

# Somerset Academy Charter Middle School



2014-15 School Improvement Plan

## Somerset Academy Charter Middle School

18491 SW 134TH AVE, Miami, FL 33177

www.somersetacademy.dadeschools.net

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

67%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

91%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	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	<a href="#">Gayle Sitter</a>
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**

Somerset Academy is dedicated to providing equitable, high-quality education for all students.

#### School Environment

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

Somerset Academy provides an open-door policy for students and parents to interact with staff, personnel and peers. Festivities, sports and clubs are organized throughout the school year to foster an environment of building relationships. During these activities, the staff and administration spend quality time with families to understand cultures and expectations of parents and students. Through conversations and experiences, we learn and adapt our strategy to teach and speak with each child. Relationships are built strong when an understanding is made between the school and the stakeholders.

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

Somerset Academy staff and personnel are encouraged to listen and observe student's behaviors and goals. As a staff, we work toward providing a safe environment through personnel posts, safety patrols, security and after school dismissal and pick up procedures. Drills such as fire drills, code yellow and red are practiced throughout the year. The open door policy is expressed with all students. Privacy and respect for students is also shared throughout the year. A comfort level is created to encourage students to come and share their thoughts of improvement or areas of concern.

##### **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 follows the Student Code of Conduct Plan to assist in the behavioral process. Students have a clear understanding of the consequences and expectations of behavior. Each teacher has a classroom management plan which aids in minimal distractions and disciplinary issues. Training is provided for personnel through out the year for clarification and updating of protocols. In addition, The Code of Student Conduct is discussed at the beginning of the school year with our middle school students in an assembly fashion.

##### **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**

Our counselor is available during the day for discussions and meetings. Students are allowed to visit her office for emergency purposes or for counseling whenever needed. Clubs and mentoring are provided for the students throughout the year. A variation is available to meet all students social-



emotional needs and interests. Clubs such as The AntiBully Club, Community Service Club and Future Educators of America exist through the support of our staff. Students create and send positive messages in helping others and how guide other in need.

**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**

The registrar will create attendance and suspension reports for students at risk. The gradebook manager creates progress reports and with the counselor identifies student with possible retentions. Administration is provided a list of students at for early warning recommendation. The list would include the following.

1. course failure / performance levels for at risk students
2. number of suspensions
3. number of level 1 students in Mathematics and Reading

**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	0	9	0	9
One or more suspensions	0	0	0	
Course failure in ELA or Math	19	13	5	37
Level 1 on statewide assessment	7	5	1	13

*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**

Data is used to determine students who need intervention. The school provides free tutoring and an intervention system for students performing or exhibiting at risk characteristics. Academic development is correlated to student attendance. A staff of personnel monitor student attendance to intervene and counsel parents and students with possible remedies. A reward system will be set to recognize students for positive academic behavior. A "Good Character" award will also be set monthly to recognize and motivate students towards positive behavior and goals.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

In order to increase our percentage of parental involvement during middle school years, our staff consistently organizes various activities and events to allow families to bond and interact with each other. These events allow students and parents to select activities of their interest and to stay knowledgeable of their child's interest.

Events to be organized:

Open House – Parents meet with all teachers to discuss the year at a glance

Out of County Field Trips – A selected number of students and parents will be taken on an educational field trip. Also the eighth graders attend a trip to celebrate graduation.

Field Day – A competitive day filled with physical activities including parental assistance

Night Under the Stars – Parents and students enjoy a family evening with food and a large movie screening

Science Fair Night-The top winners of the classrooms will display and present their projects to parents and faculty. A competition is set select the top winner per grade. A gift card and recognition is given at the end of the event.

Hispanic Heritage Celebration- A day to celebrate different cultures and typical attire. Parents donate cultural foods, artifacts, and knowledge.

Talent Show – An evening activity to showcase different students individual and group talents

Holiday performances – Drama students perform a holiday play

Holiday feasts – Parents help serve and participate with their child during a special luncheon

Faculty vs. students kick ball game – A healthy and competitive game to promote school spirit

Family Volunteer Hours- opportunities to help throughout the school day within in the classrooms, library, or cafeteria.

McDonald's Night is an event organized to fundraising and involves the community with an evening of entertainment and interaction.

**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**

Various staff members and clubs organize collections throughout the year such as canned foods drive, Christmas gifts collection, Miami Rescue Mission and fundraising for charities such as Muscular Dystrophy, March of Dimes, Jump for Hearts, Susan G. Komen and field trips for first hand experiences in the community.

**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
Grau, Sandra	Assistant Principal
Varela, Hilda	Administrative Support

## Duties

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

(Leadership Team)

Principal: Suzette Ruiz fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing intervention support and documentation, adequate professional development to support instructional leaders and decision making, and communicates with parents regarding school-based plans and activities.

Assistant Principal: Sandra Grau identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment.

Department Chairs: Sandra Dominguez (Reading department chair), Amy Eustace (Math department chair), Hilda Varela (Science department chair)

Exceptional Student Education (ESE) Teachers: Lorraine Amat (SPED Coordinator) for Somerset Academy Charter School will participate in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students’

Guidance Counselor, & Behavior Specialist: Milena Cruz provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Luis Orta (School Psychologist) facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

### ***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 Leadership Team uses the Problem Solving process to set goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

8. Intervention resources are updated and maintained on a regular basis to ensure that students are receiving the maximum resources available.

**Tier 2**

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

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

The SIP summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The Problem-Solving process is used to first carry out, monitor, and adjust if necessary.

Tier 2 supports are provided to students who are at risk or have not met proficiency. End of the year performance review evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, trend data across grade levels is used to examine support focus or prevention/early intervention efforts.

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

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Suzette E. Ruiz	Principal
Jessica Perez	Teacher
Caridad Odio	Teacher
Milena Cruz	Teacher
Hilda Varela	Teacher
Sandra Dominguez	Teacher
Juana Calderon	Education Support Employee
Ariel Visciglia	Business/Community
Aydee Taylor	Education Support Employee
Katerina Vazquez	Student
Gregory Sipes	Teacher
Rosemarie Recicar	Teacher
Ana Vazquez	Parent
Angela Perez	Parent
Aymara Riley	Parent
Blanca Veliz	Parent
Julie Romanek	Parent
Ana Vazquez-Suros	Parent
Daniella Maya	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

During the SAC meetings, the SIP was shared and each member had an opportunity to freely make any recommendations to improve the S.I.P.

The meetings for 2013-2014 were set on the following dates

January 23, 2013

April 12, 2013

May 31, 2013

September 10, 2013

January 16, 2014

April 08, 2014

*Development of this school improvement plan*

During the SAC meeting, the SIP is shared and each member has an opportunity to freely make any recommendations. Throughout the school year, teachers gather to review data and make recommendations for the SIP throughout the school year. Any relevant information is changed to improve our areas of need.

The meeting dates scheduled for this year are on September 24, 2014 and May 13, 2014.

*Preparation of the school's annual budget and plan*

With supervision from the administrative team the annual budget and plan are worked on and reformed.

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

The projected use of school improvement funds goes towards the purchase of school-wide agendas at a cost of \$1,060.00

**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
Grau, Sandra	Assistant Principal
Dominguez, Sandra	Instructional Coach
Ruiz, Suzette	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multidisciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## 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**

As a school, vertical and horizontal planning is incorporated within grade levels and subject areas. As part of the master schedule, common planning times within each grade level were intentionally scheduled to encourage positive working relationships. Instructional and grade level chairs provide support to teachers when requested.

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

Our school's strategies to recruit and maintain staff members include incentives, positive recognition, provide professional development opportunities, provide a safe working environment and administration has an "open door" policy with its staff.

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

The department chair is paired with the Middle School teachers to address and analyze areas of growth within the program. The mentor and mentee are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

## 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***

Instructional coaches attend quarterly meetings to become informed of the latest information regarding the state and district standards. The coaches hold monthly meetings where the information is disseminated to all personnel by grade level and subject. CPALMS is used to align instruction the FS assessment.

#### 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***

Interim Assessment, FAIR, Accelerated Reader and Reading Plus are utilized to organize classrooms, assign small group instruction, and construct supplemental instruction to assist low performing students. Small groups are modified when data indicates that students are having difficulty

attaining proficiency. Free tutoring is provided during the school year to address other areas of needs and to maintain students working on grade level.

***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:** Before School Program

**Minutes added to school year:** 2,880

The data collected and analyzed from various assessments in Reading drives the objectives covered in tutoring. The school will provide an enriched and accelerated curriculum by providing advanced educational opportunities for students whom excel within their grade level expectations. The school will host free before tutoring sessions for students of all levels to target areas of need.

***Strategy Rationale***

Before school tutoring provides low performing students the opportunity to master learning standards.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Grau, Sandra, sgrau0520@dadeschools.net

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

During data chats, the teachers analyze and decipher the data within their grade level and with Mrs. Grau (assistant principal). The teachers also conference with the students to inform and educate them of their areas of strengths and weakness. This data is then analyzed as a whole school to then make the proper accommodations within lesson planning, small group instruction and by grade level. Interim assessments and pretest for writing are given for data and comparative purposes.

**Strategy:** After School Program

**Minutes added to school year:** 1,440

The data collected and analyzed from various assessments in Mathematics and Science drives the objectives covered in tutoring. The school will provide an enriched and accelerated curriculum by providing advanced educational opportunities for students whom excel within their grade level expectations. The school will also host free before tutoring sessions for students of all levels.

***Strategy Rationale***

After school tutoring provides low performing students the opportunity to master learning standards.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Grau, Sandra, sgrau0520@dadeschools.net

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

During data chats, the teachers analyze and decipher the data within their grade level and with Mrs. Grau (assistant principal). The teachers also conference with the students to inform and educate them of their areas of strengths and weakness. This data is then analyzed as a whole school to then make the proper accommodations within lesson planning, small group instruction and by grade level.



**Strategy:** Weekend Program

**Minutes added to school year:** 900

The school will use an extended modules curriculum to enforce areas of need in science and reading. The school will also host free before tutoring sessions for students of all levels.

**Strategy Rationale**

Saturday tutoring provides low performing students the opportunity to master learning standards.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Grau, Sandra, sgrau0520@dadeschools.net

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

During data chats for interim and teacher assessments, the teachers analyze and decipher the data within their grade level and with Mrs. Grau (assistant principal). The teachers also conference with the students to inform and educate them of their areas of strengths and weakness. This data is then analyzed as a whole school to then make the proper accommodations within lesson planning, small group instruction and by grade level.

**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**

Analyzing scores and data per student allows us to introduce the correct level of curriculum and placement. Communication between parents and school personnel allows us to become informed of needs and to reform our school as needed. Middle school students will be given the STAR Reading and STAR Math assessment. Both assessments determine the grade equivalent for the students reading and math performance levels.

**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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The strategic goal will be to use differentiated instruction during content core instruction.
- G2.** The Early Warning System will be used to monitor and increase communication with parents and students, student attendance, and positive behavior.
- G3.** STEM related opportunities and activities will be organized for all students to attend.
- G4.** Our goal to increase parental involvement will be to organize and inform all stakeholders of school functions. Building a strong sense of family and community oriented environment will support 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. The strategic goal will be to use differentiated instruction during content core instruction. 1a**

G048831

**Targets Supported 1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
AMO Math - All Students	79.0
AMO Reading - All Students	81.0
AMO Reading - White	85.0
FCAT 2.0 Science Proficiency	79.0
AMO Math - African American	81.0

**Resources Available to Support the Goal 2**

- The resources used this school year in Reading are Reading Plus, Safari Montage, Accelerated Reader, leveled readers for reading instruction, LAFS, and Cengage Inside intervention program.
- For the area of Mathematics, our resources used are IXL, Algebra Nation, and intervention programs.
- The Science component is fulfilled with Accelerated Reading, Health Studies Weekly, Explore Learning and FCAT explorer.

**Targeted Barriers to Achieving the Goal 3**

- Our school barrier in Reading is the Informational Text and Research Process category.
- Our barrier for the area of Mathematics which needs improvement for this school year would be in Geometry and Measurement.
- Our barrier for the area of Science is considered to be Physical Science.

**Plan to Monitor Progress Toward G1. 8**

Reports from Reading Plus, Accelerated Reader, IXL, Cengage Inside, Algebra Nation, informal and formal assessments, and Explore Learning.

**Person Responsible**

Suzette Ruiz

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Data reports from each resource will be analyzed to determine whether improvement was made in the specific benchmarks and subject areas.

**G2.** The Early Warning System will be used to monitor and increase communication with parents and students, student attendance, and positive behavior. 1a

G048957

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	93.0
Discipline incidents	2.0
Retained Students	8.0
Course Failures Mathematics	7.0
Course Failures ELA	10.0
2+ Course Failures - Middle Grades	14.0

**Resources Available to Support the Goal** 2

- The attendance roster, gradebook and ISIS program will be used to monitor student attendance and student behavior
- Attendance reports, parent contact logs and volunteer logs

**Targeted Barriers to Achieving the Goal** 3

- Limited amount of communication between the school and parent or student to parent
- Limited monitoring of poor student attendance
- Limited opportunities in recognition of positive student behavior

**Plan to Monitor Progress Toward G2.** 8

Monthly reports from ISIS for attendance and gradebook for grades

**Person Responsible**

Hilda Varela

**Schedule**

Monthly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Attendance records, progress reports and report cards will be used as evidence

**G3. STEM related opportunities and activities will be organized for all students to attend.** 1a

G049717

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0

**Resources Available to Support the Goal** 2

- STEM resources used in the classrooms such as Explore Learning, Brain Pop, Science Fair and investigative labs.

**Targeted Barriers to Achieving the Goal** 3

- Not enough allotted space for full science labs and teacher experience in science fields.

**Plan to Monitor Progress Toward G3.** 8

Staff will fill out professional development forms. Walk throughs will be used to determine alignment to pacing guide.

**Person Responsible**

Suzette Ruiz

**Schedule**

Annually, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

informal and formal assessments, grades and student attendance in science clubs

**G4.** Our goal to increase parental involvement will be to organize and inform all stakeholders of school functions. Building a strong sense of family and community oriented environment will support student achievement. 1a

G049729

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Resources Available to Support the Goal** 2

- Remind, school website, Class PALS meeting, Parent Academy and Cheerleading

**Targeted Barriers to Achieving the Goal** 3

- Language barrier and technologically stagnant stakeholders

**Plan to Monitor Progress Toward G4.** 8

Review sign in sheets, volunteer logs, attendance of events

**Person Responsible**

Suzette Ruiz

**Schedule**

Annually, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Review sign in sheets, volunteer logs, attendance of 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.** The strategic goal will be to use differentiated instruction during content core instruction. **1**

 G048831

**G1.B1** Our school barrier in Reading is the Informational Text and Research Process category. **2**

 B121926

**G1.B1.S1** Through the use of horizontal and vertical planning teachers will be able to incorporate specific benchmarks into core curriculum with the use differentiated instruction. **4**

 S133978

### Strategy Rationale

The benchmark will be used and visualized in other subject areas of instruction found in informational text and in the research process. The benchmark will addressed in multiple areas.

### Action Step 1 **5**

Teachers will meet biweekly to plan differentiated instruction activities to cover the benchmark which will be used during instruction. The DI will be incorporated into the content core curriculum.

### Person Responsible

Sandra Dominguez

### Schedule

Biweekly, from 9/8/2014 to 6/1/2015

### Evidence of Completion

Sign in sheets and description of benchmark to be covered during the week.



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

Teachers will monitor informal and formal assessments to determine implementation. Reading Plus and interim assessment data will be used to monitor the benchmark covered during instruction. Administration will be looking to assure that it will be incorporated into the content core curriculum through observations. Administration will meet to discuss progress and needs.

**Person Responsible**

Sandra Grau

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Sign in sheets, Reading Plus reports, Interim Assessments and observations during the week.

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

Administration will meet to discuss progress and needs. Data will be analyzed to determine effectiveness.

**Person Responsible**

Suzette Ruiz

**Schedule**

Biweekly, from 9/8/2014 to 6/1/2015


**Evidence of Completion**

Through observations administration and teachers will discuss any needs and reform which needs to be made. Data will be analyzed to determine the effectiveness of the component.

**G1.B2** Our barrier for the area of Mathematics which needs improvement for this school year would be in Geometry and Measurement. **2**

 B122037

**G1.B2.S1** Through the use of department and grade level meetings, teachers will be able to incorporate differentiated instruction in core curriculum. **4**

 S134164

### **Strategy Rationale**

The benchmark will be used and visualized in other subject areas of instruction for repetitive exposure.

### **Action Step 1** **5**

Teachers will meet biweekly to plan differentiated instruction activities to cover the benchmark which will be used taught during instruction. The DI will be incorporated into the content core curriculum.

#### **Person Responsible**

Hilda Varela

#### **Schedule**

Biweekly, from 9/8/2014 to 6/1/2015

#### **Evidence of Completion**

Grade level meeting attendance and lead teacher to review lesson plan objectives to be covered during the week.

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

Teachers will monitor informal and interim assessments to determine implementation. Administration will conduct observations to ensure that differentiated instruction is incorporated in class. Staff will meet to discuss progress and needs.

#### **Person Responsible**

Sandra Grau

#### **Schedule**

Weekly, from 9/8/2014 to 6/1/2015

#### **Evidence of Completion**

Interim Assessment, inform assessments, data walls and weekly observations

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

Progress and needs will be discussed in staff meetings. Data will be analyzed..

**Person Responsible**

Suzette Ruiz

**Schedule**

Biweekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

progress reports and report card grades

**G1.B3** Our barrier for the area of Science is considered to be Physical Science. 2

 B122038

**G1.B3.S1** Through the use of horizontal and vertical planning teachers will be able to incorporate specific benchmarks from Science into core curriculum. 4

 S134184

**Strategy Rationale**

The benchmark will be used and visualized in other subject areas of instruction such as Reading. If students are exposed and apply the benchmarks multiple times then the probability of mastery increases.

**Action Step 1** 5

Differentiated instruction activities with an emphasis of Physical Science will be incorporated into the content core curriculum.

**Person Responsible**

Hilda Varela

**Schedule**

Biweekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Sign in sheets and description of benchmark to be covered during the week.

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

Teachers will monitor informal and formal assessments to determine implementation. Administration will monitor the benchmark which will be covered during instruction. They will be looking to assure that it will be incorporated into the core curriculum through observations. Administration will meet to discuss progress and needs.

**Person Responsible**

Sandra Grau

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***

Data Walls, interim assessments and observations during the week.

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

Administration will meet to discuss progress and needs. Data will be analyzed to determine effectiveness.

**Person Responsible**

Hilda Varela

**Schedule**

Biweekly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***

Through observations administration and teachers will discuss any needs and reform which needs to be made. Data will be analyzed to determine the effectiveness of the component.

**G2.** The Early Warning System will be used to monitor and increase communication with parents and students, student attendance, and positive behavior. 1

G048957

**G2.B1** Limited amount of communication between the school and parent or student to parent 2

B123142

**G2.B1.S1** Counseling or communicating with students and parents in order to increase academic and school performance 4

S135083

### **Strategy Rationale**

Provide all stake holders an open door policy and friendly environment to increase the lines of communication

### **Action Step 1** 5

Counseling and positive motivation will be used to assist students with at risk characteristics. Discuss possible solutions for student progress.

#### **Person Responsible**

Milena Cruz

#### **Schedule**

Monthly, from 9/1/2014 to 6/1/2015

#### **Evidence of Completion**

Parent Contact Log, Gradebook Reports and ISIS Reports

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

Monitoring students who are in need of intervention by discussing options with parents and school personnel.

#### **Person Responsible**

Sandra Grau

#### **Schedule**

Monthly, from 9/8/2014 to 6/1/2015

#### **Evidence of Completion**

attendance records, progress reports and parental logs

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

Monitor plans to determine if students have made some academic progress and identify the areas improved.

**Person Responsible**

Suzette Ruiz


**Schedule**

Monthly, from 9/8/2014 to 6/1/2015


**Evidence of Completion**

Report Cards, PMP forms and parental logs

**G2.B2 Limited monitoring of poor student attendance** 2

 B134232

**G2.B2.S1 Increase the monitoring of students who have excessive or consecutive absences** 4

 S146067

**Strategy Rationale**

To closely monitor students of potential truancy or academic neglect due to excessive absences.

**Action Step 1** 5

The gradebook manager will maintain an accurate record of students who have multiple absences.

**Person Responsible**

Hilda Varela

**Schedule**

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

**Evidence of Completion**

Attendance Reports and Parent Log

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

Retain records of students' daily attendance through the use of daily attendance bulletins and parent log

**Person Responsible**

Sandra Grau

**Schedule**

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

***Evidence of Completion***

Teachers will verify correct attendance daily on attendance rosters. Tardy referrals will be given to students for every 10 tardies.

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

Monitor attendance records and parental contact logs of at-risk students to determine if attendance has improved.

**Person Responsible**

Suzette Ruiz

**Schedule**

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

***Evidence of Completion***

Attendance bulletins, parent logs and tardy referrals

**G2.B3 Limited opportunities in recognition of positive student behavior** 2

B134233

**G2.B3.S1 Provide incentives and motivations for positive behavior through the use of Monthly "Character Awards"** 4

S146068

**Strategy Rationale**

Student become more active in school activities and academically through rewarding and recognizing their positive behaviors

**Action Step 1** 5

Teachers will provide a list of students who have behave or demonstrated a positive "Good Character. Our counselor will announce the students over the morning announcements, hand out an award and take a student picture which will be posted monthly.

**Person Responsible**

Hilda Varela

**Schedule**

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

**Evidence of Completion**

Good Character Award recipient list

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

Ensure teachers are maintaining an active list to not repeat students awards and counselor is announcing student names and giving out "Good Character Award".

**Person Responsible**

Sandra Grau

**Schedule**

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

**Evidence of Completion**

Teacher active list, referrals, and bulletin boards



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

Monitor and analyze behavioral data to determine if school wide "Good Character Award" is improving student behavior and achievement.

**Person Responsible**

Suzette Ruiz


**Schedule**

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


**Evidence of Completion**

Attendance Records, assessment data and administrative walk throughs

**G3. STEM related opportunities and activities will be organized for all students to attend.** 1

 G049717

**G3.B1** Not enough allotted space for full science labs and teacher experience in science fields. 2

 B124483

**G3.B1.S1** Have staff attend workshops and professional development that will expose and teach new strategies for STEM. 4

 S136383

**Strategy Rationale**

As the staff is educated and exposed within the science field, teachers will become more comfortable to teach and volunteer for programs.

**Action Step 1** 5

Administration and staff will be sent to professional development workshops. The workshops will expose teachers to STEM activities which will then be implemented into lessons and weekly investigations.

**Person Responsible**

Hilda Varela

**Schedule**

Weekly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Sign in sheets and professional development forms completed

**Action Step 2** 5

Student activities and events will be created to tie in STEM. Science Fair Night, Career Week, and Science and Art based Photography Contests will be coordinated.

**Person Responsible**

Sandra Grau

**Schedule**

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

***Evidence of Completion***

Entry forms, science fair projects and sign in sheets for presenters

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

Administration and staff will be sent to professional developments and workshops to expose teachers in STEM. PLC meetings will be held monthly to disseminate information. Staff will fill out professional development forms. Walk throughs will be used to determine alignment to pacing guide.

**Person Responsible**

Sandra Grau

**Schedule**

Biweekly, from 9/1/2014 to 6/1/2015

***Evidence of Completion***

professional development forms and observations

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

Administration will meet with the committees to determine needs and supplies for the events or contests.

**Person Responsible**

Hilda Varela

**Schedule**

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

***Evidence of Completion***

Committee sign in sheets and meetings

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

Staff will regroup to discuss areas of strength and areas of work in progress. Administration observations will be used to determine growth and possible mentors.

**Person Responsible**

Suzette Ruiz

**Schedule**

Monthly, from 9/1/2014 to 6/1/2015

***Evidence of Completion***

Staff will regroup to discuss student growth from informal and formal assessment. Administration will meet with staff to discuss needs from observation forms.

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

Administration will survey stakeholders and personnel for areas of improvements and strengths

**Person Responsible**

Suzette Ruiz

**Schedule**

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

***Evidence of Completion***

Review survey and stakeholder suggestions

**G4.** Our goal to increase parental involvement will be to organize and inform all stakeholders of school functions. Building a strong sense of family and community oriented environment will support student achievement. 1

G049729

**G4.B1** Language barrier and technologically stagnant stakeholders 2

B124506

**G4.B1.S1** Increase parental involvement by sending home letters in home languages, update website with events, promote technological programs to enhance knowledge, and allot time for parental involvement. 4

S136478

### **Strategy Rationale**

By promoting events with allotted time, parents may plan accordingly to attend. In addition, sending information in home language allows parents to become informed of school functions and events. Informing parents of technological programs will assist parents in assisting students at home.

### **Action Step 1** 5

Parental involvement will increase by sending home letters in home languages, updating the website with events, promote technological programs to enhance knowledge, EESAC meetings and allot time for parental involvement.

#### **Person Responsible**

Sandra Grau

#### **Schedule**

Monthly, from 9/1/2014 to 6/1/2015

#### **Evidence of Completion**

Remind reports, volunteer logs, sign in sheets, attendance of events, website information

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

Teachers and administration will send Remind 101 messages on a needed basis to inform all ongoing activities. During Open House and parent conferences all stakeholders will be inform of activities, programs and opportunities.

**Person Responsible**

Hilda Varela

**Schedule**

Quarterly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Collect sign in sheets, volunteer logs, attendance of events

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

Administration will review the annual school survey, review sign in sheets and volunteer logs.

**Person Responsible**

Suzette Ruiz

**Schedule**

Annually, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Data from surveys will be used to determine effectiveness

**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 biweekly to plan differentiated instruction activities to cover the benchmark which will be used during instruction. The DI will be incorporated into the content core curriculum.	Dominguez, Sandra	9/8/2014	Sign in sheets and description of benchmark to be covered during the week.	6/1/2015 biweekly
G1.B2.S1.A1	Teachers will meet biweekly to plan differentiated instruction activities to cover the benchmark which will be used taught during instruction. The DI will be incorporated into the content core curriculum.	Varela, Hilda	9/8/2014	Grade level meeting attendance and lead teacher to review lesson plan objectives to be covered during the week.	6/1/2015 biweekly
G1.B3.S1.A1	Differentiated instruction activities with an emphasis of Physical Science will be	Varela, Hilda	9/8/2014	Sign in sheets and description of benchmark to be covered during the week.	6/1/2015 biweekly

**Dade - 6004 - Somerset Academy Charter Middle School - 2014-15 SIP**  
*Somerset Academy Charter Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	incorporated into the content core curriculum.				
G2.B1.S1.A1	Counseling and positive motivation will be used to assist students with at risk characteristics. Discuss possible solutions for student progress.	Cruz, Milena	9/1/2014	Parent Contact Log, Gradebook Reports and ISIS Reports	6/1/2015 monthly
G3.B1.S1.A1	Administration and staff will be sent to professional development workshops. The workshops will expose teachers to STEM activities which will then be implemented into lessons and weekly investigations.	Varela, Hilda	9/1/2014	Sign in sheets and professional development forms completed	6/1/2015 weekly
G4.B1.S1.A1	Parental involvement will increase by sending home letters in home languages, updating the website with events, promote technological programs to enhance knowledge, EESAC meetings and allot time for parental involvement.	Grau, Sandra	9/1/2014	Remind reports, volunteer logs, sign in sheets, attendance of events, website information	6/1/2015 monthly
G2.B2.S1.A1	The gradebook manager will maintain an accurate record of students who have multiple absences.	Varela, Hilda	8/18/2014	Attendance Reports and Parent Log	6/4/2015 daily
G2.B3.S1.A1	Teachers will provide a list of students who have behave or demonstrated a positive "Good Character. Our counselor will announce the students over the morning announcements, hand out an award and take a student picture which will be posted monthly.	Varela, Hilda	8/18/2014	Good Character Award recipient list	6/4/2015 monthly
G3.B1.S1.A2	Student activities and events will be created to tie in STEM. Science Fair Night, Career Week, and Science and Art based Photography Contests will be coordinated.	Grau, Sandra	8/18/2014	Entry forms, science fair projects and sign in sheets for presenters	6/4/2015 biweekly
G1.MA1	Reports from Reading Plus, Accelerated Reader, IXL, Cengage Inside, Algebra Nation, informal and formal assessments, and Explore Learning.	Ruiz, Suzette	9/8/2014	Data reports from each resource will be analyzed to determine whether improvement was made in the specific benchmarks and subject areas.	6/1/2015 weekly
G1.B1.S1.MA1	Administration will meet to discuss progress and needs. Data will be analyzed to determine effectiveness.	Ruiz, Suzette	9/8/2014	Through observations administration and teachers will discuss any needs and reform which needs to be made. Data will be analyzed to determine the effectiveness of the component.	6/1/2015 biweekly
G1.B1.S1.MA1	Teachers will monitor informal and formal assessments to determine implementation. Reading Plus and interim assessment data will used to monitor the benchmark covered during instruction. Administration will be looking to assure that it will be incorporated into the content core curriculum through observations. Administration will meet to discuss progress and needs.	Grau, Sandra	9/8/2014	Sign in sheets, Reading Plus reports, Interim Assessments and observations during the week.	6/1/2015 weekly
G1.B2.S1.MA1	Progress and needs will be discussed in staff meetings. Data will be analyzed..	Ruiz, Suzette	9/8/2014	progress reports and report card grades	6/1/2015 biweekly
G1.B2.S1.MA1	Teachers will monitor informal and interim assessments to determine implementation. Administration will conduct observations to ensure that differentiated instruction is incorporated in class. Staff will meet to discuss progress and needs.	Grau, Sandra	9/8/2014	Interim Assessment, inform assessments, data walls and weekly observations	6/1/2015 weekly

**Dade - 6004 - Somerset Academy Charter Middle School - 2014-15 SIP**  
*Somerset Academy Charter Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Administration will meet to discuss progress and needs. Data will be analyzed to determine effectiveness.	Varela, Hilda	9/8/2014	Through observations administration and teachers will discuss any needs and reform which needs to be made. Data will be analyzed to determine the effectiveness of the component.	6/1/2015 biweekly
G1.B3.S1.MA1	Teachers will monitor informal and formal assessments to determine implementation. Administration will monitor the benchmark which will be covered during instruction. They will be looking to assure that it will be incorporated into the core curriculum through observations. Administration will meet to discuss progress and needs.	Grau, Sandra	9/8/2014	Data Walls, interim assessments and observations during the week.	6/1/2015 weekly
G2.MA1	Monthly reports from ISIS for attendance and gradebook for grades	Varela, Hilda	9/8/2014	Attendance records, progress reports and report cards will be used as evidence	6/1/2015 monthly
G2.B1.S1.MA1	Monitor plans to determine if students have made some academic progress and identify the areas improved.	Ruiz, Suzette	9/8/2014	Report Cards, PMP forms and parental logs	6/1/2015 monthly
G2.B1.S1.MA1	Monitoring students who are in need of intervention by discussing options with parents and school personnel.	Grau, Sandra	9/8/2014	attendance records, progress reports and parental logs	6/1/2015 monthly
G2.B2.S1.MA1	Monitor attendance records and parental contact logs of at-risk students to determine if attendance has improved.	Ruiz, Suzette	8/18/2014	Attendance bulletins, parent logs and tardy referrals	6/4/2015 monthly
G2.B2.S1.MA1	Retain records of students' daily attendance through the use of daily attendance bulletins and parent log	Grau, Sandra	8/18/2014	Teachers will verify correct attendance daily on attendance rosters. Tardy referrals will be given to students for every 10 tardies.	6/4/2015 weekly
G2.B3.S1.MA1	Monitor and analyze behavioral data to determine if school wide "Good Character Award" is improving student behavior and achievement.	Ruiz, Suzette	8/18/2014	Attendance Records, assessment data and administrative walk throughs	6/4/2015 monthly
G2.B3.S1.MA1	Ensure teachers are maintaining an active list to not repeat students awards and counselor is announcing student names and giving out "Good Character Award".	Grau, Sandra	8/18/2014	Teacher active list, referrals, and bulletin boards	6/4/2015 monthly
G3.MA1	Staff will fill out professional development forms. Walk throughs will be used to determine alignment to pacing guide.	Ruiz, Suzette	9/1/2014	informal and formal assessments, grades and student attendance in science clubs	6/1/2015 annually
G3.B1.S1.MA1	Staff will regroup to discuss areas of strength and areas of work in progress. Administration observations will be used to determine growth and possible mentors.	Ruiz, Suzette	9/1/2014	Staff will regroup to discuss student growth from informal and formal assessment. Administration will meet with staff to discuss needs from observation forms.	6/1/2015 monthly
G3.B1.S1.MA4	Administration will survey stakeholders and personnel for areas of improvements and strengths	Ruiz, Suzette	8/18/2014	Review survey and stakeholder suggestions	6/4/2015 annually
G3.B1.S1.MA1	Administration and staff will be sent to professional developments and workshops to expose teachers in STEM. PLC meetings will be held monthly to disseminate information. Staff will fill out professional development forms. Walk throughs will be used to determine alignment to pacing guide.	Grau, Sandra	9/1/2014	professional development forms and observations	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA3	Administration will meet with the committees to determine needs and supplies for the events or contests.	Varela, Hilda	8/18/2014	Committee sign in sheets and meetings	6/4/2015 monthly
G4.MA1	Review sign in sheets, volunteer logs, attendance of events	Ruiz, Suzette	9/1/2014	Review sign in sheets, volunteer logs, attendance of events	6/1/2015 annually
G4.B1.S1.MA1	Administration will review the annual school survey, review sign in sheets and volunteer logs.	Ruiz, Suzette	9/1/2014	Data from surveys will be used to determine effectiveness	6/1/2015 annually
G4.B1.S1.MA1	Teachers and administration will send Remind 101 messages on a needed basis to inform all ongoing activities. During Open House and parent conferences all stakeholders will be inform of activities, programs and opportunities.	Varela, Hilda	9/1/2014	Collect sign in sheets, volunteer logs, attendance of events	6/1/2015 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.** The strategic goal will be to use differentiated instruction during content core instruction.

**G1.B1** Our school barrier in Reading is the Informational Text and Research Process category.

**G1.B1.S1** Through the use of horizontal and vertical planning teachers will be able to incorporate specific benchmarks into core curriculum with the use differentiated instruction.

### PD Opportunity 1

Teachers will meet biweekly to plan differentiated instruction activities to cover the benchmark which will be used during instruction. The DI will be incorporated into the content core curriculum.

#### Facilitator

Generation Ready

#### Participants

Teachers

#### Schedule

Biweekly, from 9/8/2014 to 6/1/2015

**G1.B2** Our barrier for the area of Mathematics which needs improvement for this school year would be in Geometry and Measurement.

**G1.B2.S1** Through the use of department and grade level meetings, teachers will be able to incorporate differentiated instruction in core curriculum.

### PD Opportunity 1

Teachers will meet biweekly to plan differentiated instruction activities to cover the benchmark which will be used taught during instruction. The DI will be incorporated into the content core curriculum.

#### Facilitator

Generation Ready

#### Participants

Teachers

#### Schedule

Biweekly, from 9/8/2014 to 6/1/2015

**G1.B3** Our barrier for the area of Science is considered to be Physical Science.

**G1.B3.S1** Through the use of horizontal and vertical planning teachers will be able to incorporate specific benchmarks from Science into core curriculum.

**PD Opportunity 1**

Differentiated instruction activities with an emphasis of Physical Science will be incorporated into the content core curriculum.

**Facilitator**

Generation Ready

**Participants**

Teachers

**Schedule**

Biweekly, from 9/8/2014 to 6/1/2015

**G3.** STEM related opportunities and activities will be organized for all students to attend.

**G3.B1** Not enough allotted space for full science labs and teacher experience in science fields.

**G3.B1.S1** Have staff attend workshops and professional development that will expose and teach new strategies for STEM.

**PD Opportunity 1**

Administration and staff will be sent to professional development workshops. The workshops will expose teachers to STEM activities which will then be implemented into lessons and weekly investigations.

**Facilitator**

science department chair

**Participants**

teachers and science department chair

**Schedule**

Weekly, from 9/1/2014 to 6/1/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> The strategic goal will be to use differentiated instruction during content core instruction.	42,545
<b>Goal 2:</b> The Early Warning System will be used to monitor and increase communication with parents and students, student attendance, and positive behavior.	1,300
<b>Goal 4:</b> Our goal to increase parental involvement will be to organize and inform all stakeholders of school functions. Building a strong sense of family and community oriented environment will support student achievement.	4,800
<b>Grand Total</b>	<b>48,645</b>

#### Goal 1: The strategic goal will be to use differentiated instruction during content core instruction.

Description	Source	Total
<b>B1.S1.A1</b> - Generation Ready Professional Development	Other	4,000
<b>B1.S1.A1</b> - Renaissance Learning	Other	4,300
<b>B1.S1.A1</b> - Language Arts Florida Standards	Other	2,990
<b>B1.S1.A1</b> - Cengage	Other	7,100
<b>B1.S1.A1</b> - Reading Plus	Other	9,000
<b>B2.S1.A1</b> - IXL	Other	2,825
<b>B2.S1.A1</b> - Textbooks McGraw Hill	Other	5,800
<b>B3.S1.A1</b> - Health Weekly	Other	600
<b>B3.S1.A1</b> - Science Kits	Other	4,800
<b>B3.S1.A1</b> - Science Bio Lab	Other	1,130
<b>Total Goal 1</b>		<b>42,545</b>

#### Goal 2: The Early Warning System will be used to monitor and increase communication with parents and students, student attendance, and positive behavior.

Description	Source	Total
<b>B1.S1.A1</b> - Certificates	Other	1,100
<b>B1.S1.A1</b> - Character Development	Other	200
<b>Total Goal 2</b>		<b>1,300</b>

#### Goal 4: Our goal to increase parental involvement will be to organize and inform all stakeholders of school functions. Building a strong sense of family and community oriented environment will support student achievement.

Description	Source	Total
<b>B1.S1.A1</b> - Copies	Other	500
<b>B1.S1.A1</b> - Website Maintenance	Other	3,000
<b>B1.S1.A1</b> - ESSAC	Other	1,300
<b>Total Goal 4</b>		<b>4,800</b>