

Broward County Public Schools

Somerset Academy Pompano (K 5)



2019-20 Schoolwide Improvement Plan

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Somerset Academy Pompano (K 5)

1101 NW 33RD ST, Pompano Beach, FL 33064

www.somersetpompano.com

Demographics

Principal: Donna Kaye

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (50%) 2016-17: C (48%) 2015-16: C (50%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Broward County School Board on 12/10/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	88%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Somerset Pompano to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

Provide the school's vision statement.

The vision of Somerset Pompano is to strive to prepare students for the twenty-first century by delivering the curriculum in an innovative and creative manner. We will educate the whole child so that he/she develops mentally, physically, emotionally, and socially to become productive global citizens.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Kaye, Donna	Principal	To maintain the day runs smooth, remains safe, and to provide an excellent learning environment for the students. It is the job of the principal to supervise the instruction and the development of curriculum, as well as analyzing and implementing strategies and programs based on the data.
Corbett, Margaret	Instructional Coach	Mrs. Corbett's duties as the Math Coach is to model lessons in the classroom, co teach with the and support the math teachers. She will monitor interventions and work with the math interventionist to make sure that the pull outs/push ins are meeting are focus needs.
Banks, Jessica	Teacher, ESE	Ms. Gray is our ESE Specialist. She maintains all of our SWD records, implements the IEPs of our students, and works closely with the classroom teachers to meet the needs of our students in ESE.
Lopez, Karen	Instructional Coach	Mrs. Lopez duties as the Reading Coach is to model lessons in the classroom, co teach with the and support the ELA teachers. She will monitor interventions and work with the reading interventionist to make sure that the pull outs/push ins are meeting are focus needs.
Morel Martinez, Jasmine	School Counselor	Mrs. Martinez is our School Counselor and is there to be support the social emotional health of our students. She meets with individual students for counseling, she works with the Sanford Harmony program in our classrooms, and is a community resource for our parents.
Matheus, Miley	Other	Mrs. Matheus is the ESOL Coordinator - she maintains the ELL folders, meets with the families, and assists in creating schedules for our language resource staff to work in the classrooms with our students. Mrs. Matheus supports our classrooms teachers overall and specifically works with our native Spanish speaking students and their families.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	20	24	25	23	23	21	0	0	0	0	0	0	0	136
Attendance below 90 percent	30	8	8	13	17	10	0	0	0	0	0	0	0	86
One or more suspensions	0	0	12	0	4	0	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	44	33	0	0	0	0	0	0	0	125

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	0	4	4	17	5	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	29	12	0	4	0	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	4	4	0	0	0	0	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

8

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	12	12	4	14	5	0	0	0	0	0	0	0	59
One or more suspensions	4	0	0	8	9	16	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	36	35	0	0	0	0	0	0	0	107

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	0	24	9	8	0	0	0	0	0	0	0	45

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	59%	57%	35%	55%	55%
ELA Learning Gains	54%	60%	58%	43%	58%	57%
ELA Lowest 25th Percentile	64%	54%	53%	50%	53%	52%
Math Achievement	31%	65%	63%	55%	61%	61%
Math Learning Gains	23%	66%	62%	64%	63%	61%
Math Lowest 25th Percentile	18%	53%	51%	69%	52%	51%
Science Achievement	33%	46%	53%	17%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	20 (0)	24 (0)	25 (0)	23 (0)	23 (0)	21 (0)	136 (0)
Attendance below 90 percent	30 ()	8 ()	8 ()	13 ()	17 ()	10 ()	86 (0)
One or more suspensions	0 ()	0 (0)	12 (0)	0 (0)	4 (0)	0 (0)	16 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	48 (0)	44 (0)	33 (0)	125 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	60%	-25%	58%	-23%
	2018	50%	59%	-9%	57%	-7%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	35%	62%	-27%	58%	-23%
	2018	41%	58%	-17%	56%	-15%
Same Grade Comparison		-6%				
Cohort Comparison		-15%				
05	2019	38%	59%	-21%	56%	-18%
	2018	39%	56%	-17%	55%	-16%
Same Grade Comparison		-1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	17%	65%	-48%	62%	-45%
	2018	64%	63%	1%	62%	2%
Same Grade Comparison		-47%				
Cohort Comparison						
04	2019	39%	67%	-28%	64%	-25%
	2018	73%	63%	10%	62%	11%
Same Grade Comparison		-34%				
Cohort Comparison		-25%				
05	2019	33%	64%	-31%	60%	-27%
	2018	44%	62%	-18%	61%	-17%
Same Grade Comparison		-11%				
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	49%	-16%	53%	-20%
	2018	25%	51%	-26%	55%	-30%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD											
ELL	39	43		28	17		23				
BLK	26	63		26	25						
HSP	44	50		36	25		23				
FRL	33	50	60	27	22	10	24				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	32	62	73	50	50	46					
BLK	46	53		58	39		29				
HSP	45	59	80	62	50	50	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	42	52		59	45	46	28				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	15	36	60	35	50						
BLK	38	48		62	61						
HSP	33	48	64	51	66						
FRL	32	45	50	54	62	71	13				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance were our Lowest 25% in Math. In all 3 tested grades, the math teachers were new which could lead to the contributing factors. Self reflecting on the prior year, the rigor was not up to par with where it should have been. With the inexperience of the teachers, concepts were taught and touched on but the conceptual understanding of the standards was not there. When it came time to take the FSA, the students were unable to transfer their knowledge to the level that was expected.

Our ELL students were not as familiar with the vocabulary being presented in the standards as they should have been. This could be a contributing factor as to why they were not able to master the concepts being presented. In order to have the students understand the vocabulary meanings and content material, more professional development for the teachers is needed.

With our SWD students, they made gains on their academic goals through the year but due to the fact that they were working below grade level, the gains were not transferring. They were having a difficult time showing understanding of grade level content needed to ensure proficient progress of standards. Another factor overall was that the students did not have enough exposure to the types of questions they would see on the test and although the answer might have been right, the format in which the answer was recorded was not - specifically with gridded response.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year was in our Math Lowest 25%, followed closely by both Math Gains and Math proficiency. Each of these areas were double digit declines from the prior year. In all 3 tested grades, the math teachers were new which could lead to the contributing factors. Self reflecting on the prior year, the rigor was not up to par with where it should have been. With the inexperience of the teachers, concepts were taught and touched on but the conceptual understanding of the standards was not there. When it came time to take the FSA, the students were unable to transfer their knowledge to the level that was expected.

Since there was a gap between the information being taught and the implementation of the correct tools, the ELL student's needs were not addressed completely. Even though accommodations were presented and developed for every ELL student, they did not meet the students needs as expected. In order to have the students understand the vocabulary meanings and content material, more professional development for the teachers is needed.

With our SWD students, they were having a difficult time showing understanding of grade level content needed to ensure proficient progress of standards. Another factor overall was that the students did not have enough exposure to the types of questions they would see on the test and although the answer might have been right, the format in which the answer was recorded was not - specifically with the gridded response.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state average for 3rd - 5th grade Math proficiency is at a 62% and the state average for 3rd - 5th grade ELA is at a 58%, and although we were below the state average in ELA, the greatest gap

compared to the state would be in all areas of Math. Specifically in the Lowest 25% of students in Math. Reflecting on the data from our students, the gap may be a result of losing a highly effective math teacher in the 3rd and 4th grade. This year, our math teachers were either new to teaching or new to teaching math at their grade level. The gap could also be a result of the students not having enough rigor during instruction of the concepts. Students were able to understand the concept being taught to them, however when it came to applying the knowledge they were unable to do so. This was seen throughout every subgroup of students. The conceptual understanding from the students was not evident.

Less than 30% of our SWD students made gains on the FSA Math test. Even with receiving their testing accommodations, our SWD students still struggled with applying the skills that were needed to understand what the question was asking them and to solve multi-step questions.

Our ELL students made the largest drop from 50% gains to 17% in gains. There was a lack of professional development and understanding of how to effectively meet the needs of our ELL students within our new teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

5th grade Science showed the most improvement with a 6% gain in proficiency from last year. The science teacher had the opportunity to visit a sister school and observe a highly effective teacher. During this time she was able to gain strategies to analyze data, conduct meaningful assessments and use the data to drive the instruction. After these observations, the experienced teacher mentored the science teacher. As her mentor she gave feedback, collaborated on ideas, and discussed best practices. The students were using interactive science notebooks this year as well as Science A-Z. This allowed them to take a deeper dive into concepts that before were just being touched upon. The Science A-Z website also allowed them to participate in virtual labs which allowed the concepts to come to life for them. Science A-Z was used on a daily basis to enhance the lessons and to allow the teacher to monitor student progress on standard based assessments. The data was then used to drive instruction and change based on need. Students also have a weekly science special area class that specializes in hands on science activities such as labs, experiments, and investigation.

Another area that showed improvement this year were the 5th grade writing scores. Somerset Pompano has been using Top Score Writing for the past three years with fidelity and this group of students has seen improvement each year. This year 52% of the 5th grade students scored at or above 7 out of 10 on the FSA writing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The first potential area of concern after analyzing the EWS data would be the amount of students who received a Level 1 on the state assessments. In 3rd grade, 48% of the students received a level 1, 44% received a level 1 in 4th grade, and in 5th grade 33% received a level 1. Although this includes both ELA and math, only one 3rd grade student scored a level 1 on the ELA test, which means that a little less than half of the class of third graders scored a level 1 on the FSA Math.

The second area of concern is that 14% of the students enrolled had attendance below 90%. Of that 14%, 7% of those were students in tested grades (which is 9 out of 67 students - 13% of the tested grades). If the students are not present in school, they cannot learn. This is an area of concern that needs to be addressed.

Once a student has been tardy or absent 3 times – the teacher makes contact with the family to see what the cause of the tardies or absences are and what the school can do to assist. If the student

reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day, there is also a follow up call by the school counselor.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

Having the largest drop in gains, the focus of the school wide improvement has to be math. The decrease in all areas and all subgroups makes this a crucial concern with the highest priority.

1. Increasing Math Gains - The gains dropped in half from the 2018 school year. Increasing the gains in math will lead to increased proficiency in math. Each of our subgroups reported; ELL students, Black students, Hispanic students, and students with free and reduced lunch decreased in gains, with our ELL students making the largest drop from 50% gains to 17% in gains. Small group interventions will occur within the classroom, with the general education teacher. Push in assistance will be available 3 times a week for our ELL students with a heritage language resource staff member. The majority of our ELL students speak Spanish and two new staff members are available to the Spanish speaking students. Students will work with the ESOL coordinator as well to understand how to use their content specific dictionaries.

Less than 30% of our SWD students made gains on the FSA Math test. Even with receiving their testing accommodations, they still struggled with applying the skills needed to understand what the question was asking them and to solve multi-step questions.

2. Increasing Lowest 25% gains in Math

With only 18% of these students making gains, which was a decrease of 29% from the following year, there needs to be a more concentrated focus with these students. Intensive interventions will occur on a pullout basis during student special area times, 3 times a week for 30 minutes. Teachers will use benchmark tracking sheets to teach and research standards. These tracking sheets will be used in monthly data chats held with the principal and math coach to monitor progress and implement changes as needed.

Both the ELL and SWD students included in the lowest 25% did not make gains on the FSA Math test. As stated above in learning gains, our SWD students struggled with applying the skills needed to understand what the question was asking them and to solve multi-step questions.

Since there was a gap between the information being taught and the implementation of the correct tools, the ELL student's needs were not addressed completely. Even though accommodations were presented and developed for every ELL student, they did not meet the students needs as expected. In order to have the students understand the vocabulary meanings and content material, more professional development for the teachers is needed.

3. Increasing ELA proficiency

ELA proficiency ties all areas together and to increase math gains, students need to understand the vocabulary as well as be able to read word problems. ELA proficiency dropped 8% from a 45% to a 37% and although not as concerning a drop as in math, it still needs to be increased. The number of 3rd graders scoring proficient on the ELA FSA dropped in 2018-19 despite an upward trend in previous years. The number of 4th graders that scored proficient on the ELA portion of the FSA also decreased from 2017/18 to 2018/19 by 6%. 5th grade also had a decrease but with just one percent, however the scores from 2017/18 were only at a 39%.

In all subgroup areas, with the exception of ELL ELA proficiency, the scores decreased. The two subgroups with the largest decreases were Black students who decreased by 20% and our students

on free and reduced lunch who decreased by 9%. However the students in the Black subgroup showed 10% increase in the category of learning gains.

Although the ELL students showed an increase in proficiency of 7% on the FSA ELA, the learning gains of these students decreased by 19%. We attribute this factor to the lack of training and strategies need to meet the needs of the ELL students. Since our teachers were either new to teaching or inexperienced with working with ELL students, the lack of experience resulted in the teachers struggling to apply appropriate accommodations for our ELL students.

According to the data provided it shows that 0% of our SWD students were proficient on the ELA portion of the FSA. This may be the result of individual students IEP goals that do not correlate to the FSA standards. The goals are not based on grade level standards but rather on individual needs of the students. After analyzing the data further using the FSA score reports from 2017/18 and 2018/19, it shows that 40% of the SWD students made gains.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Increasing our Math Lowest 25%</p> <p>Students in the lowest 25% on the Math FSA showed a decline in their gains. Only 18% of these students made gains on the FSA. This was a decrease of 29% from the prior year. There needs to be a more concentrated focus on the deficiencies of these students. Of the students included within the Lowest 25%, half of them were SWD students.</p>
Rationale	<p>Although teachers were tracking student progress through benchmark assessments, there were not a concentrated focus on tracking the areas of deficiency within the lowest 25% of students, which includes those SWD students that were part of the quartile.</p> <p>Data chats were not held as frequently as they had been in the prior years and did not focus specifically on the lowest 25% of students. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.</p>
State the measurable outcome the school plans to achieve	<p>The outcome that Somerset Pompano plans to achieve is to improve learning gains from the lowest 25% in Math by 15 percentage points by June 2020 based on the FSA Math results. Overall, the Lowest 25% learning gain in Math will improve on the FSA from 18% to 38%.</p> <p>Students in the Lowest 25% will be identified and placed in MTSS/Rtl in Tier 2. Teachers will create and utilize standard based tracking sheets to monitor the students mastery on the MAFS. Tracking sheets will be updated on a weekly basis and math data chats will be held biweekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier 3 interventions.</p> <p>The Math Coach will meet with the teachers and math interventionist weekly to model effective instruction and participate in data chats.</p>
Person responsible for monitoring outcome	<p>Margaret Corbett (mcorbett@somersetpines.com)</p> <p>Students identified as the lowest 25% will receive Tier 1, Tier 2 and Tier 3 instruction. All students within the school receive balanced math instruction via a their math block using Go Math. Within these blocks, instructional strategies provided by the teacher include: Number talks instruction, small group lessons, and hands on practice.</p>
Evidence-based Strategy	<p>Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards. Students in Tier 2 and Tier 3 would then receive additional intervention and support, both inside and outside of the classroom with the teacher and the interventionists, using the Go Math Reteach curriculum. Additionally, teachers would also utilize the resources in the iReady toolkit as well as Standards mastery for Benchmarking.</p> <p>Using weekly benchmark tracking sheets, the teachers will differentiate instruction to meet the needs of the students not showing mastery.</p>
Rationale for	<p>The rationale behind using the strategies above stems from the performance of the highly effective math teacher from 2016/17 and 2017/18. The teacher was data driven and data</p>

Evidence-based Strategy

literate with a focus on differentiated instruction and hands on learning. She was successful at pinpointing the students that were not showing mastery and implementing interventions that proved to be effective. In 2017, 65% of her fourth grade students were proficient on the FSA Math. In 2018, 64% of her third grade students and 73% of her fourth grade students were proficient. Not only was there a high proficiency rate but the majority of her students made significant learning gains. The strategies that are listed above were ones that were implemented in her classroom on a daily and weekly basis. If those strategies worked for the prior two years with the students making gains, the school should move back to using them.

Action Step

Tier 2:

The students in 3rd/4th/5th grade will receive required support via their targeted interventions. This includes small group instruction in the classroom from the teacher using Go Math Interventions. Tier 2 students will be identified using our Lowest 25% from the 2019 FSA results in addition to scores on iReady Diagnostics AP1.

The teachers will keep track of mastery of each standard on a benchmark tracking sheet. Students who do not show mastery on the assessment (70% or higher) will be retaught in small groups and given another assessment. The materials used for reteaching will come from the Go Math reteach books.

Tier 3:

The students identified as the lowest 25% will receive 1.5 hours per week of additional math instruction outside of the classroom from the math interventionist in a small group setting. The students will participate in learning targeted to their specific learning needs. The interventionist will utilize the iReady Recommended lessons and the Go Math tier 3 intervention book and track student progress.

Data Chats/Progress Monitoring

Description

Monthly data chats with teachers and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and reteaching. Teachers will review data and develop strategies to support Tier 2/3 interventions.

Monitoring of Tier 3 students occurs on a weekly basis using the Standards Mastery curriculum as well as the Go Math intervention. Tier 3 progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents.

ELL students

Teachers will be provided training by the ESOL coordinator at the beginning of the school year. The training will focus on implementing accommodations to support the ELL students during whole group and small group instruction. The teachers will attend the WIDA offered trainings to increase their understanding of language acquisition and learn ways to support their ELL students in the classroom. ELL support staff will work with students both in/out of the classroom to assist them in better understanding of academic content.

Imagine learning will be used for all A1/level 1 students. The students will take the initial diagnostic test in order to gather data. The program will then be used for at least 20 minutes 3 times per week. The ESOL coordinator will attend the Imagine Learning training and then train the teachers on how to implement the program.

SWD

The ESE teacher will push into the classrooms to provide support during the daily intervention block using resources from iReady toolkit. On a monthly basis, the ESE teacher will attend the team meetings to provide resources, support, and discuss the students progress. The resources will include ways to successfully implement accommodations and strategies to ensure students are making progress.

Tutoring

Tutoring provides additional instructional minutes outside of school to support our Lowest 25% students in 3rd/4th/5th grade by certified teachers. ELL and ESE students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance.

Person

Responsible

Margaret Corbett (mcorbett@somersetpines.com)

#2	
Title	Increasing our FSA Math Gains
Rationale	<p>Students on the 2019 Math FSA decreased from a 46% to a 23%. This was a decrease of 23% from the prior year. Within our subgroups, all groups decreased by at least half with the exception of our Black students who made a 14% decrease, however this subgroup of students were low to begin with only a 39% proficiency. Our ELL students had the largest decrease in gains from 50% to 17% which shows a lack of support being provided to this group of students.</p> <p>Although teachers were tracking student progress through benchmark assessments, there was nothing done with the data to change or implement new instruction. Reteach was not consistent and data chats were not held as frequently as they had been in the prior years. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.</p> <p>The outcome that Somerset Pompano plans to achieve is to improve learning gains on the Math FSA by 20 percentage points by June 2020. Overall, learning gain in Math will improve on the FSA from 23% to 43%</p>
State the measurable outcome the school plans to achieve	<p>Teachers will create and utilize standard based tracking sheets to monitor the students mastery on the MAFS. Tracking sheets will be updated on a weekly basis and math data chats will be held biweekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier2 and if necessary Tier 3 interventions.</p> <p>The Math Coach will meet with the teachers and math interventionist weekly to model effective instruction and participate in data chats. The Math Coach will also work with the teachers in planning lessons and on how to teach conceptual understanding of the standards.</p>
Person responsible for monitoring outcome	Margaret Corbett (mcorbett@somersetpines.com)
Evidence-based Strategy	<p>All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards. Go Math is utilized during the whole group portion of the 90-minute math block as well as for re-teaching lessons.</p> <p>Strategies such as how to use manipulatives and number talks are utilized to increase number sense. Additionally, teachers would utilize the resources in the iReady toolkit as well as Standards mastery for Benchmarking.</p> <p>Using weekly benchmark tracking sheets, the teachers are able to differentiate instruction to meet the needs of the students not showing mastery. Within Standards Mastery, the teachers have an additional benchmark that can be used after reteaching to show mastery.</p>
Rationale for Evidence-	The rationale behind using the strategies above stems from the performance of the highly effective math teacher from 2016/17 and 2017/18. The teacher was data driven and data literate with a focus on differentiated instruction and hands on learning. She was successful

**based
Strategy**

at pinpointing the students that were not showing mastery and implementing interventions that proved to be effective. In 2017, 65% of her fourth grade students were proficient on the FSA Math. In 2018, 64% of her third grade students and 73% of her fourth grade students were proficient. Not only was there a high proficiency rate but the majority of her students made significant learning gains. The strategies that are listed above were ones that were implemented in her classroom on a daily and weekly basis. If those strategies worked for the prior two years with the students making gains, the school should move back to using them.

Action Step

The Math Coach will come into the math classroom monthly to challenge the students on their math facts (multiplication). The math challenge will provide an incentive for the students to practice their math facts and increase their math fluency.

All students will be given class time to use the Reflex math computer program for at least 45 minutes each week. Increasing fluency in multiplication and division will increase mastery in number sense and operations. Fluency will also help students with fractions such as simplifying fractions and finding equivalent fractions. Students with the most math facts gained will be incentivized on a weekly basis.

The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade math teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on numbers, operations and fractions. As well as how to teach conceptual understanding of the standards.

Differentiated Instruction**Description**

The teachers will keep track of mastery of each standard on a benchmark tracking sheet. Students who do not show mastery on the assessment (70% or higher) will be retaught in small groups and given another assessment. The materials used for reteaching will come from the Go Math reteach books.

iReady will be used in class for 45 minutes to an hour each week to provide differentiated instruction based on individual student needs as noted on the AP1 diagnostic. Tier 1/2/3 students will work on lessons tailored to their individual deficiencies during the math block. Utilizing the iReady profiles, students will be placed into groups to differentiate the lessons based on the skills that they need.

During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs.

ELL students

Teachers will be provided training by the ESOL coordinator at the beginning of the school year. The training will focus on implementing accommodations to support the ELL students during whole group and small group instruction. The teachers will attend the WIDA offered trainings to increase their understanding of language acquisition and learn ways to support their ELL students in the classroom. ELL support staff will work with students both in/out of the classroom to assist them in better understanding of academic content.

SWD

SWD students are included and integrated in all remedial activities for Math in addition to the ESE services prescribed in the IEP. Staff working with SWD students will have access to IEPs and accommodations needed for each student will be provided. SWD students with deficiencies in math utilize the program Touch Math in small group with the ESE teacher. The pull-out model is utilized with the ESE teacher meeting with the students in a small group setting in the resource room.

Person Responsible Margaret Corbett (mcorbett@somersetpines.com)

#3	
Title	Increasing our FSA ELA proficiency
Rationale	<p>Students on the 2019 ELA FSA decreased from a 45% to a 37% in the areas of proficiency. This was a decrease in proficiency from 8% the prior school year. The only subgroup to show gains in this area were our ELL students who had a 7% increase in scores. The subgroup with the largest decrease were our Black students who decreased by 20% in proficiency. ELA proficiency ties all areas together and increasing this area will also increase our students proficiency with word problems.</p> <p>Although teachers were tracking student progress through benchmark assessments, there was nothing done with the data to change or implement new instruction. Reteach was not consistent and data chats were not held as frequently as they had been in the prior years. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.</p> <p>Improve proficiency on the ELA FSA by 9 percentage points by June 2020. Overall, proficiency in ELA will improve on the FSA from 37%% to 46%.</p>
State the measurable outcome the school plans to achieve	<p>Tracking sheets will be updated on a weekly basis and ELA data chats will be held biweekly to discuss the content based interventions that need to be provided. If the content based interventions are not found to be successful, the student will be added to Tier 2 interventions. If after successs is not reached with Tier 2 intervention students will be placed in Tier 3 intervention for an increased amount of support.</p> <p>The Reading Specialist will meet with the teachers and ELA interventionists weekly to model effective instruction and participate in data chats. During these data chats, benchmark data will be analyzed and strategies will be put in place to address the deficiencies. If deficiencies are identified, the reading specialist will provide classroom support.</p>
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<p>All students receive a balanced literacy instruction via a 90-minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of LAFS standards. Journey's is utilized during the 90-minute ELA block as well as iReady to support instruction. iReady is used at least three times per week for 20 minutes.</p> <p>Students in Tier 2 and Tier 3 would then receive additional intervention and support, both inside and outside of the classroom with the teacher and the interventionists. During Tier 2 and 3 intervention the curriculum used for the small group instruction is Journey's Write In Readers. Additionally, the teachers would also utilize the resources in the iReady toolkit as well as Standards mastery for Benchmarking for interventions.</p>
Rationale for Evidence-	Resources and criteria used were determined by the results of the 2019 FSA ELA.
Evidence-	Journey's curriculum, including the Write in Readers, are an evidence based curriculum

that has been used successfully in our sister schools as a means of intervention. It includes all components of literacy and has resource components that support each area. The classroom teacher and reading interventionists can utilize the resources to differentiate instruction. These resources are available in both print and digital.

based Strategy

iReady is also a researched based online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in phonics, vocabulary and comprehension. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

Action Step

Tier1

All students receive balanced literacy instruction via a 90-minute reading block. Instructional strategies provided by the teacher include: direct instruction, small group guided reading lessons, shared reading/read alouds, independent reading time, and individualized reading conferences. In addition, students receive explicit vocabulary and word study instruction. Direct instruction is provided during the whole group portion of the 90 minute Reading Block. During small group reading instruction, students receive lessons targeted toward their specific needs

Tier2

All Tier2 students will receive required support via their targeted interventions. This includes small group instruction in the classroom. Tier2 students were identified using our Lowest 25% from the 2019 FSA results in addition to scores on iReady Diagnostics. Tier2 students receive push-in support from the Reading Interventionists during the 90 minute reading block.

Tier3

Tier3 students participate in learning targeted to their specific needs. The Reading Interventionist utilizes research-based intervention materials outside of the 90 minute reading block. The time spent on instruction for Tier3 students is 3 sessions per week for 35 minutes in addition to the combined Tier1/Tier2 amounts.

Description

Differentiated Instruction

The iReady reading program will be used in class to provide differentiated instruction based on individual student needs. Tier 1/2/3 students will work on lessons tailored to their individual deficiencies during the ELA block.

Data Chats/Progress Monitoring

CPST meetings with teachers and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies for re-teaching. Teachers will review data and develop strategies to support Tier 2/3 interventions. Data chats are held with teachers, Principal, and Instructional Coaches to review the benchmarks and analyze the data.

K-3

To increase our proficiency in 4th-5th grades, there needs to be a more focused support system through ELA intervention in our K-3. The reading interventionist will push in to classroom to support K-3 teachers in a small group approach to instruction. Kindergarteners receive instruction in Saxon Phonics via small group setting and teachers utilize the Scholastic Book Room to plan small group lessons.

ELL

ELL support staff will work with students both in and out of the classroom to assist them in better understanding of academic content. They will have scheduled times to work with the students using the T.E.A.M curriculum.

Imagine learning will be used for all A1/level 1 students. The students will take the diagnostic test in order to gather data. The program will then be used for at least 20 minutes 3 times per week. The ESOL coordinator will attend the Imagine Learning training and then train the teachers to implement the program.

SWD

ESE teacher will push into the classrooms to provide support during daily intervention block. This will be in addition to their scheduled ESE services as required by their IEP's. ESE teacher will use the class intervention curriculum in small group. During the monthly meetings, the ESE teacher will provide resources, support and discuss SWD progress. Resources will include; successfully implementing accommodations and strategies to ensure students are making progress.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Somerset Pompano will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].

Open House for Parent awareness in August 2019 as evidenced by Sign In sheets, evaluations, and Parent Feedback

Orientation/Title 1 Annual Meeting for parent awareness in August 2019 as evidenced by Sign In sheets, evaluations, and Parent Feedback

Literacy Workshop for parent awareness in the Fall as evidenced by Sign In sheets, Evaluations, and parent Feedback

Math Workshops for parent awareness in the Fall as evidenced by Sign In sheets, Evaluations, and parent Feedback

Somerset Pompano will offer the following training to staff (teachers, pupil services personnel, principals, and other staff) in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Communication Workshop for Building Ties in August 2019 as evidenced by Sign In sheets and culture shift

Professional Development Book Circles for Differentiated teaching/learning which is held on Early Release Days

Literacy Workshop for Differentiated teaching/learning in August 2019

Math Workshop for Differentiated teaching/learning in August 2019

During Somerset Pompano's Parent Advisory Committee(PAC) meetings, the ESE teacher will provide free resources such as, parent advisory calendar, fiddlers group, and school based resources. Title 1 resources will also be shared with families attending the PAC meetings. This will included but not limited to the Title 1 Parent trainings schedule.

PFEP Link

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

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.

Somerset Academy Pompano employs a school counselor as well as access to the services of a social worker as needed.

The social worker is available to provide resources for students and families who are in need of assistance. The social worker is available to meet with families to address the specific needs and provide them with solutions to assist in their matter.

As part of our ongoing Social and Emotional Learning initiative, we have partnered with Sanford Harmony to bring activities teaching respect and acceptance to each other. The program brings awareness to the students about community, emotions and how to express them and how to treat others.

The school counselor is also conducts small group support that focuses on the needs of the students. The groups may include anger management, coping, anxiety and self esteem. These groups are scheduled based on what the counselor sees fit.

The school also has an anti bullying program that is held each year. The program focuses on ways to prevent and address bullying, how to be and up stander and how to ask for help if being bullied or know someone who is being bullied.

The NED show will also be part of our social emotional plan this year. The show comes to the school and presents about the mindset that children should have overcoming social, emotional and academic

obstacles. The administration at Somerset Pompano has also been trained in Mental Health First Aid to become more aware and versed on the needs of the students. This training provided insight on what warning signs to look for in students who may be dealing with personal struggles such as depression, stress and suicidal tendencies. All staff will be trained on the Mental Health Aid to ensure the needs of the students are being met.

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

To assist our students transitioning into Kindergarten, we have a meet and greet prior to school starting. At the meet and greet the incoming kindergartner and their family may come visit the school, take a tour of the classroom and meet the teacher. Curriculum is set out for families to look over and become familiar with. The teacher is available to answer questions and provide information necessary for the transition into the school year. We also make summer visits to all of our incoming new students homes to deliver welcome packages that include information on the school and a welcome treat. Prior to school beginning, we also hold a parent orientation. During the orientation the families have the opportunity to attend a variety of presentations that go over important school information. The presentations include topics such as, how to navigate the important websites, school events and happenings, Title 1 information, and policies and procedures. To ensure all our families needs are met, we have translators in each of the presentation to ensure our families receive the information in their first language.

To assist our 5th graders matriculating into middle school, we invite them to visit our sister middle school. Upon their visit to the middle school, they are given a tour of the school to see the campus, attend classes in session to see how the middle school classroom runs, and participate in a question and answer session. In addition, the middle school staff provides the students guidance in filling out the course selection sheet.

After the students have left our school to go onto middle school, they are invited back to complete their volunteer hours in our school. This includes helping at after school and evening events, and assisting during the summer with various tasks in the school.

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.

Title I, Part A:

Staff Development funds are used to provide training on topics that assist with student achievement gaps. Parental Involvement funds are used to conduct parent nights that include topics to assist students at home with their academics.

Title I, Part D –Neglected and Delinquent:

Students identified as neglected and/or delinquent will be referred to our school counselor who will then get in contact with the county social worker for guidance and resources.

Title II – Professional Development:

Staff have the opportunity to attend county workshops as well as conferences such as Get Your Teach On and the Ron Clark Educator Training. We also have in house workshops such as ESOL and ESE informational sessions, literacy and math workshops and NESS meetings.

Title III - ESOL:

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. Funds are used to purchase materials to support the learning of our ELL students in the classroom.

setting.

Title X- Homeless:

Teachers and staff members can identify and assist homeless students and families. Our school counselor offers resources to those families in need and has the county resources available as well. such as the HEART program

Supplemental Academic Instruction (SAI):

SAI funds will be used to run a schoolwide tutoring program for students in need of further academic assistance.

Violence Prevention Programs:

Somerset Pompano implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through guest speakers and student assemblies and group lessons with the school counselor.

Nutrition Programs:

Somerset Pompano follows the National School Lunch program guidelines. We also encourage families who send lunch form home with students to provide them with healthy choices.

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

Somerset Pompano partners with various businesses in the community such as PDQ, Flannigans, Publix, Golden Corral and a local dental and doctors offices. We invite these community partners to come in and speak to students about careers during career week. The presentations allow students to ask questions and hear about the day to day responsibilities in each of the careers. They present on how they reached their career goal, some speaking about the schooling experience they each had. The students are given real world information on what it takes to be in the work force.

Part of the 5th grade curriculum is learning about career readiness by exposing the students to real world situations like balancing a checkbook, paying bills and applying for jobs. A component to the curriculum is a field trip to JA Biz Town. During this field trip the students are assigned jobs that replicate a real world situation. They have the opportunity to be managers, sales clerks, business owners and even the mayor of the city. They then reflect on their experiences in class by presenting to the class their experience in the field of work they had the opportunity to be in. In their presentation they describe the difficulties they experienced and was they may have solved heir struggles. The student then talks about the highlights of their experience and what was most rewarding.

In the kindergarten through 4th grade classrooms, all teachers provide students opportunities to learn about and research different types of careers that peak their interest. The teachers expose the students to a variety of careers so that they have the understanding of the variety of options for carers in their future. Teachers also share their college experiences and career goals with students so they can relate to what is being taught.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increasing our Math Lowest 25%	\$46,520.00
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	5388 - Somerset Academy Pompano (K 5)	UniSIG	1.0	\$36,373.00
			<i>Notes: Charter school will be reimbursed for an additional support teacher to assist with our Level 1 and Lowest 25% students in 3rd - 5th grade</i>			
	5100	519-Technology-Related Supplies	5388 - Somerset Academy Pompano (K 5)	UniSIG		\$6,897.00
			<i>Notes: Charter school will be reimbursed for 8 laptops for the 3rd- 5th grade classrooms. Laptops are \$297.07 each for 24 (one class of each grade; 8 laptops x 3 classrooms)</i>			
	5100	160-Other Support Personnel	5388 - Somerset Academy Pompano (K 5)	UniSIG		\$3,250.00
			<i>Notes: Charter school will be reimbursed for salaries paid to certified teachers to tutor for the FSA 3rd - 5th Jan - May in Reading, Math, and Science (\$650 per subject per tutor - 5 tutors \$3250)</i>			
2	III.A.	Areas of Focus: Increasing our FSA Math Gains				\$22,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	160-Other Support Personnel	5388 - Somerset Academy Pompano (K 5)	UniSIG	1.0	\$20,500.00
			<i>Notes: Charter school will be reimbursed for salaries paid to a math interventionist to work with students during the school day who struggle with Math (\$15 per hour for 7 hours per day, 196 days - 16 planning days and 180 instructional days)</i>			
	5100	130-Other Certified Instructional Personnel	5388 - Somerset Academy Pompano (K 5)	UniSIG		\$1,950.00
			<i>Notes: Charter school will be reimbursed for salaries paid to certified teachers to tutor struggling students K-5 Sept - December in Reading and Math (\$650 per subject per tutor - 3 tutors, total \$1950)</i>			
3	III.A.	Areas of Focus: Increasing our FSA ELA proficiency				\$0.00
					Total:	\$68,970.00