement in activities that take place during and after school.	1,300
Grand Total	3,400

Goal 1: Somerset Academy Bay will implement writing strategies across all content areas.

Description	Source	Total
B1.S1.A1 - Cost of workshop for school to send teachers.	Other	1,000
B1.S1.A2 - Dissemination of resources and sample tests throughout the school year.	School Improvement Funds	300
Total Goal 1		1,300

Goal 2: Somerset Academy Bay will work on minimizing the amount of instructional time that a student loses due to absences/suspensions throughout the school year. We will also work with students who exhibit indicators of the EWS in order to increase academic progress.

Description	Source	Total
B1.S1.A1 - Documentation Resources	School Improvement Funds	200
Total Goal 2		200

Goal 3: In preparing students for college and career readiness, Somerset Academy Bay teachers will incorporate STEM activities on a monthly basis to further enhance the curriculum in place.

Description	Source	Total
B1.S1.A1 - STEM Resources	Other	600
Total Goal 3		600

Goal 4: It is Somerset Academy Bay's goal to exceed last year's achievement of 90% of parent attendance and involvement in activities that take place during and after school.

Description	Source	Total
B1.S1.A1 - Costs of paper and distribution of monthly calendars, event flyers, and copy machine usage.	School Improvement Funds	300
B1.S1.A1 - School website maintenance.	General Fund	1,000
Total Goal 4		1,300