Somerset Academy Charter

2014-15 School Improvement Plan

Somerset Academy Charter

18491 SW 134TH AVE, Miami, FL 33177

http://somersetelem.dadeschools.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	59%

Alternative/ESE Center	**Charter School**	**Minority**
No	Yes	97%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Somerset Academy provides an open door policy for students and parents to interact with staff personnel and peers. Festivities, sports, and clubs are organized throughout the year to foster an envrionment of building relationships.

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

Somerset Academy staff and personnel are encouraged to listen and observe students' behaviors and goals. As a staff, we work toward providing a safe environment through personnel posts, safety patrols, security, and after school dismissal procedures. Drills, such as fire drills, code yellow and red are practiced throughout the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

The school's Early Warning system is a process in which our register and grade book manager pull reports for attendance, suspensions, and grades. They together with the school counselor identify at risk students.
Some of the school's Early Warning indicators are as follows:
Course Failure in ELA and Mathematics
Level 1 on standardized assessments

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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	4	7	10	17	9	48
Level 1 on statewide assessment	0	0	0	4	3	0	7

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The intervention strategies that are in place are students who are developing a pattern of non-attendance will be referred to the MTSS/RTI team. The MTSS/RTI team will monitor students who receive two or more behavior referrals providing students with counseling and encouraging parental involvement. A reward system will be established to recognize students' outstanding citizenship through "Student of the Month" award. Additionally, we have the "Good Character" award who recognizes students who demonstrate good citizenship through helping others.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

Given a strong emphasis on the parental involvement at the school, parents will complete the volunteer hours defined in the parent contract, as evidenced by the teacher and volunteer logs.

Parents have the opportunity to take part in the following of activities:
1. Science Fair.
2. During Career Week, parents have the opportunity to take part in presenting their careers to their child's class and other classes.
3. At the beginning of the year we have our Open House. Parents are welcome to meet the teacher and understand the class procedures for the upcoming school year.
4. We will have "Night Under the Stars". During this event, students, teachers, parents, and administrators gather for a fun family movie night.
5. For Hispanic Heritage & Black History Month, parents are encouraged to take part in the festivities.
6. Parents are always welcome to take part in everyday classroom activities, like helping with science lab, arts and crafts, or reading to the students.
7. Florida State Assessment Parent Meetings will provide parents with all the updated information of the assessment.
8. Award Ceremony
9. Two Scholastic Book Fairs
10. Holiday Store
11. Field Trips
12. We also provide parents with an opportunity to take part in McDonald's McTeacher Night and Chuck E' Cheese Night.

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 builds and sustains partnerships with local organizations by participating in food drives, donating student time in shelters, environmental clean-ups, and other activities that support school and student achievement. Some actives include March of Dimes, Jump for Heart, and Susan G Komen fund.

Effective Leadership

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

School Leadership Team

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

Name	Title
Ruiz, Suzette	Principal
Grau, Sandra	Assistant Principal
Varela, Hilda	Administrative Support

Duties

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

Principal: Suzette Ruiz fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing intervention support and documentation, ensures adequate professional development to support instructional leaders and decision making, and communicates with parents, and communicates with parents regarding school-based plans and activities.
Assistant Principal: Sandra Grau identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole

school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment.

Select General Education Teachers (Primary and Intermediate): Jennette Casteleiro (Kindergarten Department Head), Ivelisse Volero (First Grade Department Head), Mirelsa Carlo (Second Grade Department Head), Elizabeth Gomez (Third Grade Department Head), Laura Gil (Fourth Grade Department Head), and Maria Elena Zapata (Fifth Grade Department Head) will provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above-mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Exceptional Student Education (ESE) Teachers: Lorraine Amat (SPED Coordinator) for Somerset Academy Charter School will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

Instructional Coach(es) Reading/Math/Science: Elizabeth Gomez (Reading Liaison), Gisselle Andion (Math Liasion), Leslie Rocha (Science Liasion) provides guidance on K-5 reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. In addition the reading, math, and science liaison will develop, lead, and evaluate school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

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

Technology Specialist: Orlando Llizo (Technology Specialist) develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Barbara Navarro (Speech Language Pathologist) educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determine how we will know if students have made expected levels of progress towards proficiency.

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The problem-solving process is used to first carry out, monitor, and adjust if necessary. Tier 2 supports are provided to students who are at risk or have not met proficiency.

End of year performance review evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, trend data across grade levels is used to examine support focus or prevention/early intervention efforts.

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Suzette E. Ruiz	Principal
Elizabeth Gomez	Teacher
Ivelisse Volero	Teacher
Ilen Jacir	Teacher
Mirelsa Carlo	Teacher
Berta Portocarrero	Parent
Angela Perez	Parent
Ariel Visciglia	Business/Community
Aydee Taylor	Education Support Employee
Juana Calderon	Education Support Employee
Aymara Riley	Parent
Peggy Alvarez	Parent
Ana Vazquez	Parent
Blanca Veliz	Parent
Julie Romanek	Parent
Hilda Varela (ESSAC Chairperson)	Teacher
Thomas Eustace	Student
Brandon Bichara	Student

Duties

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

Evaluation of last year's school improvement plan

On 9/10/2014, 1/16/2014, 4/8/2014, during these SAC meetings, the SIP was shared and each member hadan opportunity to freely make any recommendations.

Development of this school improvement plan

During the September 24, 2014, SAC meeting, the SIP is shared and each member has an opportunity to freely make any recommendations. Throughout the school year, teachers gather to review data and make recommendations for the SIP as well. Any relevant information is changed to improve our areas of need.

Preparation of the school's annual budget and plan

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

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

The projected use of SAC funds ($5 per student= $2,945) was used to purchase school-wide agendas and FL Social Studies Weekly.

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

Yes

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

Literacy Leadership Team (LLT)

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

Name	Title
Ruiz, Suzette	Principal
Grau, Sandra	Assistant Principal
Gomez, Elizabeth	Other

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

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

The department chair is paired with grade level teachers to address and analyze areas of growth within the program. The mentor and mentee also meet weekly to discuss best practices and evidence-based strategies for each common core benchmarks. Time is given for the feedback, coaching and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures its core instructional programs and materials are aligned by researching on CPALMS and creating CMAPS. The schools also has Instructional coaches attend quarterly meetings to become informed of the latest information regarding the state and district standards. The coaches then hold monthly meetings where the information is disseminated to all personnel by grade level and subject.

Instructional Strategies

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

Interim Assessments, FAIR, Accelerated Reader, and Reading Plus are utilized to organize classrooms, assign small group instruction, and construct supplemental instruction to assist low performing students. Small groups are are changed when data indicates that students are having difficulty attaining proficiency. Free tutoring is provided during the school year to address other areas of needs and to maintain students working on grade level.

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

Strategy: Before School Program

Minutes added to school year: 2,880

In order to increase the amount and quality of learning time, the school will host free before school tutoring sessions for students of all levels. The data collected from various assessments, informal and formal, per grade level from core subjects is collected and drives instruction in our Before Care Program.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Grau, Sandra, sgrau0520@dadeschools.net

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

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

Strategy: After School Program

Minutes added to school year: 1,440

In order to increase the amount and quality of learning time, the school will host free before school tutoring sessions for students of all levels. The data collected from various assessments, informal and formal, per grade level from core subjects is collected and drives instruction in our After Care Program.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Grau, Sandra, sgrau0520@dadeschools.net

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

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

Strategy: Weekend Program

Minutes added to school year: 900

In order to increase the amount and quality of learning time, the school will host free weekend school tutoring sessions for students of all levels. The data collected from various assessments, informal and formal, per grade level from core subjects is collected and drives instruction in our Weekend Program.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Grau, Sandra, sgrau0520@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All students entering Somerset Academy will be evaluated in several ways. Students will be administered an OLPS to determine ESOL placement. First and second grade students will be administrated the S.T.A.R Reading and S.T.A.R Math Assessment. Both assessments determine the grade equivalent for the students' reading and math performance levels. All students in Kindergarten through second grade will also be administered the Florida Assessment for Instruction in Reading (FAIR). Once all the testing has been administered, the data will be utilized to plan daily academic and social/emotion instruction for groups of students or individual students who may need intervention beyond core instructions. Social instruction will be modeled throughout the day by the instructor. Moreover, the teacher will spend approximately 20 minutes per day educating students on the fundamentals of social norms.

The instructional intervention program will be assessed by administering a screening tool in mid-year and during the last semester of the school year. During the last semester of school, students in Kindergarten through second grade will once again be administered the S.T.A.R. Reading, S.T.A.R. Math, and FAIR Test. Data from these assessments will be used to determine positive and negative factors in the school program.

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

In order to incorporate students' academic and career planning, the school participates and organizes in various events, such as;
-Career Week involves students in experiencing a variety of careers through vehicle day, career dress-up day, career day and guest speakers.
- Numerous presenters are invited throughout the school year in order to expose the students of possible option in various fields.
- A daily focus of the school is for teachers to inquire from the students, "How does this connect to the real world?" to ensure that instruction is always relevant and up to date.
- Teachers use additional reading materials, and based on current events to expose students to various career opportunities.
- Science Fair provides the students an opportunity to complete the Scientific Process and investigate real-world problems and solutions.
- Talent Show provides students with the opportunity to express their interests in the performing arts through rigorous auditions, rehearsals, and performances.
- Art exhibits and contests are organized for students to explore their artistic talents.
- Volunteer work is organized for student exposure into other fields, such as park related careers, charity work, and environmental assistance and botany.

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Our strategic goal will be focused on differentiated instruction across the content areas.

G2.   Our goal in monitoring the Early Warning System, is to increase student attendance, positive behavior and performance levels for at-risk students.

G3.   Our STEM Goal is a strategic goal to prepare students to be college and career ready through STEM activities.

G4.   Our goal for parent involvement will be to increase parent participation in classrooms, and activities, while focusing on building strong, continuing family and community involvement in all aspects of school programs and activities in order to promote student achievement.

Strategic Goals Detail

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

G1. Our strategic goal will be focused on differentiated instruction across the content areas. 1a

🔍 G048832

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Reading - All Students	85.0
AMO Math - ELL	86.0
AMO Math - ED	81.0
FCAT 2.0 Science Proficiency	72.0
Math Lowest 25% Gains	51.0

Resources Available to Support the Goal 2

- The resources being used this year in Math are IXL, Reflex Math, Successmaker, and MAFS Curriculum Associates.

- The resources being used this year in Reading are Accelerated Reader, Wonders Anthology, Wonders Leveled Readers, Successmaker, myOn Reader, LAFS Curriculum Associates, and Reading Plus.

- The resources being used this year in Science are Science Studies Weekly, Wonders Leveled Readers, FCAT Explorer, Gizmos Explore Learning, and Accelerated Reader.

Targeted Barriers to Achieving the Goal 3

- Our school barrier in Reading is Literary Analysis Fiction/Nonfiction Category and Reading Applications.

- Our school barrier in Math is Geometry and Measurement; Expressions, Equations, and Statistics; and Fractions.

- Our school barrier in Science is Earth and Space Science and Life Science.

Plan to Monitor Progress Toward G1. 8

Reports from Reading Plus, Accelerated Reader, IXL, Informal benchmark test, Interims, GIZMOS.

Person Responsible
Suzette Ruiz

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

Evidence of Completion
Data from reports will be analyzed to monitor progress and effectiveness of differentiated and small group instruction.

G2. Our goal in monitoring the Early Warning System, is to increase student attendance, positive behavior and performance levels for at-risk students. 1a

🔍 G048955

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0
Discipline incidents	1.0
Level 1 - All Grades	5.0
Non-proficient Reading by Grade 03	3.0

Resources Available to Support the Goal 2

- ISIS, grade book, teachers, RtI Process, Counselor, and attendance rosters

Targeted Barriers to Achieving the Goal 3

- Limited monitoring of poor student attendance.

- Limited amount of communication between school and parent.

- Limited opportunities in recognizing positive student behavior.

Plan to Monitor Progress Toward G2. 8

Teachers will monitor students for any patterns in absences, behavior, and academics. Indicated students will be closely reported and monitored.

Person Responsible
Sandra Grau

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

Evidence of Completion
Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardies.

G3. Our STEM Goal is a strategic goal to prepare students to be college and career ready through STEM activities. `1a`

G049720

Targets Supported `1b`

Indicator	Annual Target
Math Gains	65.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Project Based Learning in STEM activities and fairs, explore learning, science fair, brainpop.

Targeted Barriers to Achieving the Goal `3`

- insufficient amount of STEM related activities for students to participate in, teacher experience in STEM.

Plan to Monitor Progress Toward G3. `8`

Administrators will look for increased participation in school site STEM competitions.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Certificate of Completion of Professional Development and STEM competitions.

G4. Our goal for parent involvement will be to increase parent participation in classrooms, and activities, while focusing on building strong, continuing family and community involvement in all aspects of school programs and activities in order to promote student achievement. 1a

Targets Supported 1b

<div style="text-align:right">🔑 G049730</div>

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

- Volunteer Logs, Remind101, School Website, Class Pal Meetings, Parent Academy, After School Activities

Targeted Barriers to Achieving the Goal 3

- Language Barriers and Technologically-Stagnant Stakeholders

Plan to Monitor Progress Toward G4. 8

Review Sign-in Sheets, Volunteer Logs, and Participation in School Activities

Person Responsible
Sandra Grau

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

Evidence of Completion
Remind 101 Reports, Monitoring Parents letters, Sign-in sheets, Volunteer Logs

Action Plan for Improvement

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Our strategic goal will be focused on differentiated instruction across the content areas. 1

🔑 G048832

G1.B1 Our school barrier in Reading is Literary Analysis Fiction/Nonfiction Category and Reading Applications. 2

🔑 B122044

G1.B1.S1 Through the use of horizontal and vertical planning, teachers will be able to incorporate specific benchmarks from Reading into core curriculum such as Science and Social Studies. 4

🔑 S134098

Strategy Rationale

Through repetitive exposure of specific benchmarks, students will be able to apply the skill throughout the core curriculum.

Action Step 1 5

Teachers will meet biweekly to plan for specific reading benchmarks which will be covered during instruction that will be incorporated into the core curriculum.

Person Responsible

Elizabeth Gomez

Schedule

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

Evidence of Completion

grade level planning sign in sheets, description of which benchmarks will be covered during the week

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

Teachers will be monitoring students progress through Reading Plus, FAIR, Accelerated reader, Baseline and Interim Assessment.

Person Responsible

Sandra Grau

Schedule

On 6/1/2015

Evidence of Completion

Reports will be collected from Accelerated Reader, Reading Plus, FAIR, Baseline and Interim Assessment.

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

Teachers and administration will meet to discuss areas of need. Date will be analyzed to monitor effectiveness.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Data from Reading Plus, Accelerated Reader, and Interim Assessments.

G1.B2 Our school barrier in Math is Geometry and Measurement; Expressions, Equations, and Statistics; and Fractions. `2`

🔑 B122079

G1.B2.S1 Through the use of horizontal and vertical planning, teachers will be able to incorporate specific benchmarks from Mathematics into core curriculum such as Science. `4`

🔑 S134176

Strategy Rationale

The benchmark will be used and visualized in other subject areas of core instruction.

Action Step 1 `5`

Teachers will plan activities that will incorporate specific benchmarks throughout all core subjects.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

grade level planning sign in sheets, description of which benchmarks will be covered during the week

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

Teachers will be monitoring specific benchmarks to track student progress through IXL, Informal, formal assessments. and Interim Assessments.

Person Responsible

Sandra Grau

Schedule

Biweekly, from 9/8/2014 to 9/30/2014

Evidence of Completion

Reports will be collected from IXL, Informal & Formal Assessments and Interim Assessments.

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

Teachers and administration will meet to discuss areas of need. Date will be analyzed to monitor effectiveness.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Data from IXL, and Interims will be analyzed.

G1.B3 Our school barrier in Science is Earth and Space Science and Life Science. `2`

🔧 B122140

G1.B3.S1 Through the use of horizontal and vertical planning, teachers will be able to incorporate specific benchmarks from Science into core curriculum such as Reading and Math. `4`

🔧 S134210

Strategy Rationale

The benchmark will be used and visualized in other subject areas of core instruction.

Action Step 1 `5`

Science liaison will meet with Reading and Math coaches to align benchmarks which will be covered during instruction that will be incorporated into the core curriculum.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

grade level planning sign in sheets, description of which benchmarks will be covered during the week

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

Teachers will be monitoring students progress through Informal, formal assessments and Interim Assessment.

Person Responsible

Sandra Grau

Schedule

Biweekly, from 9/8/2014 to 9/30/2014

Evidence of Completion

Reports will be collected from Informal & Formal Assessments and Interim Assessments.

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

Teachers and administration will meet to discuss areas of need. Date will be analyzed to monitor effectiveness.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Data from informal assessments an interims will be analyzed.

G2. Our goal in monitoring the Early Warning System, is to increase student attendance, positive behavior and performance levels for at-risk students. [1]

🔑 G048955

G2.B1 Limited monitoring of poor student attendance. [2]

🔑 B124451

G2.B1.S1 Increase monitoring of attendance of students who are absent five or more times. [4]

🔑 S136351

Strategy Rationale

To track student attendance.

Action Step 1 [5]

Maintain an accurate record of students who have multiple absences.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Attendance Reports, Parent Contact Log

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

Retain records of students' daily attendance through the use of the daily attendance bulletin and parent contact logs.

Person Responsible

Sandra Grau

Schedule

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

Evidence of Completion

Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardies.

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

Monitor the attendance records and parent contact logs of at-risk students to determine if attendance has improved for truant students.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Attendance Bulletins, Parent Contact Logs, Tardy Referrals

G2.B2 Limited amount of communication between school and parent. `2`

`B133872`

G2.B2.S1 Increase the amount of communication between parents, teachers, and counselors as a means of monitoring student progress. `4`

`S146059`

Strategy Rationale

Having an open and positive communication between parents and school in order to monitor students is a way to increase student performance.

Action Step 1 `5`

Monitor students who are in danger of retaining the grade by contacting parents and counselor regarding their academic progress.

Person Responsible

Hilda Varela

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Contact Log, Gradebook Reports,

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

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

Person Responsible

Sandra Grau

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent contact log, grade book

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

Monitor plans to determine if academic progress has been made and identified.

Person Responsible

Suzette Ruiz

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grade book, parent contact log

G2.B3 Limited opportunities in recognizing positive student behavior. [2]

B133873

G2.B3.S1 Provide incentives for positive behavior through the use of Monthly "Character Awards". [4]

S146064

Strategy Rationale

Rewarding students for their positive behavior motivates them to become active participants in their academics.

Action Step 1 [5]

Teachers will provide counselor with list of students who have behaved in a positive way showing "Good Character". Counselor will announce student names, hand out "Good Character Award" and take student picture to post in monthly bulletin board.

Person Responsible

Hilda Varela

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Good Character Award recipient list, Parent contact log

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

Ensure teachers are maintaining active parent contact logs and counselor is announcing student names and giving out "Good Character Award".

Person Responsible

Sandra Grau

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent contact log, referrals, bulletin board

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

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

Person Responsible

Suzette Ruiz

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrative walk through, Attendance records, assessment data

G3. Our STEM Goal is a strategic goal to prepare students to be college and career ready through STEM activities. `1`

🔑 G049720

G3.B1 insufficient amount of STEM related activities for students to participate in, teacher experience in STEM. `2`

🔑 B124484

G3.B1.S1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project based learning in STEM school wide technological activities and fairs. `4`

🔑 S136388

Strategy Rationale

As a staff is educated and exposed within the science field teachers will become more comfortable to teach.

Action Step 1 `5`

Have teachers attend training and workshops on project-based learning in STEM.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Professional Development Forms

Action Step 2 5

Teachers will increase student activities in STEM.

Person Responsible

Hilda Varela

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, administration walk throughs, weekly grade level planning forms

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

Administration and staff will be sent to professional development workshops to expose teachers in STEM therefore enabling teachers to be able to increase STEM related activities.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Professional Development Forms, Teacher lesson plans, administration walk throughs.

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

Administrators will look for increased participation in school site STEM activities, competitions.

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Certificates of Participation in competition, teacher lesson plan, administration walk throughs

G4. Our goal for parent involvement will be to increase parent participation in classrooms, and activities, while focusing on building strong, continuing family and community involvement in all aspects of school programs and activities in order to promote student achievement. 1

🔍 G049730

G4.B1 Language Barriers and Technologically-Stagnant Stakeholders 2

🔍 B124502

G4.B1.S1 Increase parental involvement by sending home letters in home languages, update website with events, promote technological programs to enhance parent knowledge of technology. 4

🔍 S136476

Strategy Rationale

By promoting technology awareness, parents will become technology savvy. By sending bilingual letter home, parents are given the opportunity to be better informed of opportunities for parental involvement.

Action Step 1 5

We are increasing parental involvement.

Person Responsible

Sandra Grau

Schedule

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

Evidence of Completion

Remind101 Report, Volunteer Logs, Monitoring Parent Letters, Sign-in Sheets

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

Teachers will send Remind101 messages on a regular bases to inform parents of ongoing school activities. During teacher-parent conferences, teachers will instruct parents on how to use multiple programs.

Person Responsible

Hilda Varela

Schedule

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

Evidence of Completion

Remind101 Reports, Monitoring parent letters, Sign-in Sheets

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

Review Sign-in Sheets, Volunteer Logs, and Participation in School Activities

Person Responsible

Suzette Ruiz

Schedule

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

Evidence of Completion

Remind101 Report, Volunteer Logs, Monitoring parent letters, sign-in sheets

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will meet biweekly to plan for specific reading benchmarks which will be covered during instruction that will be incorporated into the core curriculum.	Gomez, Elizabeth	9/8/2014	grade level planning sign in sheets, description of which benchmarks will be covered during the week	6/1/2015 biweekly
G1.B2.S1.A1	Teachers will plan activities that will incorporate specific benchmarks throughout all core subjects.	Ruiz, Suzette	9/8/2014	grade level planning sign in sheets, description of which benchmarks will be covered during the week	6/1/2015 biweekly
G1.B3.S1.A1	Science liaison will meet with Reading and Math coaches to align benchmarks which will be covered during instruction that will be incorporated into the core curriculum.	Ruiz, Suzette	9/8/2014	grade level planning sign in sheets, description of which benchmarks will be covered during the week	6/1/2015 biweekly
G2.B1.S1.A1	Maintain an accurate record of students who have multiple absences.	Varela, Hilda	9/1/2014	Attendance Reports, Parent Contact Log	6/1/2015 daily
G3.B1.S1.A1	Have teachers attend training and workshops on project-based learning in STEM.	Varela, Hilda	9/1/2014	Professional Development Forms	6/1/2015 monthly
G4.B1.S1.A1	We are increasing parental involvement.	Grau, Sandra	9/1/2014	Remind101 Report, Volunteer Logs, Monitoring Parent Letters, Sign-in Sheets	6/1/2015 monthly
G2.B2.S1.A1	Monitor students who are in danger of retaining the grade by contacting parents and counselor regarding their academic progress.	Varela, Hilda	8/18/2014	Parent Contact Log, Gradebook Reports,	6/5/2015 monthly
G2.B3.S1.A1	Teachers will provide counselor with list of students who have behaved in a positive way showing "Good Character". Counselor will announce student names, hand out "Good Character Award" and take student picture to post in monthly bulletin board.	Varela, Hilda	8/18/2014	Good Character Award recipient list, Parent contact log	6/5/2015 monthly
G3.B1.S1.A2	Teachers will increase student activities in STEM.	Varela, Hilda	8/18/2014	Lesson plans, administration walk throughs, weekly grade level planning forms	6/5/2015 monthly
G1.MA1	Reports from Reading Plus, Accelerated Reader, IXL, Informal benchmark test, Interims, GIZMOS.	Ruiz, Suzette	9/8/2014	Data from reports will be analyzed to monitor progress and effectiveness of	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				differentiated and small group instruction.	
G1.B1.S1.MA1	Teachers and administration will meet to discuss areas of need. Date will be analyzed to monitor effectiveness.	Ruiz, Suzette	9/1/2014	Data from Reading Plus, Accelerated Reader, and Interim Assessments.	6/1/2015 biweekly
G1.B1.S1.MA1	Teachers will be monitoring students progress through Reading Plus, FAIR, Accelerated reader, Baseline and Interim Assessment.	Grau, Sandra	9/8/2014	Reports will be collected from Accelerated Reader, Reading Plus, FAIR, Baseline and Interim Assessment.	6/1/2015 one-time
G1.B2.S1.MA1	Teachers and administration will meet to discuss areas of need. Date will be analyzed to monitor effectiveness.	Varela, Hilda	9/8/2014	Data from IXL, and Interims will be analyzed.	6/1/2015 biweekly
G1.B2.S1.MA1	Teachers will be monitoring specific benchmarks to track student progress through IXL, Informal, formal assessments. and Interim Assessments.	Grau, Sandra	9/8/2014	Reports will be collected from IXL, Informal & Formal Assessments and Interim Assessments.	9/30/2014 biweekly
G1.B3.S1.MA1	Teachers and administration will meet to discuss areas of need. Date will be analyzed to monitor effectiveness.	Varela, Hilda	9/8/2014	Data from informal assessments an interims will be analyzed.	6/1/2015 biweekly
G1.B3.S1.MA1	Teachers will be monitoring students progress through Informal, formal assessments and Interim Assessment.	Grau, Sandra	9/8/2014	Reports will be collected from Informal & Formal Assessments and Interim Assessments.	9/30/2014 biweekly
G2.MA1	Teachers will monitor students for any patterns in absences, behavior, and academics. Indicated students will be closely reported and monitored.	Grau, Sandra	9/1/2014	Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardies.	6/1/2015 monthly
G2.B1.S1.MA1	Monitor the attendance records and parent contact logs of at-risk students to determine if attendance has improved for truant students.	Ruiz, Suzette	9/1/2014	Attendance Bulletins, Parent Contact Logs, Tardy Referrals	6/1/2015 monthly
G2.B1.S1.MA1	Retain records of students' daily attendance through the use of the daily attendance bulletin and parent contact logs.	Grau, Sandra	9/1/2014	Teachers will initial attendance rosters daily. Tardy referrals will be given for every 10 tardies.	6/1/2015 weekly
G2.B2.S1.MA1	Monitor plans to determine if academic progress has been made and identified.	Ruiz, Suzette	8/18/2014	Grade book, parent contact log	6/5/2015 monthly
G2.B2.S1.MA1	Monitoring students who are in need of intervention by discussing options with parents.	Grau, Sandra	8/18/2014	Parent contact log, grade book	6/5/2015 monthly
G2.B3.S1.MA1	Monitor and analyze behavioral data to determine if school wide "Good Character Award" is improving student behavior and achievement.	Ruiz, Suzette	8/18/2014	Administrative walk through, Attendance records, assessment data	6/5/2015 monthly
G2.B3.S1.MA1	Ensure teachers are maintaining active parent contact logs and counselor is announcing student names and giving out "Good Character Award".	Grau, Sandra	8/18/2014	Parent contact log, referrals, bulletin board	6/5/2015 monthly
G3.MA1	Administrators will look for increased participation in school site STEM competitions.	Varela, Hilda	9/1/2014	Certificate of Completion of Professional Development and STEM competitions.	6/1/2015 monthly
G3.B1.S1.MA1	Administrators will look for increased participation in school site STEM activities, competitions.	Ruiz, Suzette	9/1/2014	Certificates of Participation in competition, teacher lesson plan, administration walk throughs	6/1/2015 monthly
G3.B1.S1.MA1	Administration and staff will be sent to professional development workshops to expose teachers in STEM therefore enabling teachers to be able to increase STEM related activities.	Varela, Hilda	9/1/2014	Professional Development Forms, Teacher lesson plans, administration walk throughs.	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Review Sign-in Sheets, Volunteer Logs, and Participation in School Activities	Grau, Sandra	9/1/2014	Remind 101 Reports, Monitoring Parents letters, Sign-in sheets, Volunteer Logs	6/1/2015 monthly
G4.B1.S1.MA1	Review Sign-in Sheets, Volunteer Logs, and Participation in School Activities	Ruiz, Suzette	9/1/2014	Remind101 Report, Volunteer Logs, Monitoring parent letters, sign-in sheets	6/1/2015 monthly
G4.B1.S1.MA1	Teachers will send Remind101 messages on a regular bases to inform parents of ongoing school activities. During teacher-parent conferences, teachers will instruct parents on how to use multiple programs.	Varela, Hilda	9/1/2014	Remind101 Reports, Monitoring parent letters, Sign-in Sheets	6/1/2015 monthly

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 Opportuntities

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

G1. Our strategic goal will be focused on differentiated instruction across the content areas.

G1.B1 Our school barrier in Reading is Literary Analysis Fiction/Nonfiction Category and Reading Applications.

G1.B1.S1 Through the use of horizontal and vertical planning, teachers will be able to incorporate specific benchmarks from Reading into core curriculum such as Science and Social Studies.

PD Opportunity 1

Teachers will meet biweekly to plan for specific reading benchmarks which will be covered during instruction that will be incorporated into the core curriculum.

Facilitator

Generation Ready

Participants

Teacher

Schedule

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

G1.B2 Our school barrier in Math is Geometry and Measurement; Expressions, Equations, and Statistics; and Fractions.

G1.B2.S1 Through the use of horizontal and vertical planning, teachers will be able to incorporate specific benchmarks from Mathematics into core curriculum such as Science.

PD Opportunity 1

Teachers will plan activities that will incorporate specific benchmarks throughout all core subjects.

Facilitator

Master Lakes Academy - Math and Science Dialogue

Participants

Teacher

Schedule

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

G1.B3 Our school barrier in Science is Earth and Space Science and Life Science.

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

PD Opportunity 1

Science liaison will meet with Reading and Math coaches to align benchmarks which will be covered during instruction that will be incorporated into the core curriculum.

Facilitator

Explore Learning: Gizmos - Hilda Varela

Participants

Teacher

Schedule

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

G3. Our STEM Goal is a strategic goal to prepare students to be college and career ready through STEM activities.

G3.B1 insufficient amount of STEM related activities for students to participate in, teacher experience in STEM.

G3.B1.S1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project based learning in STEM school wide technological activities and fairs.

PD Opportunity 1

Have teachers attend training and workshops on project-based learning in STEM.

Facilitator

Hilda Varela

Participants

Teachers

Schedule

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

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 1: Our strategic goal will be focused on differentiated instruction across the content areas.	32,636
Goal 2: Our goal in monitoring the Early Warning System, is to increase student attendance, positive behavior and performance levels for at-risk students.	1,300
Goal 4: Our goal for parent involvement will be to increase parent participation in classrooms, and activities, while focusing on building strong, continuing family and community involvement in all aspects of school programs and activities in order to promote student achievement.	4,800
Grand Total	**38,736**

Goal 1: Our strategic goal will be focused on differentiated instruction across the content areas.		
Description	**Source**	**Total**
B1.S1.A1 - Reading Plus	Other	9,000
B1.S1.A1 - LAFS - Language Arts Florida Standards	Other	4,000
B1.S1.A1 - Renaissance Learning	Other	4,300
B1.S1.A1 - Spelling City	Other	1,113
B1.S1.A1 - Leveled Readers	Other	4,998
B2.S1.A1 - IXL	Other	2,825
B2.S1.A1 - MAFS - Curriculum Associates	Other	2,400
B3.S1.A1 - Science Studies Weekly	Other	4,000
Total Goal 1		**32,636**

Goal 2: Our goal in monitoring the Early Warning System, is to increase student attendance, positive behavior and performance levels for at-risk students.		
Description	**Source**	**Total**
B1.S1.A1 - Certificates	Other	1,100
B1.S1.A1 - Character Development	Other	200
B1.S1.A1		0
Total Goal 2		**1,300**

Goal 4: Our goal for parent involvement will be to increase parent participation in classrooms, and activities, while focusing on building strong, continuing family and community involvement in all aspects of school programs and activities in order to promote student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Copies	Other	500
B1.S1.A1 - Website Maintenance	Other	3,000
B1.S1.A1 - EESAC	Other	1,300
Total Goal 4		**4,800**