



## Somerset Academy Charter Elementary School (South Homestead)

300 SE 1ST DR, Homestead, FL 33030

www.somersetelem.dadeschools.net

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>KG-5                               | Yes                           | 85%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | Yes                           | 93%   |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B       | B*      | B       | B       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

N/A

### 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 a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| Supportive Environment  | 6         |
| Family and Community Engagement   | 7         |
| Effective Leadership  | 8         |
| Public and Collaborative Teaching   | 10        |
| Ambitious Instruction and Learning  | 11        |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>14</b> |
| Goals Summary   | 14        |
| Goals Detail  | 14        |
| Action Plan for Improvement   | 16        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>22</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>23</b> |
| Professional Development Opportunities  | 23        |
| Technical Assistance Items  | 25        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>25</b> |

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Somerset Academy Charter Elementary School (South Homestead)

#### DA Region and RED

Southeast - [LaShawn Russ-Porterfield](#)

#### DA Category and Turnaround Status

Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Somerset Academy Charter is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life-long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success.

##### b. Provide the school's vision statement.

The vision of Somerset Academy Charter is to continue to be recognized and respected as a top ranked learning community that graduates productive and caring citizens who are prepared to succeed in a global society.

#### 2. School Environment

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

The school highlights all cultural holidays. The faculty and staff participate in school wide events such as the Harvest Festival, an annual Spaghetti dinner, the annual Talent Show, the Winter Holiday Show, among other events. These events are designed to bridge teachers and students and encourage family involvement fortifying the school as a whole. Teachers sponsor after school sports and clubs to connect their personal interests with students personal interests.

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

Students are monitored at all times and the school actively promotes the anti-bullying policy. Each teacher has a post for monitoring both before and after school to increase vigilance and promote safety. Safety patrols encompass students who are leaders among their peers.

##### c. 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.

Students behavioral expectations are clearly outlined in our parent/student handbook. These expectations are reviewed with the teachers and in turn the rules are reviewed with students and parents. There is an open line of communication between administration, teachers, students, and parents. All students at Somerset Academy must comply with the Code of Student Conduct published and distributed by the Miami-Dade County Public School Board. A copy of this can be found by visiting [www.dadeschools.net](http://www.dadeschools.net). In addition, our school holds a Zero Tolerance Policy for the following infractions of the Code of Student Conduct as listed in the severe clause below. Please note that this list is NOT all-inclusive and the school administration reserves the right and discretionary authority to enforce consequences accordingly.

##### d. 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.

All teachers were trained in Kagan Structures to incorporate cooperative learning as a standard in each classroom. Through cooperative learning students' social-emotional needs are nourished through activities, class participation, student grouping, and partnerships. Students in the National Honor Society will mentor younger students by visiting primary grades and conducting read-alouds. We also have a counselor that visits our school weekly and meets with those students who need counseling.

### 3. Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

| Indicator                       | Grade Level |   |    |   |    |    |   |   |   |   |    |    |    | Total |
|---------------------------------|-------------|---|----|---|----|----|---|---|---|---|----|----|----|-------|
|                                 | K           | 1 | 2  | 3 | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 3           | 1 | 3  | 3 | 4  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 16    |
| One or more suspensions         | 0           | 0 | 0  | 0 | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA or Math   | 2           | 4 | 6  | 3 | 16 | 8  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 39    |
| Level 1 on statewide assessment | 2           | 8 | 20 | 0 | 21 | 30 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 81    |

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

| Indicator                                  | Grade Level |   |   |   |    |    |   |   |   |   |    |    |    | Total |
|--|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 1           | 4 | 6 | 1 | 16 | 17 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 45    |

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

All students who are in need of improving their academic performance will be placed on Tier 2. They will have small group instruction for 15 min daily. In addition, students who are truant with attendance will be placed on a contract and the parents will be called in for a meeting. Behavior contracts will be given to those students who have received at least 2 referrals. A FAB/BIP will be created for those students who need it.

### B. Family and Community Engagement

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

**1. 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. Â§ 6314(b)(1)(F).

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

Yes

**1. PIP Link**

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

**2. Description**

During the 2013-2014 school year, parent participation in school-wide activities was 85%. Our goal for the 2014-2015 school year is to increase parent participation 5%, from 85% to 90%.

**2. 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.**

The school promotes community involvement as stakeholders through school wide events that are held annually. In example, local police, SWAT, Firefighters, FPL, and public service workers bring their work vehicles to Cars and Trucks Day. The school offers Career Day for local community organizations to bridge the connection between school and various occupations. Former Mayor, Lynda Bell visits our school to read and speak to students. Participation in the KAPOW (Kids and the Power of Work) program further cements partnerships in the community.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

| Name            | Title               |
|-----------------|---------------------|
| Rivas, Michelle | Assistant Principal |
| morales, layda  | Principal           |
| Yoon, Lynn      | Teacher, K-12       |
| Gomez, Anette   | Teacher, K-12       |

**b. Duties**

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

- Ms.Layda Morales– principal, oversees school wide instruction progress and fidelity to school wide plan
- Ms.Michelle Rivas- assistant principal, meets with staff regularly to discuss and monitor student progression across grade levels
- Ms.Yoon and Ms.Gomez– coaches, models and provides teachers with intervention strategies and delivers materials for small group instruction

**2. 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 will monitor and adjust the school’s academic and behavioral goals through data gathering and data analysis
- The leadership team will monitor the fidelity of the delivery of instruction and intervention
- The leadership will provide levels of support and interventions to students based on data
- Students with academic needs will be placed on Tier 2 in Response to Intervention

Federal, state and local funds will be used to provide students and faculty with numerous technological resources, tutoring services, reading coach, reading and math computer programs such as Reading Plus and Mathletics. Tutoring services will be implemented during the week as well as on weekends to ensure student progress in both Reading and Math. Professional developments are put into place to train teachers on effective instructional techniques to use in the classroom.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Layda Morales    | Principal                  |
| Naovanni Noa     | Teacher                    |
| Nazy Sierra      | Business/Community         |
| Valeria Jimenez  | Parent                     |
| Candice Cruz     | Parent                     |
| Sam De La Rosa   | Parent                     |
| Lindsay Diaz     | Parent                     |
| Nalani Noa       | Parent                     |
| David De La Rosa | Student                    |
| Michelle Rivas   | Teacher                    |
| Nicole Neto      | Teacher                    |
| Susan Chandler   | Teacher                    |
| Yvette Martinez  | Education Support Employee |
| Beverly McKay    | Education Support Employee |
| Raul Rodriguez   | Parent                     |
| Andres Williams  | Student                    |
| Anette Gomez     | Teacher                    |

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

The SAC met to determine the school's progress in achieving the goals that were set forth and provided suggestions for further school improvement.

**b. Development of this school improvement plan**

The SAC periodically throughout the year to discuss student progress, and ensure fidelity to the goals stated in the SIP.

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

The SAC reviews the budget that is provided by the principal.

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

SAC has decided to use funds towards varies FSA prep programs such as Reading Plus and Waggle.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name            | Title               |
|-----------------|---------------------|
| morales, layda  | Principal           |
| Yoon, Lynn      | Teacher, K-12       |
| Rivas, Michelle | Assistant Principal |
| Gomez, Anette   | Teacher, K-12       |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve a literary leaders. The LLT also promotes a love of reading by implementing a rewards system to reward gains in reading achievement and Accelerate Reader goals.

**D. Public and Collaborative Teaching**

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

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

Positive working relationships between teachers is paramount to student success. Professional developments are provided to impart techniques for collaborative working. Professional developments highlight working together in the classroom and general team building strategies. Time is allotted each week for collective planning whether it be whole faculty, grade level, or lateral planning. Each grade level

also has common planning time scheduled daily to ensure that grade level teachers are working together to follow Florida State Standards and district pacing guides.

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

1. Advertisement in local newspaper and web
2. Resume received through management company
3. Job Fair
4. State Website [teacherteacher.com](http://teacherteacher.com)

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

- The new teachers have been paired up with veteran teachers that teach their same grade.
- Bi-Weekly meetings and ongoing informal observations.

Pairings:

Ms.Sanchez/Ms.Casanova

Ms.Collar/Ms.Noa

Mr.Bocanegra/Ms.Romero

Ms.Townsend/Ms.Yoon

Ms.Forsyth/Ms.Noa

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

All core instructional teachers follow the Miami-Dade County pacing guide that has been put forth this year. All mini-assessments are created and assigned in accordance with this pacing guide as well. Math curriculum is aligned to the district pacing guide and incorporates the MAF standards. Exemplar lessons, SMART START power point, and instructional resources provided by Miami-Dade County are implemented in all Reading and Language Arts classrooms. We have also provided in-house training for the Florida Writing Assessment. All core curriculum will be infused with technology through laptops, promethean boards, clickers, document cameras, and more.

#### b. Instructional Strategies

**1. 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.**

Running data on each individual student is collected frequently in every classroom. Daily student understanding of lessons is assessed through Exit tickets and Promethean remotes that log individual student responses. Teachers assign weekly assessments aligned with district pacing guides. The data collected from these daily and weekly monitoring systems is used to drive small group instruction and the reteaching of lessons. In addition, student grouping and assignments are modified on an as

needed basis through Mathletics and teacher discretion. Literacy is also differentiated through Accelerated Reader where students read books tailored to their individual interests within their zone of proximal development. On a bi-weekly basis teachers and administration will meet to review the data and create an action plan for how to target the students' needs.

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

**Strategy:** After School Program

**Minutes added to school year:** 10,800

Students are offered after school tutoring as well as Saturday tutoring. This program is taught by our teachers. They focus on the skills that the students are struggling with.

**Strategy Rationale**

If additional reinforcement is given to the students, their academic performance will improve.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Rivas, Michelle, [mrivas@somersetsoho.com](mailto:mrivas@somersetsoho.com)

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

Targeted students will be chosen based on I-Ready Diagnostic Results. Ongoing progress will be monitored by the teachers through classroom and district assessments. Groups will be adjusted accordingly. In addition, students will be monitored through weekly mini benchmark assessments and bi-weekly formal assessments.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness/Processing. The parents of students entering kindergarten will fill out a home language survey. Those students who fall under possible ESOL will be tested using the OLPS. There will be a separate kindergarten orientation before school starts explaining separate kindergarten goals, expectations and preparation for the first day of school.

Beginning in January, we have parent tours every Friday which allows the potential parents to see our classrooms in actions. In addition, we offer the preschools in the Homestead area to bring their student on a field trip to view our school and see the classrooms.

**b. College and Career Readiness**

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

NA

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

NA

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

NA

**4. 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.**

NA

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## 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.** Student achievement will increase by increasing the amount and the effectiveness of differentiated instruction across all content areas.

## Strategic Goals Detail

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

**G1. Student achievement will increase by increasing the amount and the effectiveness of differentiated instruction across all content areas. 1a**

G087958

**Targets Supported 1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 59.0          |
| FSA Mathematics Achievement  | 72.0          |
| FCAT 2.0 Science Proficiency | 59.0          |

**Targeted Barriers to Achieving the Goal 3**

- Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages.
- Students experience difficulties identifying mathematical key terms/concepts.
- The Scientific Method and higher order thinking questions are both areas of concern. Also, exposing students to more application and hands-on experiments is challenging due to time constraints.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Novels, Studies Weekly, Go Math, Think Central, Gizmos, BrainPop, Pearson Success, Reading Wonders, Reading Works, Netbooks, I-Ready, Florida Performance Coach

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

The administrators and teachers will meet on a bi-weekly basis to review lesson plans and data to ensure that the small groups are being effective.

**Person Responsible**

Michelle Rivas

**Schedule**

Biweekly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Interim Assessments, teacher made assessments, I-Ready Assessment Results, 2017 FSA, 2017 Science FCAT 2.0

## 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.** Student achievement will increase by increasing the amount and the effectiveness of differentiated instruction across all content areas. 1

G087958

**G1.B1** Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages. 2

B233883

**G1.B1.S1** Teachers will use Student Centers Activities located on the Florida Center for Reading Research to target the various skills needed to develop the students' Reading skills. Not all students have the same needs, therefore, each teacher lead center/small group will be specific towards the group that he/she is teaching. Additionally, students will be exposed to an array of literacy pieces such as novels, chapter books, etc. throughout the school year. The I-Ready program will enhance student reading comprehension and vocabulary development. Furthermore, students will be assessed on a weekly basis using easyCBM to monitor their progress. If at any point the students scores start to decline, this action plan will be revisited and adjusted to meet the students' needs. 4

S246706

### Strategy Rationale

Differentiated instruction allows the teacher to target the needs of each student. Through small group instruction the teacher is able to reach the students better.

### Action Step 1 5

Teachers will have small groups and provide differentiated instruction in order to target the individual students' needs. They will structure their ELA time block, use FCRR website and centers, use easyCBM to monitor weekly progress, and use their data to break up the groups. Furthermore, the Accelerated Reader Program, Studies Weekly, Reading Plus, Reading Eggs, and Waggle Program will enhance reading comprehension and vocabulary development.

#### Person Responsible

Anette Gomez

#### Schedule

Weekly, from 8/22/2016 to 6/8/2017

#### Evidence of Completion

Teacher Observations, Lesson Plans

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

The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.

**Person Responsible**

Michelle Rivas

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Teacher Observation Checklist

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

The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.

**Person Responsible**

layda morales

**Schedule**

Monthly, from 9/2/2016 to 6/8/2017

**Evidence of Completion**

Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts, I-Ready Assessment Results

**G1.B2** Students experience difficulties identifying mathematical key terms/concepts. 2

B233884

**G1.B2.S1** Teachers will use ThinkCentral from the Go Math curriculum in addition to I-Ready to target the various skills needed to develop the students' Mathematics skills. Not all students have the same needs, therefore, each teacher lead center/small group will be specific towards the group that he/she is teaching. The students will be assessed on a weekly basis using easyCBM, I-Ready assessments, and ThinkCentral benchmark checks to monitor their progress. If at any point the students scores start to decline, this action plan will be revisited and adjusted to meet the students' needs. 4

S246707

**Strategy Rationale**

A student's needs in Math could change from week to week depending on the skill being taught. It is imperative for a teacher to differentiate the instruction through small groups in order to meet the needs of each child.

**Action Step 1** 5

Teachers will use the resources on Think Central to target the individual needs of the students during small group differentiated instruction.

**Person Responsible**

Lynn Yoon

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Teacher Observation Checklist

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

The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.

**Person Responsible**

Michelle Rivas

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Teacher Observation Checklist, Lesson Plans

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

The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.

**Person Responsible**

layda morales

**Schedule**

Monthly, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts

**G1.B3** The Scientific Method and higher order thinking questions are both areas of concern. Also, exposing students to more application and hands-on experiments is challenging due to time constraints. 2

 B233885

**G1.B3.S1** Teachers will introduce the topic and use small groups to differentiate the instruction. The teacher will have different centers set up in the classroom in order to be able to expose each child and to allow each student the opportunity to have hands on experience. Through the teacher led group, the teacher will be able to clarify and expand on any concept that was not clear to that particular group. 4

 S246708

**Strategy Rationale**

In a small group the teacher is able to target the needs of each student through differentiated instruction.

**Action Step 1 5**

Teachers will incorporate small group differentiated instruction during the Science block to focus on clarifying and questions and expanding on any concept.

**Person Responsible**

Michelle Rivas

**Schedule**

Daily, from 8/22/2016 to 6/8/2017

**Evidence of Completion**

Teacher Observations, Lesson Plans

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

The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.

**Person Responsible**

layda morales

**Schedule**

Monthly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Teacher Observation Checklist

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

The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.

**Person Responsible**

Michelle Rivas











**Schedule**

Monthly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Student grade printout, Interim Assessments, Mini Assessment data charts

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|---|---|-----------------|-------------------------------|--|--------------------|
| <b>2017</b>   |   |                 |                               |  |                    |
| G1.MA1<br> M333678         | The administrators and teachers will meet on a bi-weekly basis to review lesson plans and data to...  | Rivas, Michelle | 8/22/2016                     | Interim Assessments, teacher made assessments, I-Ready Assessment Results, 2017 FSA, 2017 Science FCAT 2.0           | 6/8/2017 biweekly  |
| G1.B1.S1.MA1<br> M333672   | The Administrators will meet to review the data on a monthly basis to ensure that the small group...  | morales, layda  | 9/2/2016                      | Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts, I-Ready Assessment Results | 6/8/2017 monthly   |
| G1.B1.S1.MA1<br> M333673   | The Leadership Team will observe teachers informally on a weekly basis to ensure that small group...  | Rivas, Michelle | 8/22/2016                     | Teacher Observation Checklist  | 6/8/2017 weekly    |
| G1.B1.S1.A1<br> A320396    | Teachers will have small groups and provide differentiated instruction in order to target the...      | Gomez, Anette   | 8/22/2016                     | Teacher Observations, Lesson Plans   | 6/8/2017 weekly    |
| G1.B2.S1.MA1<br> M333674   | The Administrators will meet to review the data on a monthly basis to ensure that the small group...  | morales, layda  | 8/22/2016                     | Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts                             | 6/8/2017 monthly   |
| G1.B2.S1.MA1<br> M333675   | The Leadership Team will observe teachers informally on a weekly basis to ensure that small group...  | Rivas, Michelle | 8/22/2016                     | Teacher Observation Checklist, Lesson Plans  | 6/8/2017 weekly    |
| G1.B2.S1.A1<br> A320397    | Teachers will use the resources on Think Central to target the individual needs of the students...    | Yoon, Lynn      | 8/22/2016                     | Teacher Observation Checklist  | 6/8/2017 weekly    |
| G1.B3.S1.MA1<br> M333676 | The Administrators will meet to review the data on a monthly basis to ensure that the small group...  | Rivas, Michelle | 8/22/2016                     | Student grade printout, Interim Assessments, Mini Assessment data charts   | 6/8/2017 monthly   |
| G1.B3.S1.MA1<br> M333677 | The Leadership Team will observe teachers informally on a weekly basis to ensure that small group...  | morales, layda  | 8/22/2016                     | Teacher Observation Checklist  | 6/8/2017 monthly   |
| G1.B3.S1.A1<br> A320398  | Teachers will incorporate small group differentiated instruction during the Science block to focus... | Rivas, Michelle | 8/22/2016                     | Teacher Observations, Lesson Plans   | 6/8/2017 daily     |

## V. Professional Development Opportunities

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

**G1.** Student achievement will increase by increasing the amount and the effectiveness of differentiated instruction across all content areas.

**G1.B1** Students lack the ability to use vocabulary properly and identify the meaning of unknown words in passages.

**G1.B1.S1** Teachers will use Student Centers Activities located on the Florida Center for Reading Research to target the various skills needed to develop the students' Reading skills. Not all students have the same needs, therefore, each teacher lead center/small group will be specific towards the group that he/she is teaching. Additionally, students will be exposed to an array of literacy pieces such as novels, chapter books, etc. throughout the school year. The I-Ready program will enhance student reading comprehension and vocabulary development. Furthermore, students will be assessed on a weekly basis using easyCBM to monitor their progress. If at any point the students scores start to decline, this action plan will be revisited and adjusted to meet the students' needs.

### PD Opportunity 1

Teachers will have small groups and provide differentiated instruction in order to target the individual students' needs. They will structure their ELA time block, use FCRR website and centers, use easyCBM to monitor weekly progress, and use their data to break up the groups. Furthermore, the Accelerated Reader Program, Studies Weekly, Reading Plus, Reading Eggs, and Waggle Program will enhance reading comprehension and vocabulary development.

#### Facilitator

Anette Gomez

#### Participants

All Teachers

#### Schedule

Weekly, from 8/22/2016 to 6/8/2017

**G1.B2** Students experience difficulties identifying mathematical key terms/concepts.

**G1.B2.S1** Teachers will use ThinkCentral from the Go Math curriculum in addition to I-Ready to target the various skills needed to develop the students' Mathematics skills. Not all students have the same needs, therefore, each teacher lead center/small group will be specific towards the group that he/she is teaching. The students will be assessed on a weekly basis using easyCBM, I-Ready assessments, and ThinkCentral benchmark checks to monitor their progress. If at any point the students scores start to decline, this action plan will be revisited and adjusted to meet the students' needs.

**PD Opportunity 1**

Teachers will use the resources on Think Central to target the individual needs of the students during small group differentiated instruction.

**Facilitator**

MDCPS

**Participants**

All Teachers

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

**G1.B3** The Scientific Method and higher order thinking questions are both areas of concern. Also, exposing students to more application and hands-on experiments is challenging due to time constraints.

**G1.B3.S1** Teachers will introduce the topic and use small groups to differentiate the instruction. The teacher will have different centers set up in the classroom in order to be able to expose each child and to allow each student the opportunity to have hands on experience. Through the teacher led group, the teacher will be able to clarify and expand on any concept that was not clear to that particular group.

**PD Opportunity 1**

Teachers will incorporate small group differentiated instruction during the Science block to focus on clarifying and questions and expanding on any concept.

**Facilitator**

MDCPS

**Participants**

All Science Teachers

**Schedule**

Daily, from 8/22/2016 to 6/8/2017



## VI. Technical Assistance Items

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

## VII. Budget

|                              |             |   |  |                |     |                    |
|------------------------------|-------------|---|--|----------------|-----|--------------------|
| 1                            | G1.B1.S1.A1 | Teachers will have small groups and provide differentiated instruction in order to target the individual students' needs. They will structure their ELA time block, use FCRR website and centers, use easyCBM to monitor weekly progress, and use their data to break up the groups. Furthermore, the Accelerated Reader Program, Studies Weekly, Reading Plus, Reading Eggs, and Waggle Program will enhance reading comprehension and vocabulary development. |  |                |     | \$19,550.00        |
|                              | Function    | Object  | Budget Focus   | Funding Source | FTE | 2016-17            |
|                              |             |   | 0339 - Somerset Acad Charter Elem School S Homestead | General Fund   |     | \$16,000.00        |
| <i>Notes: I-Ready</i>        |             |   |  |                |     |                    |
|                              |             |   | 0339 - Somerset Acad Charter Elem School S Homestead | General Fund   |     | \$3,550.00         |
| <i>Notes: Studies Weekly</i> |             |   |  |                |     |                    |
| 2                            | G1.B2.S1.A1 | Teachers will use the resources on Think Central to target the individual needs of the students during small group differentiated instruction.  |  |                |     | \$1,000.00         |
|                              | Function    | Object  | Budget Focus   | Funding Source | FTE | 2016-17            |
|                              |             |   | 0339 - Somerset Acad Charter Elem School S Homestead | General Fund   |     | \$1,000.00         |
| <i>Notes: Florida Coach</i>  |             |   |  |                |     |                    |
| 3                            | G1.B3.S1.A1 | Teachers will incorporate small group differentiated instruction during the Science block to focus on clarifying and questions and expanding on any concept.  |  |                |     | \$2,450.00         |
|                              | Function    | Object  | Budget Focus   | Funding Source | FTE | 2016-17            |
|                              |             |   | 0339 - Somerset Acad Charter Elem School S Homestead | Other Federal  |     | \$2,450.00         |
| <i>Notes: Science Weekly</i> |             |   |  |                |     |                    |
| <b>Total:</b>                |             |   |  |                |     | <b>\$23,000.00</b> |