

Somerset Academy Charter Elementary School (South Homestead)



2014-15 School Improvement Plan

Somerset Academy Charter Elementary School (South Homestead)

300 SE 1ST DR, Homestead, FL 33030

www.somersetelem.dadeschools.net

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
Yes

Minority
88%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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.

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.

School Environment

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.

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.

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. 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.

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 every other week who meets with those students who need counseling.

Early Warning Systems

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

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

- Attendance below 90 percent - 8% of the students
- One or more suspensions, whether in school or out of school - less than 1%
- Course failure in English Language Arts or mathematics -
 ELA K- 4 students Math K- 1 student
 ELA 1st- 8 students Math 1st- 3 students
 ELA 2nd- 8 students Math 2nd- 0 students
 ELA 3rd- 6 students Math 3rd- 4 students
 ELA 4th- 12 students Math 4th- 6 students
 ELA 5th- 7 students Math 5th- 4 students
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 ELA 3rd grade - 18%
 ELA 4th grade - 11%
 ELA 5th grade - 11%
 Math 3rd grade - 18%
 Math 4th grade - 8%
 Math 5th grade - 22%

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	4	9	5	4	2	36
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	11	8	10	18	11	63
Level 1 on statewide assessment	0	0	0	26	14	18	58
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

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%.

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.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Cruz Ortiz, Cristina	Principal
Morales, Layda	Assistant Principal
Chandler, Susan	Instructional Coach

Duties

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

- Dr. Cruz-Ortiz – principal, oversees school wide instruction progress and fidelity to school wide plan
- Mrs. Layda Morales - assistant principal, meets with staff regularly to discuss and monitor student progression across grade levels
- Mrs. Susan Chandler – reading coach, models and provides teachers with intervention strategies and delivers materials for small group instruction

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
- Federate, 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. Students are given the opportunity to learn the importance of choosing careers over violence by participating in a program called KAPOW (Kids and the Power of Work).

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Cruz-Ortiz	Principal
Melissa Alvarez	Teacher
Beatrice Portugal	Teacher
Naovanni Noa	Teacher
Nazy Sierra	Education Support Employee
Valeria Jimenez	Parent
Candice Cruz	Parent
Sam De La Rosa	Parent
Lindsay Diaz	Parent
Nalani Noa	Parent
David De La Rosa	Student
Andreina Figueroa	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

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

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.

Preparation of the school's annual budget and plan

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

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 FCAT prep programs such as FCAT Coach books and Reading Plus.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cruz Ortiz, Cristina	Principal
Morales, Layda	Assistant Principal
Alvarez, Melissa	Teacher, K-12
Yoon, Lynn	Teacher, K-12
Chandler, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 of AYP. 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.

Public and Collaborative Teaching

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

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

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.

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

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. Ponte/Ms. Yoon

Ms. Martinez/Ms. Casanova

Ms. Silveira/Ms. Frometa

Ms. J Rodriguez/Ms. Santiago

Ms. Steel/Ms. Villasuso

Ms. Lamache/Ms. Meneses

Ms. Sanchez/Ms. Neto

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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.

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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Morales, Layda, morales21@dadeschools.net

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 previous year's FCAT scores and baseline 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.

Student Transition and Readiness

PreK-12 Transition

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

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

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.

College and Career Readiness

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

NA

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

NA

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

NA

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

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.** After analyzing and reviewing the data from the 2014 FCAT, FAIR, and easyCBM with our teachers, we have decided that increasing the amount and the effectiveness of differentiated instruction across all content areas will benefit the students' learning process and will increase their level of performance.
- G2.** In the 2014-2015 school year we aim to decrease the number of students who are tardy and absent, miss instructional time due to suspensions, decrease the amount of students who receive 2 or more behavior referrals, and target those students who are academically at risk.
- G3.** Our goal for the 2014-2015 school year is to develop a STEM lab where students will be taken on a weekly basis in order to use hands-on labs to explore the knowledge learned in the classroom. This STEM lab will provide students with additional opportunities to strengthen their prior knowledge and grasp hold of the abstract methods taught in the classroom.
- G4.** Somerset Academy South Homestead Elementary Charter School is a designated Title 1 school and will adhere to the Parent Involvement Plan.

Strategic Goals Detail

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

G1. After analyzing and reviewing the data from the 2014 FCAT, FAIR, and easyCBM with our teachers, we have decided that increasing the amount and the effectiveness of differentiated instruction across all content areas will benefit the students' learning process and will increase their level of performance. 1a

G038736

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	69.0
FSA - Mathematics - Proficiency Rate	72.0
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- Novels, informational text from Time for Kids, Write Source, Accelerated Reader, Reading Plus, Mathletics, Go Math, Think Central, Gizmos, BrainPop, Pearson Success, Science Weekly

Targeted Barriers to Achieving the Goal 3

- The results of the 2013-2014 FCAT 2.0 Reading Test indicate that 61% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2014-2015 school year is to increase the amount of students proficient to 66%. The Black, White, & ED subgroups did not make adequate progress in the Reporting area of Reading Application. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains.
- The results of the 2013-2014 FCAT Math Test indicate that 62% of students achieved a 3 or higher. Our goal for the 2014-2015 school year is to increase to 69%. All subgroups ranked in the 58 percentile. After analyzing the data from the 2014 FCAT each grade level had difficulty with a different strand. 3rd grade struggled with Fractions, 4th grade struggled with Geometry and Measurement, and 5th grade struggled with Expressions, Equations, and Statistics.
- The results of the 2014 Science FCAT indicate that 57% of the students are proficient and scored a Level 3 or higher. 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.
- The results of the in-class assessments done during the 2013-2014 school year indicate that many students struggle with comprehending nonfiction, Social Studies based passages. Students lack the ability to extract key details from the passage in order to comprehend the information. Students also lack the prior knowledge necessary to make connections and increase understanding of Social Studies passages.

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

Layda Morales

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Interim, FAIR-FS, Data Trackers, 2015 FSA, 2015 Science FCAT 2.0

G2. In the 2014-2015 school year we aim to decrease the number of students who are tardy and absent, miss instructional time due to suspensions, decrease the amount of students who receive 2 or more behavior referrals, and target those students who are academically at risk. 1a

G050626

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
Attendance Below 90%	95.0
Math Lowest 25% Gains	79.0
ELA/Reading Lowest 25% Gains	79.0
One or More Suspensions	0.0
Non-proficient Reading by Grade 03	1.0
Retained Students	3.0

Resources Available to Support the Goal 2

- Behavior management system, tardy passes, truancy reports, parent/teacher conferences, after school tutoring, Saturday tutoring, easyCBM

Targeted Barriers to Achieving the Goal 3

- Students who are routinely tardy or absent miss valuable instructional time. Parents do not understand the importance of being on time and being at school each and every day.
- Students who misbehave and have received 2 or more referrals usually an indoor or outdoor suspension. This causes them to miss instructional time which and in turn lowers their academic progress.
- The students identified as at-risk lack the fundamental knowledge they need in order to succeed.

Plan to Monitor Progress Toward G2. 8

The Administrators will review the reports after the second quarter to see if there was a decrease in the amount of truant students.

Person Responsible

Cristina Cruz Ortiz

Schedule

Quarterly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Attendance Report

G3. Our goal for the 2014-2015 school year is to develop a STEM lab where students will be taken on a weekly basis in order to use hands-on labs to explore the knowledge learned in the classroom. This STEM lab will provide students with additional opportunities to strengthen their prior knowledge and grasp hold of the abstract methods taught in the classroom. 1a

G050641

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0
FSA - Mathematics - Proficiency Rate	59.0

Resources Available to Support the Goal 2

- Science lab kits from each grade level, Pearson Access, Gizmos, Brain Pop

Targeted Barriers to Achieving the Goal 3

- The lack of space to create a STEM lab has hindered the students ability to be able to perform labs for Science on a daily or weekly basis. In addition, the schedule time constraints do not allow the teachers to have sufficient to prepare labs due to the amount of materials needed for each one.

Plan to Monitor Progress Toward G3. 8

The Administrators will meet with teachers on a monthly basis to discuss their experiences in the STEM Lab and the progress of their students in Science.

Person Responsible

Cristina Cruz Ortiz

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Meeting Minutes, Student Grades

G4. Somerset Academy South Homestead Elementary Charter School is a designated Title 1 school and will adhere to the Parent Involvement Plan. 1a

G050642

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. After analyzing and reviewing the data from the 2014 FCAT, FAIR, and easyCBM with our teachers, we have decided that increasing the amount and the effectiveness of differentiated instruction across all content areas will benefit the students' learning process and will increase their level of performance. 1

G038736

G1.B1 The results of the 2013-2014 FCAT 2.0 Reading Test indicate that 61% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2014-2015 school year is to increase the amount of students proficient to 66%. The Black, White, & ED subgroups did not make adequate progress in the Reporting area of Reading Application. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains. 2

B126733

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. The 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

S138829

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.

Person Responsible

Layda Morales

Schedule

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

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

Layda Morales

Schedule

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

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

Cristina Cruz Ortiz

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

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

G1.B2 The results of the 2013-2014 FCAT Math Test indicate that 62% of students achieved a 3 or higher. Our goal for the 2014-2015 school year is to increase to 69%. All subgroups ranked in the 58 percentile. After analyzing the data from the 2014 FCAT each grade level had difficulty with a different strand. 3rd grade struggled with Fractions, 4th grade struggled with Geometry and Measurement, and 5th grade struggled with Expressions, Equations, and Statistics. **2**

 B126736

G1.B2.S1 Teachers will use ThinkCentral from the Go Math curriculum in addition to Mathletics 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, Mathletic 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**

 S138831

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

Layda Morales

Schedule

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

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

Layda Morales

Schedule

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

Evidence of Completion

Teacher Observation Checklist, 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

Layda Morales

Schedule

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

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

Cristina Cruz Ortiz

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

G1.B3 The results of the 2014 Science FCAT indicate that 57% of the students are proficient and scored a Level 3 or higher. 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**

 B126747

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**

 S138838

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

Layda Morales

Schedule

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

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

On 6/4/2015

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

Cristina Cruz Ortiz

Schedule

On 6/4/2015

Evidence of Completion

Student grade printout, Interim Assessments, Mini Assessment data charts

G1.B4 The results of the in-class assessments done during the 2013-2014 school year indicate that many students struggle with comprehending nonfiction, Social Studies based passages. Students lack the ability to extract key details from the passage in order to comprehend the information. Students also lack the prior knowledge necessary to make connections and increase understanding of Social Studies passages. 2

 B126758

G1.B4.S1 Teachers will use Time for Kids along with the FCRR student centers during small group instruction in order to reinforce and differentiate the key skills needed to comprehend a passage. 4

 S138895

Strategy Rationale

Students lack the ability to extract key details from a passage. During small group instruction, the teacher can focus on the individual needs of the students.

Action Step 1 5

Teachers will have small groups and provide differentiated instruction in order to target the individual students' needs.

Person Responsible

Layda Morales

Schedule

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

Evidence of Completion

Teacher Observation, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.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

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

Evidence of Completion

Teacher Observation Checklist

Plan to Monitor Effectiveness of Implementation of G1.B4.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

Cristina Cruz Ortiz

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Student grade print out, Mini Assessment data charts

G2. In the 2014-2015 school year we aim to decrease the number of students who are tardy and absent, miss instructional time due to suspensions, decrease the amount of students who receive 2 or more behavior referrals, and target those students who are academically at risk. 1

G050626

G2.B1 Students who are routinely tardy or absent miss valuable instructional time. Parents do not understand the importance of being on time and being at school each and every day. 2

B126848

G2.B1.S1 In order to encourage students to attend school every day and be on time, we will have a quarterly Perfect Attendance award ceremony. For those students who are consistently tardy, a Truancy Letter will be sent home after every 5 tardies and absences. 4

S139683

Strategy Rationale

Keeping parents informed of their child's attendance record is key. Also, using positive reinforcement for those students who are here every day will help motivate the other students.

Action Step 1 5

Teachers will send home a Truancy Letter for every 5 tardies/absences. The registrar will run a quarterly report of attendance.

Person Responsible

Layda Morales

Schedule

Quarterly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Quarterly ISIS printouts

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

The Administrators will review the attendance reports.

Person Responsible

Cristina Cruz Ortiz

Schedule

Quarterly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Attendance Reports

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

The Administrators will review the reports after the second quarter to see if there was a decrease in the amount of truant students.

Person Responsible

Cristina Cruz Ortiz

Schedule

Quarterly, from 1/5/2015 to 6/4/2015

Evidence of Completion

Attendance Report

G2.B2 Students who misbehave and have received 2 or more referrals usually an indoor or outdoor suspension. This causes them to miss instructional time which and in turn lowers their academic progress.

2

 B126849

G2.B2.S1 The students whose misbehavior needs to be rectified will have a meeting with their teacher, parents, and administration in order to come up with a behavior improvement plan. 4

 S141233

Strategy Rationale

If a behavior plan is in place, it will allow the student to have tangible goals in order to behave better.

Action Step 1 5

The student will meet with a team (teacher, parents, administration) to create a behavior plan.

Person Responsible

Layda Morales

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Behavior plan

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

Administration will meet with the teachers to review the behavior plan and ensure that the goals and strategies are taking place.

Person Responsible

Layda Morales

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Observations, Teacher's behavior tally sheet, anecdotes

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

Teachers will meet with administration to review student progress.

Person Responsible

Cristina Cruz Ortiz

Schedule

On 6/4/2015

Evidence of Completion

Behavior tally sheet, anecdotes

G3. Our goal for the 2014-2015 school year is to develop a STEM lab where students will be taken on a weekly basis in order to use hands-on labs to explore the knowledge learned in the classroom. This STEM lab will provide students with additional opportunities to strengthen their prior knowledge and grasp hold of the abstract methods taught in the classroom. **1**

 G050641

G3.B1 The lack of space to create a STEM lab has hindered the students ability to be able to perform labs for Science on a daily or weekly basis. In addition, the schedule time constraints do not allow the teachers to have sufficient to prepare labs due to the amount of materials needed for each one. **2**

 B127466

G3.B1.S1 We reassigned rooms and were able to convert one room into the STEM Lab. Tables were placed along the perimeter of the room along with a kidney table in the middle which allows for 25 students to complete a lab comfortably. All lab materials were collected from every grade level and we organized in bins and closets. A schedule was made which allows for every teacher to use the STEM Lab at least once a week. The schedule rotates so that each grade level gets their own day, which makes setting up easy. Every morning one person from the grade level sets up the lab with all of the materials that will be needed for that lab for that day. **4**

 S139605

Strategy Rationale

Creating this STEM Lab will provide additional opportunities for our students to put into practice what they learned in the classroom. This lab will save the teachers time in set-u and clean-up therefore giving the students more time with the hands-on activities.

Action Step 1 **5**

Teachers will take their class to the STEM Lab at least once a week to complete a lab that directly correlates with the standard being taught.

Person Responsible

Susan Chandler

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Sign in sheet at STEM Lab, Teacher Observations

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

The Leadership Team will alternate weekly to observe the activities taking place in the STEM Lab and ensure that teachers are doing labs on a weekly basis.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Sign in sheet, Teacher Observation

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

The Administrators will review the students Science Journals, Lesson Plans, view student grade print outs, and Observe the students while in the STEM Lab.

Person Responsible

Cristina Cruz Ortiz

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Observations, Lesson Plans, Student Grades

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will 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.	Morales, Layda	8/18/2014	Teacher Observations, Lesson Plans	6/4/2015 weekly
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.	Morales, Layda	8/18/2014	Teacher Observation Checklist	6/4/2015 weekly
G1.B3.S1.A1	Teachers will incorporate small group differentiated instruction during the Science block to focus on clarifying and	Morales, Layda	8/18/2014	Teacher Observations, Lesson Plans	6/4/2015 daily

Dade - 0339 - Somerset Acad Charter Elem School S Homestead - 2014-15 SIP
Somerset Academy Charter Elementary School (South Homestead)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	questions and expanding on any concept.				
G1.B4.S1.A1	Teachers will have small groups and provide differentiated instruction in order to target the individual students' needs.	Morales, Layda	8/18/2014	Teacher Observation, Lesson Plans	6/4/2015 daily
G3.B1.S1.A1	Teachers will take their class to the STEM Lab at least once a week to complete a lab that directly correlates with the standard being taught.	Chandler, Susan	8/25/2014	Sign in sheet at STEM Lab, Teacher Observations	6/4/2015 weekly
G2.B1.S1.A1	Teachers will send home a Truancy Letter for every 5 tardies/absences. The registrar will run a quarterly report of attendance.	Morales, Layda	10/27/2014	Quarterly ISIS printouts	6/4/2015 quarterly
G2.B2.S1.A1	The student will meet with a team (teacher, parents, administration) to create a behavior plan.	Morales, Layda	9/1/2014	Behavior plan	6/4/2015 biweekly
G1.MA1	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.	Morales, Layda	9/22/2014	Interim, FAIR-FS, Data Trackers, 2015 FSA, 2015 Science FCAT 2.0	5/29/2015 biweekly
G1.B1.S1.MA1	The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.	Cruz Ortiz, Cristina	9/22/2014	Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts	6/4/2015 monthly
G1.B1.S1.MA1	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.	Morales, Layda	8/18/2014	Teacher Observation Checklist	6/4/2015 weekly
G1.B2.S1.MA1	The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.	Cruz Ortiz, Cristina	8/18/2014	Student grade printout, easyCBM graphs, Interim Assessments, Mini Assessment data charts	5/29/2015 monthly
G1.B2.S1.MA1	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.	Morales, Layda	8/18/2014	Teacher Observation Checklist, Lesson Plans	6/4/2015 weekly
G1.B2.S1.MA1	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.	Morales, Layda	8/18/2014	Teacher Observation Checklist, Lesson Plans	6/4/2015 weekly
G1.B3.S1.MA1	The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.	Cruz Ortiz, Cristina	9/22/2014	Student grade printout, Interim Assessments, Mini Assessment data charts	6/4/2015 one-time
G1.B3.S1.MA1	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.	Morales, Layda	8/18/2014	Teacher Observation Checklist	6/4/2015 one-time
G1.B4.S1.MA1	The Administrators will meet to review the data on a monthly basis to ensure that the small group instruction is being delivered effectively.	Cruz Ortiz, Cristina	9/22/2014	Student grade print out, Mini Assessment data charts	6/4/2015 monthly
G1.B4.S1.MA1	The Leadership Team will observe teachers informally on a weekly basis to ensure that small group instruction is taking place.	Morales, Layda	8/18/2014	Teacher Observation Checklist	6/4/2015 weekly
G2.MA1	The Administrators will review the reports after the second quarter to see if there was a decrease in the amount of truant students.	Cruz Ortiz, Cristina	11/3/2014	Attendance Report	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The Administrators will review the reports after the second quarter to see if there was a decrease in the amount of truant students.	Cruz Ortiz, Cristina	1/5/2015	Attendance Report	6/4/2015 quarterly
G2.B1.S1.MA1	The Administrators will review the attendance reports.	Cruz Ortiz, Cristina	10/27/2014	Attendance Reports	6/4/2015 quarterly
G2.B2.S1.MA1	Teachers will meet with administration to review student progress.	Cruz Ortiz, Cristina	9/1/2014	Behavior tally sheet, anecdotes	6/4/2015 one-time
G2.B2.S1.MA1	Administration will meet with the teachers to review the behavior plan and ensure that the goals and strategies are taking place.	Morales, Layda	9/1/2014	Observations, Teacher's behavior tally sheet, anecdotes	6/4/2015 biweekly
G3.MA1	The Administrators will meet with teachers on a monthly basis to discuss their experiences in the STEM Lab and the progress of their students in Science.	Cruz Ortiz, Cristina	8/25/2014	Meeting Minutes, Student Grades	6/4/2015 monthly
G3.B1.S1.MA1	The Administrators will review the students Science Journals, Lesson Plans, view student grade print outs, and Observe the students while in the STEM Lab.	Cruz Ortiz, Cristina	8/25/2014	Observations, Lesson Plans, Student Grades	6/4/2015 biweekly
G3.B1.S1.MA1	The Leadership Team will alternate weekly to observe the activities taking place in the STEM Lab and ensure that teachers are doing labs on a weekly basis.		8/25/2014	Sign in sheet, Teacher Observation	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. After analyzing and reviewing the data from the 2014 FCAT, FAIR, and easyCBM with our teachers, we have decided that increasing the amount and the effectiveness of differentiated instruction across all content areas will benefit the students' learning process and will increase their level of performance.

G1.B1 The results of the 2013-2014 FCAT 2.0 Reading Test indicate that 61% of the students achieved a proficiency of a Level 3 or above. Our goal for the 2014-2015 school year is to increase the amount of students proficient to 66%. The Black, White, & ED subgroups did not make adequate progress in the Reporting area of Reading Application. Students lack the ability to refer to key information in the passage to be successful readers, which is needed to improve Learning Gains.

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. The 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.

Facilitator

Susan Chandler

Participants

All Teachers

Schedule

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

G1.B2 The results of the 2013-2014 FCAT Math Test indicate that 62% of students achieved a 3 or higher. Our goal for the 2014-2015 school year is to increase to 69%. All subgroups ranked in the 58 percentile. After analyzing the data from the 2014 FCAT each grade level had difficulty with a different strand. 3rd grade struggled with Fractions, 4th grade struggled with Geometry and Measurement, and 5th grade struggled with Expressions, Equations, and Statistics.

G1.B2.S1 Teachers will use ThinkCentral from the Go Math curriculum in addition to Mathletics 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, Mathletic 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

Maria Rodriguez

Participants

All Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 3: Our goal for the 2014-2015 school year is to develop a STEM lab where students will be taken on a weekly basis in order to use hands-on labs to explore the knowledge learned in the classroom. This STEM lab will provide students with additional opportunities to strengthen their prior knowledge and grasp hold of the abstract methods taught in the classroom.	2,460
Grand Total	2,460

Goal 3: Our goal for the 2014-2015 school year is to develop a STEM lab where students will be taken on a weekly basis in order to use hands-on labs to explore the knowledge learned in the classroom. This STEM lab will provide students with additional opportunities to strengthen their prior knowledge and grasp hold of the abstract methods taught in the classroom.

Description	Source	Total
B1.S1.A1 - Buying materials, tables, and chairs for the STEM Lab	General Fund	2,460
Total Goal 3		2,460