

Miami-Dade County Public Schools

# Somerset Academy Charter Elementary School (South



## 2018-19 Schoolwide Improvement Plan

## Somerset Academy Charter Elementary School (South Homestead)

300 SE 1ST DR, Homestead, FL 33030

[www.somersetelem.dadeschools.net](http://www.somersetelem.dadeschools.net)

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>29</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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2018-19 DA Category and Statuses for Somerset Academy Charter Elementary School (South Homestead)

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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. These events include, but are not limited to: the Harvest Festival, an annual Spaghetti dinner, the annual Talent Show, and the Winter Holiday Show. These events are designed to bridge teachers and students and encourage family involvement, fortifying the school as a whole. In addition, 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.

We have clear procedures implemented for arrival and dismissal of students with off duty police supervision at all times. Each teacher has a post for monitoring both before and after school to increase vigilance and promote safety. In addition, safety procedures are in place for all circumstances ie: code red, active shooter, fire, severe weather. Students are monitored at all times and the school actively promotes the anti-bullying policy. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	7	11	8	16	12	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	1	2	4	3	10	11	0	0	0	0	0	0	0	31

**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	1	6	1	17	18	0	0	0	0	0	0	0	44

**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.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/705465>.

**2. Description**

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

**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.

## C. Effective Leadership

### 1. School Leadership Team

**a. Membership**

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

Name	Title
Noa, Naovanni	Teacher, K-12
morales, layda	Principal
Yoon, Lynn	Teacher, K-12
Gomez, Anette	Teacher, K-12
Villasuso, Jennifer	Teacher, K-12
Martinez, Yvette	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. Crystina Romero- Math Coach, meets with staff regularly to discuss and monitor student



progression across grade levels in the area of Mathematics.

-Ms.Gomez– Reading coach, models and provides teachers with intervention strategies and delivers materials for small group instruction in the area of Reading and Language Arts. PD Liaison, provides teachers with professional learning opportunities.

-Ms. Noa- STEM Liaison, models and provides teachers with materials and strategies for STEM education through project based learning.

-Ms. Villasuso and Ms. Martinez- Team Leaders, model and provide new teachers with materials, strategies and mentoring to ensure student success.

**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 I Ready. 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
Steven Bohne	Business/Community
Candice Cruz	Parent
Lindsay Diaz	Parent
Nalani Noa	Parent
Nicole Neto	Teacher
Lynn Yoon	Teacher
Yvette Martinez	Education Support Employee
Beverly McKay	Education Support Employee
Raul Rodriguez	Parent
Anette Gomez	Teacher
Sergio Alvarez	Parent
Daniel Villasuso	Parent
Bianca Munoz	Student
Carminde Montilla	Student

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### 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 that funds will be used towards interventionists and to purchase I-Ready.

### 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
Gomez, Anette	Teacher, K-12
Villasuso, Jennifer	Teacher, K-12
Martinez, Yvette	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### 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. Resumes received through management company
3. Job Fair
4. State Website 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 within the same grade level.
- Bi-Weekly meetings and ongoing informal observations.

Pairings:

Ms. Ruiz/ Mrs. Carvajal

Ms. Martinez/ Mrs. Nettles

Ms. Triana/ Mrs. Rivera

## 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 MAFS standards. Reading curriculum is aligned to the district pacing guide and incorporates the LAFS 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 i-Ready and teacher discretion. Literacy is also differentiated through i-Ready, where students complete lessons tailored to their areas for growth. 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: 13,500**

Students are offered after school tutoring as well as Saturday tutoring. This program is taught by our teachers. They focus on reading and math skills.

**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**

Gomez, Anette, agomez@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 and previous year FSA scores. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 and CELLA. 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 students 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

 = 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**

 G100884

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	67.0
FSA Mathematics Achievement	76.0
FCAT 2.0 Science Proficiency	58.0

**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, 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 targeted effectively.

**Person Responsible**

layda morales

**Schedule**

Biweekly, from 8/20/2018 to 6/7/2019

**Evidence of Completion**

Interim Assessments, teacher made assessments, I-Ready Assessment Results, 2018 FSA, 2018 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

 = 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

G100884

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

B272041

**G1.B1.S1** Teachers will use Student Centers-Based 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 differentiated 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. If at any point the students scores start to decline, this action plan will be revisited and adjusted to meet the students' needs. 4

S288063

### 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 more effectively..

### 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 I-Ready Program will enhance reading comprehension and vocabulary development.

### Person Responsible

Anette Gomez

### Schedule

Weekly, from 8/20/2018 to 6/7/2019

### Evidence of Completion

Teacher Observations, Lesson Plans, Data Binders

## Action Step 2 5

Teachers will attain knowledgeable strategies in which they learn how to provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction. This will be done by implementing the Florida State Standards to develop focused lessons during instruction. Students will apply vocabulary skills to identify the meaning of unknown words. The iReady Program will enhance reading comprehension and vocabulary development.

### **Person Responsible**

Anette Gomez

### **Schedule**

Monthly, from 8/20/2018 to 6/7/2019

### **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**

Anette Gomez

### **Schedule**

Weekly, from 8/20/2018 to 6/7/2019

### **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 8/20/2018 to 6/7/2019

***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**

 B272042

**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' Mathematical skills. Not all students have the same needs, therefore, each teacher lead center/small group will be differentiated and specific towards the group that he/she is teaching. The students will be assessed on a weekly basis using either, easyCBM, I-Ready assessments, or ThinkCentral benchmark checks to monitor their progress. If at any point the students' scores begin to decline, this action plan will be revisited and adjusted to meet the students' needs. **4**

 S288064

**Strategy Rationale**

A student's needs in Math can change from week to week depending on the skill being taught. Therefore, it is imperative for a teacher to differentiate the instruction through small groups in order to effectively 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**

Crystina Romero

**Schedule**

Weekly, from 8/20/2018 to 6/7/2019

**Evidence of Completion**

Teacher Observation Checklist

## Action Step 2 5

Teachers will learn innovative strategies where students will use technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problems. Teachers will learn to implement the use of laptops where students will have online access to enrichment programs such as iReady to increase understanding of measurement and geometry taught by teacher.

### **Person Responsible**

Crystina Romero

### **Schedule**

Monthly, from 8/20/2018 to 6/7/2019

### ***Evidence of Completion***

Teacher Observations, Lesson plans

## 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**

Crystina Romero

### **Schedule**

Weekly, from 8/20/2018 to 6/7/2019

### ***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 8/20/2018 to 6/7/2019

***Evidence of Completion***

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

**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

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**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 expose each student and allow them the opportunity to have hands on experiences. 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

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### 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 questions and expanding knowledge on any concept.

#### Person Responsible

Naovanni Noa

#### Schedule

Daily, from 8/20/2018 to 6/7/2019

#### Evidence of Completion

Teacher Observations, Lesson Plans

### Action Step 2 5

Teachers will be walked through how STEM education through project based learning can prove to be very successful in student achievement. Teachers will learn innovative ways to incorporate projects into their classroom routines.

#### Person Responsible

Naovanni Noa

#### Schedule

Monthly, from 8/20/2018 to 6/7/2019

#### Evidence of Completion

Lesson Plans, Teacher Observations



### 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**

Naovanni Noa

**Schedule**

Monthly, from 8/20/2018 to 6/7/2019

***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**

layda morales

**Schedule**

Monthly, from 8/20/2018 to 6/7/2019

***Evidence of Completion***

Student grade printout, Interim Assessments, Mini Assessment data charts

## 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-Based 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 differentiated 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. 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 attain knowledgeable strategies in which they learn how to provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction. This will be done by implementing the Florida State Standards to develop focused lessons during instruction. Students will apply vocabulary skills to identify the meaning of unknown words. The iReady Program will enhance reading comprehension and vocabulary development.

#### Facilitator

Anette Gomez

#### Participants

All Teachers

#### Schedule

Monthly, from 8/20/2018 to 6/7/2019

**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' Mathematical skills. Not all students have the same needs, therefore, each teacher lead center/small group will be differentiated and specific towards the group that he/she is teaching. The students will be assessed on a weekly basis using either, easyCBM, I-Ready assessments, or ThinkCentral benchmark checks to monitor their progress. If at any point the students' scores begin to decline, this action plan will be revisited and adjusted to meet the students' needs.

**PD Opportunity 1**

Teachers will learn innovative strategies where students will use technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problems. Teachers will learn to implement the use of laptops where students will have online access to enrichment programs such as iReady to increase understanding of measurement and geometry taught by teacher.

**Facilitator**

Crystina Romero

**Participants**

All Teachers

**Schedule**

Monthly, from 8/20/2018 to 6/7/2019

**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 expose each student and allow them the opportunity to have hands on experiences. 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 be walked through how STEM education through project based learning can prove to be very successful in student achievement. Teachers will learn innovative ways to incorporate projects into their classroom routines.

#### **Facilitator**

Naovanni Noa

#### **Participants**

All Teachers

#### **Schedule**

Monthly, from 8/20/2018 to 6/7/2019














## 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 I-Ready Program will enhance reading comprehension and vocabulary development.				\$17,365.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0339 - Somerset Acad Charter Elem School S Homestead	General Fund		\$17,365.00
			Notes: I-Ready			
2	G1.B1.S1.A2	Teachers will attain knowledgeable strategies in which they learn how to provide differentiated instruction for students to maintain and/ or challenge vocabulary and literacy instruction. This will be done by implementing the Florida State Standards to develop focused lessons during instruction. Students will apply vocabulary skills to identify the meaning of unknown words. The iReady Program will enhance reading comprehension and vocabulary development.				\$0.00
3	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.				\$0.00
4	G1.B2.S1.A2	Teachers will learn innovative strategies where students will use technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problems. Teachers will learn to implement the use of laptops where students will have online access to enrichment programs such as iReady to increase understanding of measurement and geometry taught by teacher.				\$0.00
5	G1.B3.S1.A1	Teachers will incorporate small group differentiated instruction during the Science block to focus on clarifying questions and expanding knowledge on any concept.				\$0.00
6	G1.B3.S1.A2	Teachers will be walked through how STEM education through project based learning can prove to be very successful in student achievement. Teachers will learn innovative ways to incorporate projects into their classroom routines.				\$0.00
Total:						\$17,365.00

## 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>2019</b>					
G1.MA1  M427458	The administrators and teachers will meet on a bi-weekly basis to review lesson plans and data to...	morales, layda	8/20/2018	Interim Assessments, teacher made assessments, I-Ready Assessment Results, 2018 FSA, 2018 Science FCAT 2.0	6/7/2019 biweekly
G1.B1.S1.MA1  M427452	The Administrators will meet to review the data on a monthly basis to ensure that the small group...	morales, layda	8/20/2018	Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts, I-Ready Assessment Results	6/7/2019 monthly
G1.B1.S1.MA1  M427453	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group...	Gomez, Anette	8/20/2018	Teacher Observation Checklist	6/7/2019 weekly
G1.B1.S1.A1  A390774	Teachers will have small groups and provide differentiated instruction in order to target the...	Gomez, Anette	8/20/2018	Teacher Observations, Lesson Plans, Data Binders	6/7/2019 weekly
G1.B1.S1.A2  A390775	Teachers will attain knowledgeable strategies in which they learn how to provide differentiated...	Gomez, Anette	8/20/2018	Teacher Observations, Lesson plans	6/7/2019 monthly
G1.B2.S1.MA1  M427454	The Administrators will meet to review the data on a monthly basis to ensure that the small group...	morales, layda	8/20/2018	Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts, I-Ready Assessment Results	6/7/2019 monthly
G1.B2.S1.MA1  M427455	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group...	Romero, Crystina	8/20/2018	Teacher Observation Checklist, Lesson Plans	6/7/2019 weekly
G1.B2.S1.A1  A390776	Teachers will use the resources on Think Central to target the individual needs of the students...	Romero, Crystina	8/20/2018	Teacher Observation Checklist	6/7/2019 weekly
G1.B2.S1.A2  A390777	Teachers will learn innovative strategies where students will use technology and manipulative...	Romero, Crystina	8/20/2018	Teacher Observations, Lesson plans	6/7/2019 monthly
G1.B3.S1.MA1  M427456	The Administrators will meet to review the data on a monthly basis to ensure that the small group...	morales, layda	8/20/2018	Student grade printout, Interim Assessments, Mini Assessment data charts	6/7/2019 monthly
G1.B3.S1.MA1  M427457	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group...	Noa, Naovanni	8/20/2018	Teacher Observation Checklist	6/7/2019 monthly
G1.B3.S1.A1  A390778	Teachers will incorporate small group differentiated instruction during the Science block to focus...	Noa, Naovanni	8/20/2018	Teacher Observations, Lesson Plans	6/7/2019 daily
G1.B3.S1.A2  A390779	Teachers will be walked through how STEM education through project based learning can prove to be...	Noa, Naovanni	8/20/2018	Lesson Plans, Teacher Observations	6/7/2019 monthly