Somerset Academy Charter Middle School (South Homestead)

2014-15 School Improvement Plan

Somerset Academy Charter Middle School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetsilverpalms.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	Yes	84%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

Somerset Academy Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed lifelong learns in a safe and enriching environment.

Provide the school's vision statement

Set high expectations
Objective
Meaningful curriculum
Effective
Resourceful and responsible life-long learners
Students who achieve proficiency and beyond
Evaluate continuously and use data to drive curriculum
Teachers who are highly qualified

School Environment

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

The mission of Somerset Academy South Homestead, a diverse community, is to provide excellent education that challenges all students to embrace the highest standards of academic achievement and personal integrity. Student success will be accomplished through rigorous instruction, focused support for students, and a commitment to partnership with family and community.
All stakeholders at Somerset Academy South Homestead are encouraged to build relationships through daily activities in the classroom and throughout the school. Teachers are encouraged to constantly communicate with students and parents to not only promote success, but also develop positive relationships. Through a student-driven approach to learning, teachers differentiate instruction to meet individual needs. Parents are encouraged to participate in school wide events and be involved in school wide decision making processes to meet school wide academic goals.

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

All teachers, and all staff are effectively utilizing personal relationship building strategies in order to create a safe and welcoming environment that encourages student participation and positive school engagement. We implement a zero tolerance approach to behavior. Therefore, students understand the school will take appropriate action to keep all students safe and comfortable. The school also has an open-door policy where all leadership team members are accessible to our student body.

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

At Somerset Academy South Homestead, we follow the MDCPS Code of Student Conduct for all disciplinary issues. All families are also provided with a parent handbook that outlines the expectations and policies of the school. In addition, each teacher has a disciplinary plan that outlines

their class expectations and procedures. Through progressive discipline teachers implement the Code of Conduct to address student behavior and take corrective action to redirect poor behavior. All parent, student, and teacher communications will be documented in our Parent Communication Log to ensure teachers are informing parents of expectations. Finally, it is our goal to ensure that all students are held to the same high standards, while being systematically supported to achieve.

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

Somerset Academy South Homestead offers many service-based, social and academic clubs, including an athletic program, to help meet the needs of our diverse student population. At the beginning of the year these clubs are promoted through our school wide "Club Rush". Club sponsors provide students with information so that students can make an educative decision on which club to join. Our teachers/club sponsors meet on a monthly basis, in order to mentor our students and develop social opportunities. The school also offers guidance counseling, college advisement, and peer mediation to all secondary students. The school also provides a part-time counselor to attend to the student's Individual Education Plans as stated in their IEP. The administrative team also mentors the lowest 25 percentile in Reading and Math for the entire academic school year.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.
• Educate our parents and students of the policies and procedures by conducting workshops.
Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team.
• The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
• Before and after school tutorials programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.
One or more suspensions, whether in school or out of school
Students are not familiar with the School's Code of Student Conduct.
• Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.
• The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
• A reward system will be established to recognize students for perfect attendance and outstanding citizenship.
• Before and after school tutorials programs will be established to address students' areas of need.
• Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.
• The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the

teacher.

Course Failure in English Language Arts or Mathematics

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

Our school recognizes that students' academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time. We will decrease the number of students who failed a math course, an English language course and students who scored a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics. The following action steps will be implemented:

• Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/ RTI team

• The MTSS/RTI will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

• Peer Mediation teams will be developed as means of assisting with conflict resolution

• Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress.

• Students will be enrolled into course recovery classes.

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
	6	7	8	
Attendance below 90 percent	8	8	8	24
One or more suspensions	2	5	3	10
Course failure in ELA or Math	6	13	5	24
Level 1 on statewide assessment	22	16	18	56

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

The intervention strategies incorporated in the school to improve the academic performance of students identified by the early warning system include: after school tutoring, teacher led interventions, frequent meetings with teachers and students to discuss progress, computer based programs to provide differentiated instruction, response to intervention, student progress reports sent home every 2 weeks, and Functional Assessment of Behavior Intervention Plan. We will educate our parents and students of the policies and procedures by conducting workshops and including this information at every event in which parents attend.

Students who exhibit two or more early warning indicators will be referred to the MTSS/RTI team. The MTSS/RTI team will monitor these students and provide students with counseling, as well as encourage parental involvement in this process. Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students. The teams will monitor the effectiveness of the strategies by checking attendance records, grades and behavioral logs kept by the teacher.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/186849.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Somerset Academy South Homestead offers many service-based, social and academic clubs, including an athletic program, to help meet the needs of our diverse student population. Our teachers/club sponsors meet on a monthly basis in order to provide mentor-ship and social development opportunities. The school also offers guidance counseling, college advisement, and peer mediation to all secondary students. The administrative team also mentors the lowest quartile in Reading and Math for the entire duration of the academic school year.

In addition, the school is involved in clubs, such as National Honors Society, Key Club and Student Government which will all partner up with the local community to support school and student achievement. The clubs will assist with different organizations to help the needy and less fortunate community members. This will build a strong relationship between the school and community and assist in building a positive culture throughout the school.

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
Serna, Robert	Principal
Mesa, Jessica	Instructional Coach
Berry, Lakisha	Teacher, K-12
Ward, Laura	Teacher, K-12
Oldacre, Greg	Teacher, K-12
Pybas, Loralyn	Teacher, K-12

Duties

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

• Robert Serna(Principal)- will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
• Jessica Mesa (Lead Teacher)- will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
• Lakisha Berry – monitors and communicates data gathered from district assessments, FAIR, Interim's and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
• Laura Ward- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement curriculum and intervention when needed.
• Greg Oldacre - Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
• Loralyn Pybas- Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.

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

The teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2014-2015 School Improvement Plan. Robert Serna is responsible for aligning resources in order to meet the needs of all students and maximize desired student outcomes.
*Title I, Part A
Somerset Academy South Homestead provides services to ensure secondary students requiring additional remediation are assisted through before school and after school tutoring,= and pull out interventions. The Reading Coach will develop, lead and evaluate the reading program, model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school to assist with the development of our students.
*Title I, Part D
Somerset Academy South Homestead with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.
*Title III
Somerset Academy South Homestead will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and through pull out intervention sessions.
*Title X- Homeless

Somerset Academy South Homestead's Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
*Supplemental Academic Instruction (SAI)
Somerset Academy South Homestead provides FSA before school tutoring where all students participating in the FSA receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.
*Violence Prevention Programs
Somerset Academy South Homestead incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips and community services and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.
*Nutrition Programs
1) Somerset Academy South Homestead adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Serna	Principal
Jessica Mesa	Teacher
Janice Mills	Parent
Roxana Sloan	Parent
Donald Mills	Parent
Maria Gonzalez	Business/Community
Denise Webb	Parent
Dawn Mansen	Parent
Greg Oldacre	Teacher
Laura Ward	Teacher
Juan Mendez	Teacher
Emmanuel Zarzabal	Student
Jarett Iori	Student
Lakisha Berry	Teacher

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

ESSAC is the sole body responsible for final decision making at the school relating to implementation of the State system of school improvement and accountability. ESSAC assisted in the preparation, implementation, and evaluation of the School Improvement Plan (SIP) for 2013-2014 on September 3, 2013.
ESSAC monitored the 2013-2014 School Imrovement Plan issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services.

Development of this school improvement plan

The involvement of the SAC in the development of this school improvement plan:
• Reviewed all applicable student performance data;
• Determined the students' needs and prioritize them;
• Recommended strategies to improve areas of need;
• Assist in the preparation and evaluation of this School Improvement Plan;
• Approved all ideas and recommendations for strategies for this school improvement plan
Finally, the ESSAC committee gave the final approval of this School Improvement Plan on September 26,2014. The ESSAC committee will also approve the Mid-Year Review and the End-of-Year Review.

Preparation of the school's annual budget and plan

The ESSAC committee has decided on September 26, 2014 to spend funds in the following ways:
Attendance Incentives
FSA Family Night
Assessment Incentives

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

The EESAC decided on October 01, 2013 to use funds towards various FCAT prep programs, such as FCAT Coach books and Reading Plus.

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
Serna, Robert	Principal
Berry, Lakisha	Teacher, K-12
Pybas, Loralyn	Teacher, K-12
Mesa, Jessica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge." The goal is increase reading comprehension in all subject areas. Ultimately the LLT will ensure that all students are making adequate progress in reading. Students will be engaged in a multitude of texts, including informational text in several different subjects and different types of literature.

Literacy is promoted through a variety of school-wide programs such as Intensive Reading courses, after-school tutoring, and Saturday Tutoring. In Math class, students use Math Scholastic to read interesting articles of all types and answer reading comprehension questions that pertain to math. In Science, students read lab reports and scientific research to investigate and new discoveries. In history, students read current events and create time lines to pertinent events. Even elective classes will have students do research an important figures in their area.

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

Professional development in highly encouraged at Somerset Academy South Homestead. Somerset holds a variety of professional development sessions that provide teachers with the opportunity to collaborate and share best practices, with heavy emphasis on essential education topics, such as data, new Florida Standards and Differentiated Instruction. Furthermore, teachers have meetings every Wednesday to ensure that staff members are communicating between departments and grade levels. The administrative team conducts daily walk-throughs, weekly informal observations and formal observations twice a year to ensure intervention, differentiated instruction and effective teaching are taking place daily. Peer observations for all new teachers are done monthly by other members of our leadership team. All teachers receive feedback and engage in reflective conversations with the observing administrator or leadership team member.

In addition, administration and teachers engage in data chats among one another, as well as with students. This allows all stakeholders to be fully aware of strengths and areas for growth for each student in the school. The data chats also provide teachers with the opportunity to reflect on their teaching and lesson delivery and reevaluate their planning. Data-driven instruction is used to target weakest benchmarks and target student needs.

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

In order to recruit and retain high-quality, highly qualified teachers we conduct week long, pre-service training prior to the start of the school year. During this week, teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the state's website teacherteacher.com and the school of choice office website to recruit new teachers. Furthermore, all Somerset Schools recommend high-quality employees if any job opening arises.

To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentoring program. By providing additional support, teachers feel the family oriented culture between staff and remain content.

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

Our teacher mentoring program is under the direction of our lead teacher, Jessica Mesa, who holds a Bachelors Degree in Elementary Education K-6 with an ESOL endorsement and a Masters Degree in Educational Leadership. Other members within our leadership team, which specialize in a particular

subject area, also partner up with new teachers to develop them in the classroom. Our program consists of one on one mentoring to all new teachers on staff or any teacher that needs additional support in behavior management, lesson delivery or differentiated instruction.

Some activities that occur during the mentoring program are classroom visitations, recommendations for improvements, lesson demonstrations, peer observations, or assisting with parent conferences. This provides the teacher with a variety of activities that are sure to increase their confidence and delivery in the classroom, which in turn, will strengthen student achievement.

The principal, Robert Serna, as well as the leadership team members conduct daily classroom visits where they provide support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs.

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

Somerset Academy South Homestead has adopted all MDCPS district adopted programs to ensure that students are up to date with education and aligned with the Florida Standards. In Reading, Somerset Academy purchased National Geographic's INSIDE for intensive Reading to develop all of our FCAT level 1 and 2 students, as well as our English Language Learners (ELL). Also, to increase informational/expository text the school purchased the newly adopted reading series, McDougal Language Arts by Holt McDougal. In Mathematics, Somerset uses Pearson Math curriculum, which are has been aligned to the Mathematics Florida Standards (MAFS). Teachers met to to review the current textbooks and new state standards to ensure the curriculum is aligned. Somerset Academy currently uses the Pearson system of online teaching to support the student's achievement established by the school and the District.

In addition, the school purchased new technology resources that are aligned to the new standards. Programs, such as Mathletics and Study Island, provide the students with an alternate method of learning, which is interactive and fun to use.

All teachers also use the MDPCS Pacing Guides and resources to plan for instruction. All Department Chairs also attend the Professional Development meetings to stay informed. Lastly, we are utilizing the CPALMS and fsa assessments.org site to learn about the new FSA exam.

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

As a school, all FCAT Reading and FCAT Math Level 1 and Level 2 students are placed in intensive courses to provide remediation. Also, all FCAT Reading and FCAT Math Level 4 and Level 5 students are placed in Advanced classes, Pre-AP or AP courses to provide enrichment activities. For all other courses where students are heterogeneously mixed, teachers utilize data from all formative assessments to group students. All teachers at Somerset Academy South Homestead have gone through a professional development session that taught them how to use data to group students and plan for instruction accordingly. Each time teachers gather new data, student groups will be altered based on their needs. This allows teachers to close learning gaps they may observe in their students.

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

Strategy: Extended School Day

Minutes added to school year: 6,400

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.

Strategy Rationale

The strategy will be implemented in order to help those identified tier 2 and 3 students to achieve academic proficiency in state mandated assessments.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Serna, Robert , sernar@dadeschools.net

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

Data is monitored and used frequently throughout the year. Somerset Academy Inc. uses all district interim's to include Fall and Winter. We also administer FAIR three times a year, in addition to ongoing formative assessments, in preparation for all summative assessments, such as FSA and SAT. Faculty has been trained to analyze data and target students appropriately in order to provide differentiated instruction and meet learners needs.

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

• Principal meets with students in grade level orientations at the beginning of the year to discuss expectations and ways to push students academically.
• Counselor visits social studies classes at the beginning of the year in September to go over credit requirements for each grade level.
• Counselor visits social studies classes in December to go over the subject selection process and course curriculum each year.
• Counselor holds meetings with students to discuss class options and help students pick the right classes throughout their middle/high school career.
• During Parent Night, teachers review expectations that students must meet to transition into the following school year.
Our middle school students come from several sister schools such as Somerset Academy City Arts, Somerset Academy South Homestead (Elementary) and possibly local public elementary schools. The principal visits the Somerset Elementary schools to promote our middle school to the incoming sixth graders. The eighth graders stay in our school for high school since we are a Middle-High.

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. In order to improve core instruction we will infuse writing across core subjects.

G2. Our goal is to address at risk students, by supporting them with interventions to increase student attendance, behavior, and academic progress.

G3. Our goal is to provide students additional opportunities in Science, Technology, Engineering, and Math (STEM).

G4. Somerset Academy South Homestead is a designated Title 1 school and will adhere to the current Parent Involvement Plan (PIP) on file.

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. In order to improve core instruction we will infuse writing across core subjects. 1a

🔍 G045834

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	48.0
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	78.0
Math Lowest 25% Gains	88.0
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Mathematics: Curriculum will have a strong focus on writing by implementing resources such as: -McGraw Hill Middle School Math Series -Study Island Technology Program -Mathletics Technology Program -Explore Learning - Gizmos -Note taking strategies -Graphic Organizers - Vocabulary building activities

- Reading: To support writing across the curriculum the reading department will given writing prompts to respond to a variety of text within lessons. Students will be exposed to persuasive and narrative writing styles. Other resources implemented include: -Inside by National Geographic -Study Island -myngconnect.com -Wide variety of novels, such as To Kill a Mocking Bird, The Giver, etc. -Note taking strategies -Graphic Organizers -Vocabulary building activities

- Science/Biology: To support writing in Science, students will create lab reports, research papers, and provide short responses to critical thinking questions. Somerset Academy currently uses the Pearson system of online teaching to support the student's achievement of the goals and skills according to the Science program established by the school and the District. Also, hands on activities and laboratory updated experiments are infused in our Science program, utilizing the SMART board and interactive online websites. In addition, the following resources are available: -A Science lab with experimental materials, such as beakers, microscopes and chemicals - Interactive Pearson Science 1 Reading Web and Planet Diary -Explore Learning Gizmos - Pearson Interactive Science 1 Vocabulary Cards -Note taking strategies -Graphic Organizers

- Social Studies: To support writing in Social Studies students will write a research paper, compare and contrast current events with events in history, and integrate short response types of questions. The following resources are also available: -McGraw Hill online resources -Note taking strategies -Graphic Organizers -Vocabulary building activities

Targeted Barriers to Achieving the Goal 3

- Mathematics- Limited time to complete topics make it difficult to keep up with the depth and complexity of the new Mathematics Standards (MAFS) while infusing writing. Based on the 2013-2014 test scores, all subgroups did not meet their target AMO (with the exception of the White subgroup), with their weakest area being Geometry, which is an additional barrier.

- Reading: A barrier to hinder this goal is time constraints and the depth and complexity of the new Language Arts standards (LAFS). Based on the 2013-2014 test scores, all subgroups did not meet their target AMO (with the exception of the Black subgroup) which is an additional barrier. The writing results showed only 25% scored a 4 or higher, providing another barrier.

- Science: Students newly acquiring the academic and English language will have difficulty incorporating the proper syntax and sentence structure in their writing. Also, the complexity of the content area textbook will have advance vocabulary they are unfamiliar with. The 2013-2014 test scores show only 44% of students earning a satisfactory score on the 8th grade Science exam, this is an additional barrier for the science department.

- Social Studies: Students newly acquiring the academic and English language will have difficulty incorporating the proper syntax and sentence structure in their writing. Also, students who may have migrated may not be up to date on current events in the United States.

Plan to Monitor Progress Toward G1. 8

Throughout the year, administration and instructional leaders such as department heads, literacy team, curriculum council and grade level chairs will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected, such as student individual plan logs and data from formative assessments.

Person Responsible
Robert Serna

Schedule
Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion
Data chat forms, student individual plan logs

G2. Our goal is to address at risk students, by supporting them with interventions to increase student attendance, behavior, and academic progress. 1a

Targets Supported 1b

🔑 G045833

Indicator	Annual Target
Attendance rate	72.0
Attendance Below 90%	10.0
One or More Suspensions	1.0
2+ Behavior Referrals	3.0

Resources Available to Support the Goal 2

- Attendance: At Somerset Academy South Homestead we follow the Miami-Dade County Public Schools Student Code of Conduct and the Somerset Academy Parent/Student Handbook.

- Behavior: At Somerset Academy South Homestead we follow the Miami-Dade County Public Schools Student Code of Conduct and the Somerset Academy Parent/Student Handbook.

- Our school recognizes that student's academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% of more of the available instructional time.

- Students' academics will be monitored to identify: the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals. These students will be put in intensive classes to assist them with the content knowledge, as well as retaking classes virtually if needed.

Targeted Barriers to Achieving the Goal 3

- Attendance: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.

- Behavior: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.

- Students with Limited English Proficiency have a higher risk of failing courses.

Plan to Monitor Progress Toward G2. 8

The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs, referrals, IFC, tutorial attendance and assessment scores.

Person Responsible
Robert Serna

Schedule
Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion
The evidence that will be collected to show progress is attendance records, behavioral logs, meeting logs, counseling logs, referrals, IFC, tutorial attendance and assessment scores.

G3. Our goal is to provide students additional opportunities in Science, Technology, Engineering, and Math (STEM). 1a

🔑 G049665

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Students are enrolled in a Lego's Robotics course to increase science through technology.
- Students will conduct weekly science experiments in our new Science laboratory.

Targeted Barriers to Achieving the Goal 3

- Some students may not have access to technology at home to complete additional course work.

Plan to Monitor Progress Toward G3. 8

Student assessment grades in science classes

Person Responsible
Robert Serna

Schedule
Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion
Student data

G4. Somerset Academy South Homestead is a designated Title 1 school and will adhere to the current Parent Involvement Plan (PIP) on file. 1a

🔑 G049666

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

-

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. In order to improve core instruction we will infuse writing across core subjects. [1]

🔑 G045834

G1.B1 Mathematics- Limited time to complete topics make it difficult to keep up with the depth and complexity of the new Mathematics Standards (MAFS) while infusing writing. Based on the 2013-2014 test scores, all subgroups did not meet their target AMO (with the exception of the White subgroup), with their weakest area being Geometry, which is an additional barrier. [2]

🔑 B113266

G1.B1.S1 Students will use a graphic organizer of the month to help students take better notes. They will also create their own word problems, answer short and extended response questions to explain their rationale, which will improve their writing with a focus in math. -Biweekly after school tutoring to provide additional time and support for struggling students. [4]

🔑 S132032

Strategy Rationale

Implementing these strategies will increase the time for students to practice and master the standards and become more comfortable in the writing process.

Action Step 1 [5]

Students will use a graphic organizer of the month to increase writing skills. Students will respond to short and extended response questions in the technology component, Study Island.

Person Responsible

Laura Ward

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Reports generating data will be collected from each math program, which shows the improvement of the students. Teacher lesson plans will reflect the monthly graphic organizer being used.

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

Observation, reports from Math programs

Person Responsible

Jessica Mesa

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Classroom walk-through/observations will look for evidence of student writing samples
Reports from math programs Data from benchmark assesments

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

Data Chat Meetings

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Data Chat meetings with administration and teachers. Then teachers will have data chats
with students. The data chat will be used to create a plan to meet the students' needs.

G1.B2 Reading: A barrier to hinder this goal is time constraints and the depth and complexity of the new Language Arts standards (LAFS). Based on the 2013-2014 test scores, all subgroups did not meet their target AMO (with the exception of the Black subgroup) which is an additional barrier. The writing results showed only 25% scored a 4 or higher, providing another barrier. 2

🔑 B120216

G1.B2.S1 Students will use a graphic organizer of the month to increase writing skills They will also create essays, research based papers, and answer short and extended response questions to explain a rationale which will improve their writing. 4

🔑 S132046

Strategy Rationale

The more a student is exposed to the foundations of writing the more they will apply it to their core classes.

Action Step 1 5

Students will do bell ringers or exit slips that require them to respond in writing to a prompt, weekly journals, and take part in the editing process to improve their writing. This will help students make connections to writing across the curriculum.

Person Responsible

Lakisha Berry

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

classroom walk throughs will show that students are engaged in the writing process through the use of: weekly journals exit sips/bell-ringers formative assessment data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will include the writing strategies in their lesson plans. Administration can monitor the follow up by conducting classroom walkthroughs.

Person Responsible

Jessica Mesa

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Classroom walkthrough rubrics observations student artifacts, weekly journals, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data Chats

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Data chats will occur with administration and teachers. Data chats will occur between teachers and students to discuss data from interims and other formative assessments.

G1.B3 Science: Students newly acquiring the academic and English language will have difficulty incorporating the proper syntax and sentence structure in their writing. Also, the complexity of the content area textbook will have advance vocabulary they are unfamiliar with. The 2013-2014 test scores show only 44% of students earning a satisfactory score on the 8th grade Science exam, this is an additional barrier for the science department. `2`

🔑 B120217

G1.B3.S1 A successful method to correct this barrier is cross-curriculum and data driven instruction. By providing these methods, we are able to accommodate the instruction to the student's individual needs: A. Incorporate writing strategies in weekly instruction i.e. supporting main ideas with text evidence and citing sources. B. Use of Pearson Vocabulary cards that are English/Spanish C. We can reduce barriers by creating interest in Science through Science Club and after school virtual labs which enhance vocabulary acquisition and significance. Students will use a graphic organizer of the month to enhance their writing skills. `4`

🔑 S132054

Strategy Rationale

Creating interest in science concepts and incorporating writing strategies in science classes will create an interest in writing and language/vocabulary acquisition. Data driven instruction individualizes instruction based on their strengths and weaknesses.

Action Step 1 `5`

Students will utilize my planet diary to incorporate academic language into content area writing.

Person Responsible

Greg Oldacre

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Student artifacts/journals Classroom observations Formative assessment data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Classroom walkthroughs, Interim Data

Person Responsible

Jessica Mesa

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Interim Data Student Artifacts Weekly Journals Classroom walk-throughs Formative
assessment data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Data Chats

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Administration will conduct data chats with teachers. Teachers will have data chats with
students regarding formative assessment results.

G1.B4 Social Studies: Students newly acquiring the academic and English language will have difficulty incorporating the proper syntax and sentence structure in their writing. Also, students who may have migrated may not be up to date on current events in the United States. `2`

`B127682`

G1.B4.S1 Students will use a graphic organizer of the month to help students improve writing. They will also participate in writing research papers and answer short and extended response questions to explain a rationale which will improve their writing process with a focus on Social Studies. `4`

`S139812`

Strategy Rationale

Implementing these strategies will increase the time for students to practice and master the standards and become more comfortable in the writing process.

Action Step 1 `5`

Students will utilize weekly journals and graphic organizers to improve their writing skills.

Person Responsible

Loralyn Pybas

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Weekly journals Classroom Walk-throughs Formative assessment data Writing samples

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Walk-throughs will monitor the effectiveness of implementing writing in the social studies classes.

Person Responsible

Jessica Mesa

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Classroom walk-throughs--weekly journals Formative Assessment data Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Data Chats

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The principal will conduct data chats with the teachers. The teachers will conduct data chats with the students to discuss the data from formative assessments.

G2. Our goal is to address at risk students, by supporting them with interventions to increase student attendance, behavior, and academic progress. `1`

🔑 G045833

G2.B1 Attendance: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures. `2`

🔑 B124291

G2.B1.S1 We will educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team. `4`

🔑 S136214

Strategy Rationale

When the parents and students are informed and educated on our attendance policies they will be more apt to follow the Student Code of Conduct.

Action Step 1 `5`

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Person Responsible

Robert Serna

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Attendance records and meeting logs

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

Monthly meetings with at risk students and parents. A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Person Responsible

Jessica Mesa

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Monthly meetings and attendance logs

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

The Leadership Team will conduct monthly meetings with the MTSS/RTI teams to discuss the progress of these students.

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Attendance records and meeting logs.

G2.B2 Behavior: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures. 2

B124292

G2.B2.S1 We will educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team. 4

S136811

Strategy Rationale

When parents and students are educated on our behavior policies and procedures, they will be more likely to adhere to the rules.

Action Step 1 5

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person Responsible

Jessica Mesa

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Counseling logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Peer mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/RTI teams will be conducted to discuss the progress of these students.

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Counseling logs and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The Leadership team will conduct monthly meetings with the MTSS/RTI teams to discuss the progress of these students.

Person Responsible

Jessica Mesa

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Counseling logs, meeting agendas, sign-in sheets

G2.B3 Students with Limited English Proficiency have a higher risk of failing courses. 2

🔍 B124293

G2.B3.S1 Tutorial programs will be established to address student's areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress. Students will also be enrolled into course recovery classes as needed. 4

🔍 S136812

Strategy Rationale

We must target our lowest 25 percentile by providing them additional support and tutoring.

Action Step 1 5

Tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person Responsible

Jessica Mesa

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The IFC will be utilized to monitor student progress.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Participation in these programs will be closely monitored. Observations, classroom walk-throughs will be done weekly to ensure participation.

Person Responsible

Robert Serna

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The IFC will monitor student progress. Classroom walk-through rubrics will be utilized to monitor fidelity as well.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

The IFC will be utilized to monitor student progress, observations and classroom walk-throughs will monitor effectiveness of implementation

Person Responsible

Jessica Mesa

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

IFC, studen't attendance in the tutorial programs, and scores on the assessments will ensure effectiveness.

G3. Our goal is to provide students additional opportunities in Science, Technology, Engineering, and Math (STEM). 1

G049665

G3.B1 Some students may not have access to technology at home to complete additional course work. 2

B124321

G3.B1.S1 Students will have additional time after school to complete course work in our computer lab every Wednesday, with an on-site facilitator ready to assist students. 4

S136245

Strategy Rationale

This will give students assess to technology and provide them additional support.

Action Step 1 5

Students will have time after school, every Wednesday, to complete coursework.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Computer lab sign in sheets

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

Administration will visit the computer lab after school to ensure students are being helped

Person Responsible

Jessica Mesa

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Computer Lab Sign in sheets

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

teachers will meet with administration to see if student participation is increasing in the Robotics course and Science labs.

Person Responsible

Robert Serna

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Teacher observations/meeting sign in sheets

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	Students will use a graphic organizer of the month to increase writing skills. Students will respond to short and extended response questions in the technology component, Study Island.	Ward, Laura	8/25/2014	Reports generating data will be collected from each math program, which shows the improvement of the students. Teacher lesson plans will reflect the monthly graphic organizer being used.	6/3/2015 weekly
G1.B2.S1.A1	Students will do bell ringers or exit slips that require them to respond in writing to a prompt, weekly journals, and take part in the editing process to improve their writing. This will help students make connections to writing across the curriculum.	Berry, Lakisha	8/25/2014	classroom walk throughs will show that students are engaged in the writing process through the use of: weekly journals exit sips/bell-ringers formative assessment data	6/3/2015 weekly
G1.B3.S1.A1	Students will utilize my planet diary to incorporate academic language into content area writing.	Oldacre, Greg	8/25/2014	Student artifacts/journals Classroom observations Formative assessment data	6/3/2015 weekly
G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.	Serna, Robert	8/25/2014	Attendance records and meeting logs	6/3/2015 weekly
G3.B1.S1.A1	Students will have time after school, every Wednesday, to complete coursework.		8/25/2014	Computer lab sign in sheets	6/3/2015 weekly
G2.B2.S1.A1	The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.	Mesa, Jessica	8/25/2014	Counseling logs	6/3/2015 weekly
G2.B3.S1.A1	Tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored.	Mesa, Jessica	8/25/2014	The IFC will be utilized to monitor student progress.	6/3/2015 weekly
G1.B4.S1.A1	Students will utilize weekly journals and graphic organizers to improve their writing skills.	Pybas, Loralyn	8/25/2014	Weekly journals Classroom Walk-throughs Formative assessment data Writing samples	6/3/2015 weekly
G1.MA1	Throughout the year, administration and instructional leaders such as	Serna, Robert	8/25/2014	Data chat forms, student individual plan logs	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	department heads, literacy team, curriculum council and grade level chairs will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected, such as student individual plan logs and data from formative assessments.				
G1.B1.S1.MA1	Data Chat Meetings	Serna, Robert	8/25/2014	Data Chat meetings with administration and teachers. Then teachers will have data chats with students. The data chat will be used to create a plan to meet the students' needs.	6/3/2015 monthly
G1.B1.S1.MA1	Observation, reports from Math programs	Mesa, Jessica	8/25/2014	Classroom walk-through/observations will look for evidence of student writing samples Reports from math programs Data from benchmark assesments	6/3/2015 biweekly
G1.B2.S1.MA1	Data Chats	Serna, Robert	8/25/2014	Data chats will occur with administration and teachers. Data chats will occur between teachers and students to discuss data from interims and other formative assessments.	6/3/2015 monthly
G1.B2.S1.MA1	Teachers will include the writing strategies in their lesson plans. Administration can monitor the follow up by conducting classroom walkthroughs.	Mesa, Jessica	8/25/2014	Classroom walkthrough rubrics observations student artifacts, weekly journals, lesson plans	6/3/2015 biweekly
G1.B3.S1.MA1	Data Chats	Serna, Robert	8/25/2014	Administration will conduct data chats with teachers. Teachers will have data chats with students regarding formative assessment results.	6/3/2015 monthly
G1.B3.S1.MA1	Classroom walkthroughs, Interim Data	Mesa, Jessica	8/25/2014	Interim Data Student Artifacts Weekly Journals Classroom walk-throughs Formative assessment data	6/3/2015 biweekly
G1.B4.S1.MA1	Data Chats	Serna, Robert	8/25/2014	The principal will conduct data chats with the teachers. The teachers will conduct data chats with the students to discuss the data from formative assessments.	6/3/2015 monthly
G1.B4.S1.MA1	Walk-throughs will monitor the effectiveness of implementing writing in the social studies classes.	Mesa, Jessica	8/25/2014	Classroom walk-throughs--weekly journals Formative Assessment data Lesson Plans	6/3/2015 biweekly
G2.MA1	The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs, referrals, IFC, tutorial attendance and assessment scores.	Serna, Robert	8/25/2014	The evidence that will be collected to show progress is attendance records, behavioral logs, meeting logs, counseling logs, referrals, IFC, tutorial attendance and assessment scores.	6/3/2015 weekly
G2.B1.S1.MA1	The Leadership Team will conduct monthly meetings with the MTSS/RTI teams to discuss the progress of these students.	Serna, Robert	8/25/2014	Attendance records and meeting logs.	6/3/2015 monthly
G2.B1.S1.MA1	Monthly meetings with at risk students and parents. A reward system will be established to recognize students for perfect attendance and outstanding citizenship.	Mesa, Jessica	8/25/2014	Monthly meetings and attendance logs	6/3/2015 quarterly
G2.B2.S1.MA1	The Leadership team will conduct monthly meetings with the MTSS/RTI teams to discuss the progress of these students.	Mesa, Jessica	8/25/2014	Counseling logs, meeting agendas, sign-in sheets	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Peer mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/RTI teams will be conducted to discuss the progress of these students.	Serna, Robert	8/25/2014	Counseling logs and sign-in sheets	6/3/2015 monthly
G2.B3.S1.MA1	The IFC will be utilized to monitor student progress, observations and classroom walk-throughs will monitor effectiveness of implementation	Mesa, Jessica	8/25/2014	IFC, studen't attendance in the tutorial programs, and scores on the assessments will ensure effectiveness.	6/3/2015 weekly
G2.B3.S1.MA1	Participation in these programs will be closely monitored. Observations, classroom walk-throughs will be done weekly to ensure participation.	Serna, Robert	8/25/2014	The IFC will monitor student progress. Classroom walk-through rubrics will be utilized to monitor fidelity as well.	6/3/2015 weekly
G3.MA1	Student assessment grades in science classes	Serna, Robert	8/25/2014	Student data	6/3/2015 monthly
G3.B1.S1.MA1	teachers will meet with administration to see if student participation is increasing in the Robotics course and Science labs.	Serna, Robert	8/25/2014	Teacher observations/meeting sign in sheets	6/3/2015 monthly
G3.B1.S1.MA1	Administration will visit the computer lab after school to ensure students are being helped	Mesa, Jessica	8/25/2014	Computer Lab Sign in sheets	6/3/2015 weekly

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 Opportuntities

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

G1. In order to improve core instruction we will infuse writing across core subjects.

G1.B1 Mathematics- Limited time to complete topics make it difficult to keep up with the depth and complexity of the new Mathematics Standards (MAFS) while infusing writing. Based on the 2013-2014 test scores, all subgroups did not meet their target AMO (with the exception of the White subgroup), with their weakest area being Geometry, which is an additional barrier.

G1.B1.S1 Students will use a graphic organizer of the month to help students take better notes. They will also create their own word problems, answer short and extended response questions to explain their rationale, which will improve their writing with a focus in math. -Biweekly after school tutoring to provide additional time and support for struggling students.

PD Opportunity 1

Students will use a graphic organizer of the month to increase writing skills. Students will respond to short and extended response questions in the technology component, Study Island.

Facilitator

Ms. Laura Ward

Participants

Math Teachers

Schedule

Weekly, from 8/25/2014 to 6/3/2015

G1.B2 Reading: A barrier to hinder this goal is time constraints and the depth and complexity of the new Language Arts standards (LAFS). Based on the 2013-2014 test scores, all subgroups did not meet their target AMO (with the exception of the Black subgroup) which is an additional barrier. The writing results showed only 25% scored a 4 or higher, providing another barrier.

G1.B2.S1 Students will use a graphic organizer of the month to increase writing skills They will also create essays, research based papers, and answer short and extended response questions to explain a rationale which will improve their writing.

PD Opportunity 1

Students will do bell ringers or exit slips that require them to respond in writing to a prompt, weekly journals, and take part in the editing process to improve their writing. This will help students make connections to writing across the curriculum.

Facilitator

Ms. Lakisha Macias-Berry

Participants

All Language Arts/Reading Teachers

Schedule

Weekly, from 8/25/2014 to 6/3/2015

G1.B3 Science: Students newly acquiring the academic and English language will have difficulty incorporating the proper syntax and sentence structure in their writing. Also, the complexity of the content area textbook will have advance vocabulary they are unfamiliar with. The 2013-2014 test scores show only 44% of students earning a satisfactory score on the 8th grade Science exam, this is an additional barrier for the science department.

G1.B3.S1 A successful method to correct this barrier is cross-curriculum and data driven instruction. By providing these methods, we are able to accommodate the instruction to the student's individual needs: A. Incorporate writing strategies in weekly instruction i.e. supporting main ideas with text evidence and citing sources. B. Use of Pearson Vocabulary cards that are English/Spanish C. We can reduce barriers by creating interest in Science through Science Club and after school virtual labs which enhance vocabulary acquisition and significance. Students will use a graphic organizer of the month to enhance their writing skills.

PD Opportunity 1

Students will utilize my planet diary to incorporate academic language into content area writing.

Facilitator

Mr. Greg Oldacre

Participants

All Science teachers

Schedule

Weekly, from 8/25/2014 to 6/3/2015

G1.B4 Social Studies: Students newly acquiring the academic and English language will have difficulty incorporating the proper syntax and sentence structure in their writing. Also, students who may have migrated may not be up to date on current events in the United States.

G1.B4.S1 Students will use a graphic organizer of the month to help students improve writing. They will also participate in writing research papers and answer short and extended response questions to explain a rationale which will improve their writing process with a focus on Social Studies.

PD Opportunity 1

Students will utilize weekly journals and graphic organizers to improve their writing skills.

Facilitator

Loralyn Pybas

Participants

Social Studies Teachers

Schedule

Weekly, from 8/25/2014 to 6/3/2015

G2. Our goal is to address at risk students, by supporting them with interventions to increase student attendance, behavior, and academic progress.

G2.B1 Attendance: The students and parents are not familiarized with the Code of Student Conduct and our school's attendance policies and procedures.

G2.B1.S1 We will educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

PD Opportunity 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Facilitator

Jessica Mesa

Participants

Teachers and Parents

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Our goal is to address at risk students, by supporting them with interventions to increase student attendance, behavior, and academic progress.	1,060
Grand Total	**1,060**

Goal 2: Our goal is to address at risk students, by supporting them with interventions to increase student attendance, behavior, and academic progress.		
Description	**Source**	**Total**
B3.S1.A1 - Saturday School	School Improvement Funds	1,060
Total Goal 2		**1,060**