

Somerset Gables Academy



2014-15 School Improvement Plan

Somerset Gables Academy

624 ANASTASIA AVE, Coral Gables, FL 33134

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

10%

Alternative/ESE Center

No

Charter School

Yes

Minority

77%

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

Somerset Academy, promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in a safe and enriching environment.

Provide the school's vision statement

Dedicated to providing equitable high-quality education.

School Environment

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

Somerset Academy, believes that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Somerset Gables Academy, upholds an educational culture wherein academic excellence is respected and pursued, teaching and learning is innovative, and caring for others is intrinsic.

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

The Somerset Gables Academy family promotes school culture through:

- *a common philosophy of high expectations for all,
- *a commitment to educational excellence,
- *a unique student code of excellence and discipline,
- *an expectation of parental involvement,
- *a collaborative infrastructure.

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 school will follow Miami-Dade County Public School's Code of Student Conduct <http://ehandbooks.dadeschools.net/policies/90/index.htm>. The following rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student:

1. who is on the school property
2. who is in attendance at school or any school-sponsored activity
3. whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the school

Acts of disorderly conduct may include, but are not limited to the following:

- Classroom tardiness
- Dishonesty
- Acting in a manner that interferes with the education process
- Abusive language between or among students
- Failure to complete assignments or carry out instructions

Possible Sanctions:

- Verbal and Written Reprimand/ Referral/ Student Case Management Form (SCAM)
- Contact with parent
- Loss of privileges
- Detention/Work duty on campus
- In-school/Outdoor suspension

Code of Excellence

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible, and safe manner, they learn more and develop into responsible children whose “character counts”.

The Somerset Gables Academy Code of Excellence is a school wide plan, which clearly outlines student expectations. Proper behavior is recognized and consequences are given for breaking our code.

Each parent must take an active role in supporting this plan. We want our children to learn and to be responsible citizens. It is in the children’s best interest that parents and staff work together to ensure a happy, safe, and productive learning experience

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

MENTORSHIP: Students will be closely monitored by teachers, counselors and administrators to ensure achievement and success, including a cohesive communications plan that alerts students and parents about progress and pacing so any potential problems or struggles are solved before they become major issues.

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

High-quality education focused on all students achieving their highest potential. By the 2014-2015 school year and henceforth, there will be an increased number of students in grades K-6 who will perform on grade level and/or higher in reading, math, writing, and science as measured by standardized tests.

Early Warning Indicators will include but not be limited to the following:

- *attendance rate (below 90%)
- *suspension rate (1 or more indoor/outdoor suspensions)
- *students who are not proficient in reading by Grade 3
- *students who are retained
- *course failures
- *Level 1 score on statewide/standardized assessments in English Language Arts or Mathematics

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	3	4	5	
Attendance below 90 percent	2	5	0	0	1	8
One or more suspensions	0	0	0	1	0	1
Course failure in ELA or Math	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	3	0	0	3

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 employed by the school to improve the academic performance of students identified by the early warning system includes but is not limited to the following:

- *Differentiated Instruction
- *Small-group instruction
- *WonderWorks by McGraw Hill (an intervention Reading program)
- *Success Maker (individualizes instruction to specific needs)
- *Math IXL (dynamic math practice skills/common core aligned)
- *Reading Eggs (help meet Foundational Skills for grades K through 3 in addition to the rigorous standards for English Language Arts that have been outlined for grades 4-6)
- *Establishing ongoing truancy intervention programs (teacher activities such as setting a good attendance example, creating a pleasant classroom environment, classroom attendance reward system, and individualizing student work)
- *Multi-modal approach for improving academics and behavior (integrating intervention strategies to effectively address students' learning and behavioral needs)

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

Our goal is to have 92% (253) of our parents to volunteer in our school activities and events.

- 1. Barrier- Increase and/or maintain parent participation in school wide activities by 5%.
- 1. Strategy- Mentors fluent in parents' home language will call new families and invite them to attend parent group programs. Develop a school wide newsletter with updates.
- Action Steps- Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.
- Monitor for fidelity- Community Involvement Delegate.
- Monitor for effectiveness- Review sign-in sheets to determine the number of parents attending school events.
- Monitor progress/Assessment(s)- Review sign-in sheets to determine the number of parents attending school events.

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

Continuous improvement is paramount at Somerset Gables Academy focused on enhancing the educational program and stakeholder satisfaction.

By the 2014-2015 school year, the stakeholder satisfaction will increase as measured by the annual climate survey. Somerset leaders will develop systems to assist and increase communication to enhance student learning and school ratings by utilizing email and other electronic forms of communication with parents and community members.

Somerset Gables Academy will actively develop partnerships with community businesses and will explore grants to promote student success and school growth.

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
Ruiz, Suzette	Principal
Cabrera, Cristina	Assistant Principal

Duties

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

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

Select General Education Teachers: Asst. Principal, (Kindergarten to Sixth Grade Level Chairperson) provides information about core instruction to corresponding grade level teachers and participates in student data collection for the school. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas. In addition, they have attended professional development workshops and shared the fundamental instructional material learned amongst instructional staff members.

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

As basic components of the problem-solving process, our leadership team will follow a four step process as determined by state/local district guidelines/funds. Step 1 will define, in objective and measurable terms, the goal(s) to be attained. Step 2 will identify possible reasons why the desired goal(s) is not being attained. Step 3 will develop and implement a well supported plan involving evidence-based strategies to attain the goal(s). Step 4 will evaluate the effectiveness of the plan in relation to stated goals. The leadership team, will monitor and revise an inventory of resources and all

applicable data as per the schools problem-solving process...applicable to all 3 tiers (All Students/Some Students/Few Students) of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Yamilet Gonzalez	Parent
Andrea McWhirter	Business/Community
Jackie Quintas	Education Support Employee
Janet Tamargo	Teacher
Suzette Ruiz	Principal

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 Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. During the 2013-2014 school year, the EESAC committee members met on the following dates to monitor and/or revise the School Performance Excellence Plan (8/30/13, 11/25/13, 2/03/14, 5/20/14, 9/08/14). The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

Development of this school improvement plan

During the 2013-2014 school year, the EESAC committee members met on the following dates to monitor and/or revise the School Performance Excellence Plan (8/30/13, 11/25/13, 2/03/14, 5/20/14, 9/08/14).

- Develop and monitor the implementation and effectiveness of School Improvement Plan.
- Review student performance data with School Advisory Council.
- Oversee budget expenditures of SAC funds.

Preparation of the school's annual budget and plan

During the 2014-2015 school year, the EESAC committee members shall meet on the following dates to monitor the School Performance Excellence Plan: 9/08/14; 11/06/14; 2/12/15; 5/21/15.

The budget is the financial reflection of the education plan for 2014-2015 school year. The budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligation of the school.

The budget shall provide sufficient resources for curriculum and instruction that are designed and shall be delivered in such a way that all students will have the opportunity to achieve the knowledge and skills defined by the core curriculum content standards, as well as locally defined standards.

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

SAC funds (\$5 per student= \$1,375.00) was used to purchase FL Social Studies Weekly, Time Magazine and Truancy Prevention.

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
Ruiz, Suzette	Principal
Cabrera, Cristina	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base of best practices in reading instruction and intervention strategies.

The following resources, strategies and professional development (PD) opportunities will be integrated within the school in an effort to promote effective literacy:

- Generation Ready (PD)
- McGraw Hill Webinar (PD)
- Reading Eggs Workshop (PD)
- Success Maker Workshop (PD)
- Leveled Classroom Readers
- Phonics Library
- Wonder Works, McGraw Hill
- Success Maker
- Reading Plus
- Spelling City
- Reading Eggs
- My On Reader

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

We believe that educators should take charge of their own professional development. The role of our instructional staff constantly shifts, beginning with a high level of professional development and leadership support that gradually transitions to increasing independence with principals and teachers

taking on responsibility for ongoing change. Through this collaborative process, teachers are well prepared and ready to continue learning and progressing on their own.

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

Job Fair

Referral from Current Employees

Person Responsible: Principal / Asst. Principal

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

Comprehensive Teacher Mentoring Program

The assistance of exemplary teachers and other appropriate individuals from a school/institution; Coaching/Classroom; Observation/Team Teaching. Administrators will provide resources, especially time for mentoring teams to meet, observe each others techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be efficient.

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

Analogous educational programs meeting and/or exceeding Florida based-objectives/benchmarks and resources will be available at Somerset Gables Academy.

Instructional staff in common core subject areas will meet highly qualified requirements in accordance with state and federal guidelines.

-100% of instructional staff and students will have universal access to a standards and researched-based curriculum incorporating the use of technology and other tools and strategies weekly.

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

Based on the collection and dissemination of student data, teachers will differentiate instruction as an approach to address the diversity of learners in every classroom and that all of those learners can be reached if a variety of methods and activities are used.

*Leveled classroom readers

*Phonics Library

*Wonder Works, McGraw Hill

*Success Maker

*Reading Plus

*Spelling City

*Reading Eggs

*Math IXL

*Go Math (Reteach and/or Strategic Intervention Guides)

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: 10,800

Differentiated Instruction: Individualized instruction in core academic subjects.

Foreign Language Approach: Integration of daily instruction in reading/writing and social sciences in a foreign language (Spanish).

Technology Infused lessons/activities: Promethean Board, Net books, iPads, Nooks, research-based learning sites (Reading Plus/Math IXL/Renaissance Place, Spelling City, Learning Village, ConnectEd, etc) that will contribute to a well-rounded education.

Robotics: Integration of Math and Science related activities through the use of VEX Robotics thus, offering students an exciting platform for learning about areas rich with career opportunities spanning Science, Technology, Engineering and Math.

Math Enrichment Program: Enhanced grade-level math standards/benchmarks through enrichment activities.

Computer Lab: The use of technology, within a computer lab setting, to promote and support learning opportunities in all core instructional areas.

Strategy Rationale

The strategic variation of strategies integrated to increase student learning can lead to effective instruction that is responsive to students' readiness, interests and learning preferences.

All three characteristics of the learner—readiness, interests and preferences—allow educators and students

to build new learning through connections to existing knowledge and preferred ways of working. Teachers use this information to vary the learning environment, instruction, and assessment and evaluation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cabrera, Cristina, cristinacabrera@dadeschools.net

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

The leadership team (Principal, Asst. Principal, Lead/Grade-Level Chairs) will collect data on a bi-weekly and/or quarterly basis to monitor/analyze effectiveness of strategies/activities. Leadership team will share findings with general education teachers during grade-level and/or faculty meetings to sustain/increase student performance.

- baseline assessments
- interim assessments
- teacher made tests
- mid chapter/unit tests
- pre/post tests
- state assessments

Strategy: Before School Program

Minutes added to school year: 1,305

Early Bird Test Prep Enrichment Program will offer students in grades 3rd through 6th:

- test prep strategies and study techniques
- test-taking skills
- higher scores on state tests
- provide feedback

Strategy Rationale

Early Bird Test Prep Enrichment Program will offer students in grades 3rd through 6th:

- test prep strategies and study techniques that can reduce test anxiety and increase his or her confidence on state test day
- learning new test-taking skills with a fun rewards system
- inspire higher scores on state tests
- provide feedback on student progress through the program

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cabrera, Cristina, cristinacabrera@dadeschools.net

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

The leadership team (Principal, Asst. Principal, Lead/Grade-Level Chairs) will collect data on a bi-weekly and/or quarterly basis to monitor/analyze effectiveness of strategies/activities. Leadership team will share findings with general education teachers during grade-level and/or faculty meetings to sustain/increase student performance.

- baseline assessments
- interim assessments
- teacher made tests
- mid chapter/unit tests
- pre/post tests
- state assessments

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

Private-based preschool program located at our facility integrates a rigorous curricular program that promotes early literacy and empowers early childhood children with the skills necessary to be successful during their elementary school-age years.

In addition, our school offers an open-house orientation to incoming Kindergarteners and a Meet & Greet session to facilitate an efficient and effective transition into our Kindergarten program.

Leadership team conducts annual parent meeting to introduce middle school curriculum/expectations for rising middle school students.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Our goal at Somerset Gables Academy is to increase vocabulary across all content areas as per the Florida State Standards thereby, enhancing student learning in the classroom, as well as improving student success.
- G2.** The EWS (Early Warning System) goal will focus on providing interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk.
- G3.** The schools' STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.
- G4.** The Parent Involvement goal will focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

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. Our goal at Somerset Gables Academy is to increase vocabulary across all content areas as per the Florida State Standards thereby, enhancing student learning in the classroom, as well as improving student success. 1a

G047543

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	89.0
AMO Math - All Students	100.0
CELLA Writing Proficiency	33.0
FAA Writing Proficiency	0.0

Resources Available to Support the Goal 2

- Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information. Students will use Accelerated Reader, Reading Plus, and Reading Eggs to increase reading/fluency and comprehension.
- Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range or the data, or identifying different parts of a graph. In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.
- Students will read a stimulus about a single topic (informational or literary fiction or nonfiction texts) and respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument with a clear introduction, body and conclusion.
- Integrate the Language Experience Approach (LEA) as a strategy to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Targeted Barriers to Achieving the Goal 3

- Florida State Standards (FSA) for ELA & Literacy may create a challenge for students to make explicit the vocabulary knowledge and skills that students need to be college and career ready as readers, writers, researchers, presenters and thinkers.

Plan to Monitor Progress Toward G1. 8

To monitor for progress toward meeting the goal, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G2. The EWS (Early Warning System) goal will focus on providing interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1a

G047548

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	95.0
ELA/Reading Lowest 25% Gains	97.0

Resources Available to Support the Goal 2

- Monthly and perfect attendance school-wide recognition.

Targeted Barriers to Achieving the Goal 3

- Based on district data, it has been determined that illnesses and absences may affect student performance.
- Student discipline incidents can be compromised by disruptive behavior - defiance; unclear expectations and/or increase of frustration.
- A plausible cause(s) for students who are not proficient readers may be decoding difficulties; comprehension difficulties and/or retention difficulties.

Plan to Monitor Progress Toward G2. 8

General Ed. Teacher will contact students' guardian after 5 tardies/5 absences. Leadership team will monitor weekly call logs as needed.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Attendance Roster.

G3. The schools' STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs. 1a

G047545

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	92.0
Math Gains	100.0

Resources Available to Support the Goal 2

- Students will conduct weekly science investigations pertaining to Life/Environmental Benchmark during classroom instruction. Students will write their observations and results in science journals, analyze data and apply scientific thinking weekly.
- Students will participate in weekly STEM related projects/lesson (VEX). VEX Robotics will offer students an exciting platform for learning about areas rich with career opportunities spanning science, technology, engineering and math (STEM).

Targeted Barriers to Achieving the Goal 3

- Based on district data analysis, students demonstrated a lack of prior knowledge and exposure to scientific thinking.
- Creating a robotics program that can be integrated into core coursework.

Plan to Monitor Progress Toward G3. 8

To monitor for progress toward the goal, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment, VEX Robotics models.

G4. The Parent Involvement goal will focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G049632

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
Discipline incidents	95.0
Non-proficient Reading by Grade 03	97.0

Resources Available to Support the Goal 2

- The school will develop/implement a systematic parental involvement program that promotes collaboration amongst all school stakeholders (Science Project Volunteers; Parent Organization (S.G.P.A.); School Event/Activity volunteers (Class PAL's); Coffee Chats; Small-Group activities; school official website; Somerset Happenings site (school volunteer site & classroom sites for parents); field trips; Bi-Quarterly/Core Value Rally; parent surveys.

Targeted Barriers to Achieving the Goal 3

- Attendance rate can be compromised due to illnesses and/or lack of motivation.
- Student discipline incidents can be compromised by disruptive behavior - defiance; unclear expectations and/or increase of frustration.
- A plausible cause(s) for students who are not proficient readers by third grade may be decoding difficulties; comprehension difficulties and/or retention difficulties.

Plan to Monitor Progress Toward G4. 8

Leadership Team will collect data from an annual Parent Survey to monitor the effectiveness of Parental Involvement initiatives at the school level.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Parent Survey; Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide 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. Our goal at Somerset Gables Academy is to increase vocabulary across all content areas as per the Florida State Standards thereby, enhancing student learning in the classroom, as well as improving student success. **1**

 G047543

G1.B1 Florida State Standards (FSA) for ELA & Literacy may create a challenge for students to make explicit the vocabulary knowledge and skills that students need to be college and career ready as readers, writers, researchers, presenters and thinkers. **2**

 B118369

G1.B1.S1 1. Strategy- Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information to increase/enhance vocabulary knowledge/skills in all content areas. **4**

 S130141

Strategy Rationale

Students are required to identify vocabulary/write about what they read, perform additional research, cite sources and consider other points of view.

Action Step 1 **5**

Teachers will meet quarterly to plan for specific vocabulary knowledge/skills which will be covered during instruction that will be incorporated cross-curricular.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

To monitor for fidelity of implementation, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

To monitor for effectiveness of implementation, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.

Person Responsible

Cristina Cabrera


Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G1.B1.S2 2. Strategy- Incorporate multiple tiered/explicit vocabulary words to increase knowledge of vocabulary within all content areas thereby addressing individual student needs. 4

 S130142

Strategy Rationale

To help strengthen literacy skills, students (General Ed/ELL/ESE) will increase knowledge and use of explicit/multi-tiered vocabulary words across all content areas.

Action Step 1 5

Teachers will meet quarterly to plan for multiple tiered/explicit vocabulary word knowledge which will be covered during instruction that will be incorporated cross-curricular.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

To monitor for fidelity of implementation, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

To monitor for effectiveness, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person Responsible

Cristina Cabrera


Schedule

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

Evidence of Completion

Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats


G2. The EWS (Early Warning System) goal will focus on providing interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1

 G047548

G2.B1 Based on district data, it has been determined that illnesses and absences may affect student performance. 2

 B118380

G2.B1.S1 Students with monthly, perfect attendance will receive school-wide recognition. 4

 S130153

Strategy Rationale

Students need to attend school daily to succeed. Achievement, in all curricular areas, is very sensitive to attendance. Attendance can also strongly affect standardized test scores, graduation and dropout rates.

Action Step 1 5

Teachers will meet quarterly to develop and implement a plan to establish a performance goal for the group/individual student(s) not meeting the perfect attendance school-wide recognition.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Attendance Roster.

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

The General Ed. Teacher will contact students' guardian after 5 tardies/5 absences. To monitor for fidelity, the Leadership team will monitor weekly call logs as needed.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Attendance Roster.

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

General Ed. Teacher will contact students' guardian after 5 tardies/5 absences. To monitor for effectiveness, the Leadership team will monitor weekly call logs as needed.

Person Responsible

Cristina Cabrera


Schedule

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

Evidence of Completion


Attendance Roster.

G2.B2 Student discipline incidents can be compromised by disruptive behavior - defiance; unclear expectations and/or increase of frustration. 2

 B133870

G2.B2.S1 Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

4

 S145718

Strategy Rationale

Identifying specific problem behaviors and the conditions that prompt and reinforce them can promote positive student behavior.

Action Step 1 5

The leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs

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

To monitor and support the fidelity of implementation, the leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs

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

To monitor and support the effectiveness of implementation, the leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion


Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs

G2.B3 A plausible cause(s) for students who are not proficient readers may be decoding difficulties; comprehension difficulties and/or retention difficulties. 2

 B133871

G2.B3.S1 Developmentally appropriate assessment of children and program evaluation will be used to inform practice and track progress. Partnerships with families will be supported and strengthened. [copy]

4

 S145721

Strategy Rationale

The ability to read is critical to a child's success in school, life-long learning potential and their ability to contribute to the nation's economy and its security.

Action Step 1 5

The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs

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

To monitor for fidelity of implementation, the leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs

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

To monitor and support the effectiveness of implementation, the leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs

G3. The schools' STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs. 1

G047545

G3.B1 Based on district data analysis, students demonstrated a lack of prior knowledge and exposure to scientific thinking. 2

B118373

G3.B1.S1 Strategy- Students will conduct weekly science investigations pertaining to Life/Environmental Benchmark during classroom instruction. Students will write their observations and results in science journals, analyze data and apply scientific thinking weekly. 4

S130146

Strategy Rationale

Children have a natural curiosity about their surroundings—a desire to explore and investigate, see inside things, find out how things work and find answers to their questions.

Science in the elementary school years should nurture and extend this curiosity, so that students continue to question, explore and investigate, with increasing levels of insight and skill.

Action Step 1 5

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.

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

To monitor for fidelity of implementation, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment

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

To monitor for effectiveness, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.

G3.B2 Creating a robotics program that can be integrated into core coursework. 2

B124236

G3.B2.S1 The technology must support and enhance educational goals. Professional Development will empower educators with the skills and knowledge to effectively integrate a STEM VEX Robotics program. 4

S136160

Strategy Rationale

Beyond science and engineering principles, a VEX Robotics project encourages teamwork, leadership and problem solving among groups. It also allows educators to easily customize projects to meet the level of students' abilities.

Action Step 1 5

Teacher's ability to integrate with and support learning goals in any number of subject areas a STEM VEX Robotics Program.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Leadership team will analyze student data, collected during several of the classroom implementations, to determine the effectiveness of the program.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Science Baseline; Science FCAT 2015; Interim Assessments; District Benchmark Assessments; VEX Robot models.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Leadership team will analyze student data, collected during several of the classroom implementations, to determine the effectiveness of the program.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion


Science Baseline; Science FCAT 2015; Interim Assessments; District Benchmark Assessments; VEX Robot models.

G4. The Parent Involvement goal will focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.


1

 G049632

G4.B1 Attendance rate can be compromised due to illnesses and/or lack of motivation. 2

 B124250

G4.B1.S1 Provide parents with multiple sources such as a master calendar of events (parent meetings; school-wide sponsored events; classroom activities; field trips) and a Somerset Happening website (sign-up for opportunities to volunteer and/or donate resources for classroom activities/authentic learning experiences). 4

 S136168

Strategy Rationale

Parental involvement in a child's education can yield powerful effects (Higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension).

Action Step 1 5

The Leadership team will meet quarterly to coordinate/plan/create multiple sources that can provide parents with ongoing/school-wide activities and volunteer opportunities.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).

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

Leadership Team will oversee systematic action plan to increase parental involvement.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).

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

Leadership Team will oversee systematic action plan to increase parental involvement.

Person Responsible

Suzette Ruiz


Schedule

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

Evidence of Completion


Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).

G4.B2 Student discipline incidents can be compromised by disruptive behavior - defiance; unclear expectations and/or increase of frustration. 2

 B133182

G4.B2.S1 Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

4

 S145083

Strategy Rationale

Identifying specific problem behaviors and the conditions that prompt and reinforce them can promote positive student behavior.

Action Step 1 5

The leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The leadership team will meet quarterly to monitor the development and implementation of effective prevention and intervention strategies that promote positive student behavior.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The leadership team will meet quarterly to monitor the development and implementation of effective prevention and intervention strategies that promote positive student behavior.

Person Responsible

Suzette Ruiz

Schedule

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


Evidence of Completion

Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference log

G4.B3 A plausible cause(s) for students who are not proficient readers by third grade may be decoding difficulties; comprehension difficulties and/or retention difficulties. 2

 B133183

G4.B3.S1 Developmentally appropriate assessment of children and program evaluation will be used to inform practice and track progress. Partnerships with families will be supported and strengthened. 4

 S145085

Strategy Rationale

The ability to read is critical to a child's success in school, life-long learning potential and their ability to contribute to the nation's economy and its security.

Action Step 1 5

The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.

Person Responsible

Cristina Cabrera

Schedule

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

Evidence of Completion

Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs

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	Teachers will meet quarterly to plan for specific vocabulary knowledge/skills which will be covered during instruction that will be incorporated cross-curricular.	Cabrera, Cristina	8/18/2014	Summative: FSA 2015, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats	6/4/2015 quarterly
G1.B1.S2.A1	Teachers will meet quarterly to plan for multiple tiered/explicit vocabulary word knowledge which will be covered during instruction that will be incorporated cross-curricular.	Cabrera, Cristina	8/18/2014	Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats	6/4/2015 quarterly
G3.B1.S1.A1	Develop and implement a plan driven by the results of the teams' problem	Cabrera, Cristina	8/18/2014	Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests,	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
	analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.			Interim Assessment, Baseline Assessment.	
G2.B1.S1.A1	Teachers will meet quarterly to develop and implement a plan to establish a performance goal for the group/ individual student(s) not meeting the perfect attendance school-wide recognition.	Cabrera, Cristina	8/18/2014	Attendance Roster.	6/4/2015 quarterly
G3.B2.S1.A1	Teacher's ability to integrate with and support learning goals in any number of subject areas a STEM VEX Robotics Program.	Cabrera, Cristina	8/18/2014		6/4/2015 quarterly
G4.B1.S1.A1	The Leadership team will meet quarterly to coordinate/plan/create multiple sources that can provide parents with ongoing/school-wide activities and volunteer opportunities.	Cabrera, Cristina	8/18/2014	Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).	6/4/2015 quarterly
G4.B2.S1.A1	The leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.	Cabrera, Cristina	8/18/2014	Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs	6/4/2015 quarterly
G4.B3.S1.A1	The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.	Cabrera, Cristina	8/18/2014	Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs	6/4/2015 quarterly
G2.B2.S1.A1	The leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.	Cabrera, Cristina	8/18/2014	Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs	6/4/2015 quarterly
G2.B3.S1.A1	The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.	Cabrera, Cristina	8/18/2014	Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs	6/4/2015 quarterly
G1.MA1	To monitor for progress toward meeting the goal, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.	Ruiz, Suzette	8/18/2014	Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats	6/4/2015 quarterly
G1.B1.S1.MA1	To monitor for effectiveness of implementation, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.	Cabrera, Cristina	8/18/2014	Summative: FSA 2015, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats	6/4/2015 quarterly
G1.B1.S1.MA1	To monitor for fidelity of implementation, the leadership team will meet with General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.	Cabrera, Cristina	8/18/2014	Summative: FSA 2015, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats	6/4/2015 quarterly
G1.B1.S2.MA1	To monitor for effectiveness, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Cabrera, Cristina	8/18/2014	Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats	6/4/2015 quarterly
G1.B1.S2.MA1	To monitor for fidelity of implementation, the leadership team will meet with	Cabrera, Cristina	8/18/2014	Summative: FSA 2015, Formative, FAIR, CELLA, Teacher made tests,	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
	General Ed. teachers to discuss the results of assessments and guide vocabulary instruction across the curriculum.			Interim Assessments, District Benchmark Assessments, Data Chats	
G2.MA1	General Ed. Teacher will contact students' guardian after 5 tardies/5 absences. Leadership team will monitor weekly call logs as needed.	Ruiz, Suzette	8/18/2014	Attendance Roster.	6/4/2015 quarterly
G2.B1.S1.MA1	General Ed. Teacher will contact students' guardian after 5 tardies/5 absences. To monitor for effectiveness, the Leadership team will monitor weekly call logs as needed.	Cabrera, Cristina	8/18/2014	Attendance Roster.	6/4/2015 quarterly
G2.B1.S1.MA1	The General Ed. Teacher will contact students' guardian after 5 tardies/5 absences. To monitor for fidelity, the Leadership team will monitor weekly call logs as needed.	Cabrera, Cristina	8/18/2014	Attendance Roster.	6/4/2015 quarterly
G2.B2.S1.MA1	To monitor and support the effectiveness of implementation, the leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.	Cabrera, Cristina	8/18/2014	Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs	6/4/2015 quarterly
G2.B2.S1.MA1	To monitor and support the fidelity of implementation, the leadership team will meet quarterly to develop and implement effective prevention and intervention strategies that promote positive student behavior.	Cabrera, Cristina	8/18/2014	Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs	6/4/2015 quarterly
G2.B3.S1.MA1	To monitor and support the effectiveness of implementation, the leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.	Ruiz, Suzette	8/18/2014	Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs	6/4/2015 quarterly
G2.B3.S1.MA1	To monitor for fidelity of implementation, the leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.	Cabrera, Cristina	8/18/2014	Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs	6/4/2015 quarterly
G3.MA1	To monitor for progress toward the goal, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Ruiz, Suzette	8/18/2014	Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment, VEX Robotics models.	6/4/2015 quarterly
G3.B1.S1.MA1	To monitor for effectiveness, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Cabrera, Cristina	8/18/2014	Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.	6/4/2015 quarterly
G3.B1.S1.MA1	To monitor for fidelity of implementation, the Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Cabrera, Cristina	8/18/2014	Interim Assessment, FCAT 2015 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment	6/4/2015 quarterly
G3.B2.S1.MA1	Leadership team will analyze student data, collected during several of the classroom implementations, to determine the effectiveness of the program.	Cabrera, Cristina	8/18/2014	Science Baseline; Science FCAT 2015; Interim Assessments; District Benchmark Assessments; VEX Robot models.	6/4/2015 quarterly
G3.B2.S1.MA1	Leadership team will analyze student data, collected during several of the classroom implementations, to	Cabrera, Cristina	8/18/2014	Science Baseline; Science FCAT 2015; Interim Assessments; District	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	determine the effectiveness of the program.			Benchmark Assessments; VEX Robot models.	
G4.MA1	Leadership Team will collect data from an annual Parent Survey to monitor the effectiveness of Parental Involvement initiatives at the school level.	Ruiz, Suzette	8/18/2014	Parent Survey; Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).	6/4/2015 quarterly
G4.B1.S1.MA1	Leadership Team will oversee systematic action plan to increase parental involvement.	Ruiz, Suzette	8/18/2014	Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).	6/4/2015 quarterly
G4.B1.S1.MA1	Leadership Team will oversee systematic action plan to increase parental involvement.	Cabrera, Cristina	8/18/2014	Somerset Happenings Site (sign-up per class/grade-level); Agenda/Sign-In sheets (SGPA Coffee Chats/P.A.L.'s meetings); School Volunteer Sign-In log (classroom activities/school-wide events).	6/4/2015 quarterly
G4.B2.S1.MA1	The leadership team will meet quarterly to monitor the development and implementation of effective prevention and intervention strategies that promote positive student behavior.	Ruiz, Suzette	8/18/2014	Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference log	6/4/2015 quarterly
G4.B2.S1.MA1	The leadership team will meet quarterly to monitor the development and implementation of effective prevention and intervention strategies that promote positive student behavior.	Cabrera, Cristina	8/18/2014	Incident reports, detention(s), referrals, indoor/outdoor suspension log, parent conference logs	6/4/2015 quarterly
G4.B3.S1.MA1	The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.	Ruiz, Suzette	8/18/2014	Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs	6/4/2015 quarterly
G4.B3.S1.MA1	The leadership team alongside school stakeholders, will meet quarterly to monitor developmentally appropriate assessments of children and program evaluations.	Cabrera, Cristina	8/18/2014	Success Maker data; Reading Eggs progress report; Accelerated Reader report; iReady diagnostic report; Parent Communication logs	6/4/2015 quarterly

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. Our goal at Somerset Gables Academy is to increase vocabulary across all content areas as per the Florida State Standards thereby, enhancing student learning in the classroom, as well as improving student success.

G1.B1 Florida State Standards (FSA) for ELA & Literacy may create a challenge for students to make explicit the vocabulary knowledge and skills that students need to be college and career ready as readers, writers, researchers, presenters and thinkers.

G1.B1.S1 1. Strategy- Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information to increase/enhance vocabulary knowledge/ skills in all content areas.

PD Opportunity 1

Teachers will meet quarterly to plan for specific vocabulary knowledge/skills which will be covered during instruction that will be incorporated cross-curricular.

Facilitator

Generation Ready

Participants

Teachers

Schedule

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

G3. The schools' STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.

G3.B2 Creating a robotics program that can be integrated into core coursework.

G3.B2.S1 The technology must support and enhance educational goals. Professional Development will empower educators with the skills and knowledge to effectively integrate a STEM VEX Robotics program.

PD Opportunity 1

Teacher's ability to integrate with and support learning goals in any number of subject areas a STEM VEX Robotics Program.

Facilitator

StarBot, Bill Garcia

Participants

3rd - 6th grade Teachers

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Our goal at Somerset Gables Academy is to increase vocabulary across all content areas as per the Florida State Standards thereby,enhancing student learning in the classroom, as well as improving student success.	2,000
Goal 3: The schools' STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.	1,700
Goal 4: The Parent Involvement goal will focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.	2,000
Grand Total	5,700

Goal 1: Our goal at Somerset Gables Academy is to increase vocabulary across all content areas as per the Florida State Standards thereby,enhancing student learning in the classroom, as well as improving student success.

Description	Source	Total
B1.S1.A1	General Fund	2,000
Total Goal 1		2,000

Goal 3: The schools' STEM/CTE goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.

Description	Source	Total
B2.S1.A1	General Fund	1,700
Total Goal 3		1,700

Goal 4: The Parent Involvement goal will focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Description	Source	Total
B1.S1.A1 - School Website	General Fund	2,000
Total Goal 4		2,000