2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Charter Middle School (Country Palms)

1700 N KROME AVE
Homestead, FL 33030
305-246-4949
www.somersetelem.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	64%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	75%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	C		

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Somerset Acad Charter Middle (Country Palms)

Principal
Idalia M. Suarez

School Advisory Council chair
Janice Mills

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Laura Rodriguez-Serna	Intervention Coordinator/SPED Coordinator
Ximena Cruz	Reading Coach
Marcelo Gomez	Math and Science Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Include each position title and the number of people in that position Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Marcelo Gomez, Janice Mills, Gisella Gonzalez and Ximena Cruz, Nancy Garcia, Magaly Fernandez, Gary Sloan, Kelly Bowerman, Dania Salabia, Martha Gray, Dawn Ferland (educational support), Molly Mills (student)

Involvement of the SAC in the development of the SIP

Assist with the development and monitoring of the School Improvement Plan by meeting on a regular basis to discuss school data, discipline and safety. The SAC will help prioritize student needs and recommend strategies to help improve those areas of need.

Activities of the SAC for the upcoming school year

Integration Multimedia training for Brainpop & Safari Montage Scholastic Book Fair Nights, Science Nights, FCAT Informational Meetings & other Parent Nights Accelerated Reading Incentive Program & Workshop Education City Math Digital Software Annual License Learning Village In-house Training Inquiry Based Instruction In-house Training

Integration of Online Resources Go Math Training (ongoing) Review Attendance Policy Review and provide handouts during Open House/Parent Orientation Reading Plus implementation In-house training.

Projected use of school improvement funds, including the amount allocated to each project

$100.00 for copies of the Parent/Student Handbook and Code of Conduct that was distributed during a Parent Orientation. $36.00 for in-house training materials and manual used for a successful implementation of i-ready math online program.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Idalia M. Suarez		
Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Bachelor of Science in Elementary Education & Master of Science in Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__ 2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –__ Math AMO–__ 2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO –__ Math AMO–__ 2009 - School Grade NG Rdg. Proficiency, N/A

Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced grades K-2,
therefore, FCAT data is not applicable.

Instructional Coaches

of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Ximena Cruz		
Part-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Reading/Literacy
Credentials	Bachelor of Science in Elementary Education Elementary Certified K-6 ESOL Endorsed
Performance Record	2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__ 2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –__ Math AMO–__ 2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO –__ Math AMO–__

2009 - School Grade NG
Rdg. Proficiency, N/A
Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced
grades K-2,
therefore, FCAT data is not applicable.

Marcelo Gomez		
Part-time / School-based	Years as Coach: 5	Years at Current School: 6

Areas	Mathematics, Science
Credentials	Bachelor of Science in Elementary Education Elementary Certified K-6 ESOL Endorsed
Performance Record	2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__ 2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –__ Math AMO–__ 2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO –__ Math AMO–__

2009 - School Grade NG
Rdg. Proficiency, N/A
Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced
grades K-2,
therefore, FCAT data is not applicable.

Laura Rodriguez-Serna		
Full-time / School-based	Years as Coach: 3	Years at Current School: 4

Areas	RtI/MTSS
Credentials	Bachelor of Science in Special Education
Performance Record	2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –__ Math AMO–__ 2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –__ Math AMO–__ 2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO –__ Math AMO–__ 2009 - School Grade NG Rdg. Proficiency, N/A

Math Proficiency, N/A
Rdg. Lrg. Gains, N/A
Math Lrg. Gains, N/A
Rdg. Imp. of Lowest 25% -
N/A
Math Imp. of Lowest 25% -
N/A
Rdg. AMO – N/A
Math AMO– N/A
*During the 08-09 school year, Somerset Arts Academy serviced grades K-2,
therefore, FCAT data is not applicable.

Classroom Teachers

# of classroom teachers

2

 # receiving effective rating or higher

(not entered because basis is < 10)

 # Highly Qualified Teachers

100%

 # certified in-field

2, 100%

 # ESOL endorsed

2, 100%

 # reading endorsed

0, 0%

 # with advanced degrees

1, 50%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

2, 100%

 # with 6-14 years of experience

0, 0%

 # with 15 or more years of experience

0, 0%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Somerset Academy Country Palms Middle's strategy to recruit and retain highly qualified staff. Somerset Academy Inc. conducts a yearly Job Fair to recruit highly qualified teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Newly hired teachers will be paired with an experienced teacher to provide support for planning and to evaluate effectiveness of instruction. Qualifications for mentors will include but not limited to, holding a valid professional teaching certificate and being Highly Qualified. At least a minimum of three years of successful teaching experience and must certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher. Assigned mentors will have mastery of pedagogical and subject matter skills. The mentor will demonstrate knowledge of content, materials, and methods that support high standards in the curriculum areas. They will also show evidence of effective teaching and student achievement gains. The mentor will make a commitment to personal professional learning demonstrated by frequent participation in professional development. The assigned mentor will also be an expert in accessing data resources and using data to analyze instruction.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS 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. MTSS Leadership Team will hold 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. This is conducted through regular Data Chat sessions to analyze student progress and target instruction

through Differentiated Instruction.

3. The MTSS Leadership team will Determine how students have made expected levels of progress towards proficiency. (What progress will show a positive response?)

4. The MTSS Leadership team will respond when grades, subject areas, classes, or individual students have not shown a positive response.

5. The MTSS Leadership team will respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. The MTSS Leadership team will 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. The MTSS Leadership Team will 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.

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 monthly 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 utilizing 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 specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring, 4 times per year, and ongoing progress monitoring measures monthly that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)

Administrator(s), Idalia M. Suarez (Principal) and Laura Rodriguez-Serna (Intervention Coordinator) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

• School reading, math, science, and behavior specialists

o Ximena Cruz, Marcelo Gomez, and Laura Rodriguez-Serna

• Special education personnel

o Laura Rodriguez-Serna

• School psychologist (specify name)

o Richard A. Sasseville, Psy. D.

• Member of advisory group, community stakeholders, parents:

o Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Marcelo Gomez, Janice Mills, Gisella Gonzalez and Ximena Cruz, Nancy Garcia, Magaly Fernandez, Gary Sload, Kelly Bowerman, Mayleth Chico, Silva Maldonado, Dawn Ferland (educational support), Molly Mills (student)

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review

consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team, such as Idalia M. Suarez (Principal), Laura Rodriguez (Intervention Specialist), Ximena Cruz (Reading coach), and Marcelo Gomez (Math and Science Coach) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected MTSS leadership Team members, the general education teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team such as Idalia M. Suarez (Principal), Laura Rodriguez-Serna (Intervention Coordinator). Ximena Cruz (Reading Coach) and Marcelo Gomez (Math and Science Coach), Tier 2 Team, General Education teacher and parent/guardian make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document individual student goals and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4-step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered, such as EASYCBM, Interim Assessment, Voyager Coldreads and/or SuccessMaker, through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic
Baseline data: Baseline and Interim Assessments, Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR AP1), Florida Comprehensive Assessment Test (FCAT), Standardize Achievement Test (SAT), Comprehensive English Language Learning Assessment (CELLA) and Easycbm.com
Progress Monitoring: PMRN, Easycbm, STAR reading assessment
FCAT Simulation, FCAT Testmaker, District Benchmark Assessment, Florida Assessment for Instruction in Reading (FAIR AP2)
End of year: FAIR-AP3, FCAT, SAT-10, CELLA, STAR Reading, FCAT Testmaker, District Benchmark Post Test.
Frequency of Data Days: once a month for data analysis
Behavior
Student Case Management System
Detentions
Suspensions
Referrals by student behavior, staff behavior, and administrative context
Attendance
Functional Assessment
Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team will provide the school with the proper framework for effective MTSS. The framework will be aligned with the policies and procedures of the district, the school and the classroom. The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services. The school will provide ongoing data driven professional development activities that align to core student goals. The school will continuously communicate outcomes with stakeholders and celebrate successes frequently.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,840

The school adopted the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer before school FCAT tutoring to all students in a PMP.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The Before School FCAT tutoring program will be monitoring student progress through the use of FCAT Test-maker Mini Benchmark Assessment. A data matrix will be used to identify and determine the effectiveness of the strategies being utilized during tutoring and to better target instruction during the tutoring session. FCAT 2.0 scores will also be used to determine effectiveness of the tutoring program as a whole.

Who is responsible for monitoring implementation of this strategy?

The Leadership team will monitor the effectiveness of the tutoring program through FCAT TestMaker mini benchmark assessment, STAR, FAIR and FCAT data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Idalia M. Suarez	Principal
Laura Rodriguez-Serna	Intervention Coordinator/SPED Coordinator
Ximena Cruz	Reading Coach
Marcelo Gomez	Math and Science Coach

How the school-based LLT functions

The LLT will review progress by monitoring data gathered at each grade level meetings. The team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify several strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation as well as monitoring progress.

Major initiatives of the LLT

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
• 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. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team, which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.
• The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often.
• Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.
The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

In accordance with Somerset Academy Middle Country Palms, all middle school teachers will be required to integrate reading strategies, utilizing Next Generation Sunshine State Standards, in their core subject. The LLT will be required to monitor and model lessons when necessary to ensure that reading strategies are used to enrich their core curriculum. Furthermore the administrator will observe this technique through frequent walkthroughs and formal observations.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school hosts a career day once a year. During Career day, students are exposed to different careers. Also, student participate in an interest inventory that help them narrow their possible career choices and choice of school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school promotes academic and career planning through student interest inventories. Once the student discovers an interest, they research the profession and make decisions about high school based on the requirements of that field.

Strategies for improving student readiness for the public postsecondary level

The school takes the student on field trips to the different high schools with in our charter school organization.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	68%	Yes	49%
American Indian				
Asian				
Black/African American				
Hispanic	54%	68%	Yes	58%
White		64%		
English language learners				
Students with disabilities				
Economically disadvantaged	33%		No	39%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	35%	37%
Students scoring at or above Achievement Level 4	12	32%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	53%	Yes	44%
American Indian				
Asian				
Black/African American				
Hispanic	45%	55%	Yes	50%
White		43%		
English language learners				
Students with disabilities				
Economically disadvantaged	41%		No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	53%	56%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		4%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	40	97%	98%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	8%	7%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	2	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Provide Science Fair Parent Workshop so that parents can help their children complete a Science Fair Project.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of students who failed to complete a Science Fair Project	4	3%	3%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. 68% of our students were proficient in the 2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 70%.

G2. For the 2013-2014 school year this school will only service 6th grade students. We will be working on the writing process internally.

G3. 53 % of our students were proficient in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 60%.

G4. This school services 6th grade students only. We will work on Science internally.

G5. Our STEM goal for the 2013-2014 school year is to have 60% of our students participate in Robotics.

G6. During the 2012-2013 school year 5% of our students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to lessen that number to 4%.

G7. During the 2012-2013 school year 5% of our students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to lessen that number to 4%.

G8. During the 2012-2013 school year 5% of the students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to reduce the students receiving behavioral referral to 4%.

G9. During the 2012-2013 school year 8% of the students missed 10% or more of instructional time. Our goal for the 2013-2014 school year is 7%.

G10. During the 2012-2013 school year, the school had a 5% suspension. Our goal for the 2013-2014 is to reduce In-house suspension to 0%.

G11. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

Goals Detail

G1. 68% of our students were proficient in the 2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 70%.

Targets Supported
- Reading (FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal
- Resources available are: Reading Plus, Accelerated Reader and McGraw Hill Reading Series

Targeted Barriers to Achieving the Goal
- Students performance data from the 2012-2013 FCAT indicates that students who achieved a level 3 on the FCAT are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

- Students performance data from the 2012-2013 FCAT indicates that students who achieved a level 4 or above on the FCAT are deficient in Reporting Category 3 (LA 3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

- Students performance data from the 2012-2013 FCAT indicates that students who made learning gains are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

- Students performance data from the 2012-2013 FCAT indicates that the lowest 25% of students displayed deficiency in Reporting Category 2 - (LA 3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

Plan to Monitor Progress Toward the Goal

Interim Assessments Reading Plus Reports STAR Teacher created assessments

Person or Persons Responsible
The leadership team and LLT

Target Dates or Schedule:
Monthly and Quarterly

Evidence of Completion:
Summative Assessment: FCAT 2013-2014 2.0

G2. For the 2013-2014 school year this school will only service 6th grade students. We will be working on the writing process internally.

Targets Supported
- Writing

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. 53 % of our students were proficient in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 60%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Holt McDougal textbooks implement the Standards for Mathematical Practice into student learning and teacher resources, resulting in a deeper understanding of math strategies and concepts. I-Ready generates skill based level instruction tailored to each student.

Targeted Barriers to Achieving the Goal
- Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

- Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 4 or 5 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

- Based on the 2012-2013 administration of the Math FCAT Test, students achieving in the lowest 25% on the FCAT, were deficient in number operations and fractions. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

- Based on the 2012-2013 administration of the Math FCAT Test, students achieving making learning gains on the FCAT, were deficient in number sense. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

Plan to Monitor Progress Toward the Goal

Implementation of the Holt McDougal middle school curriculum by teachers, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible
The leadership team and MTSS team

Target Dates or Schedule:
The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion:
Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

G4. This school services 6th grade students only. We will work on Science internally.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Houghton Mifflin Science Fusion - Science Curriculum being utilized through all grades levels that focuses on the key concepts in science.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

They will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing data, necessary adjustments will be made to instruction.

Person or Persons Responsible
The leadership team and MTSS team

Target Dates or Schedule:
The teams will meet on a monthly basis to review data.

Evidence of Completion:
Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, interim quarterly benchmark assessments, and PowerPoint presentation.

G5. Our STEM goal for the 2013-2014 school year is to have 60% of our students participate in Robotics.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- NXT Educational Robotics Package

Targeted Barriers to Achieving the Goal
- Students and teachers lack of experience with the robotics program.

Plan to Monitor Progress Toward the Goal

Science Coach will observe the ongoing robotics program.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Completed Robotic Models

G6. During the 2012-2013 school year 5% of our students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to lessen that number to 4%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- MDCPS Student Code of Conduct

Targeted Barriers to Achieving the Goal
- Students and Parents may not know the policies in place for disciplinary action.

Plan to Monitor Progress Toward the Goal

MDCPS Student Code of Conduct

Person or Persons Responsible
Administration

Target Dates or Schedule:
Beginning of the school year and ongoing

Evidence of Completion:
Logs

G7. During the 2012-2013 school year 5% of our students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to lessen that number to 4%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. During the 2012-2013 school year 5% of the students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to reduce the students receiving behavioral referral to 4%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Miami Dade County Code of Student Conduct

Targeted Barriers to Achieving the Goal
- Students may not be aware of the behavior policies set in place at the school.

Plan to Monitor Progress Toward the Goal

MDCPS Student Code of Conduct

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Logs

G9. During the 2012-2013 school year 8% of the students missed 10% or more of instructional time. Our goal for the 2013-2014 school year is 7%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G10. During the 2012-2013 school year, the school had a 5% suspension. Our goal for the 2013-2014 is to reduce In-house suspension to 0%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Parent/Student Contract and Student Code of Conduct.

Targeted Barriers to Achieving the Goal
- New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

Plan to Monitor Progress Toward the Goal

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible
Administrator, Dean of Discipline and teacher.

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Parent Communication Log Detention Log Referral Notices Suspension Report

G11. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- To communicate events and opportunities to participate through email blast, school website host, flyers and Connect Ed.

Targeted Barriers to Achieving the Goal
- Parents may need to be informed of the variety of school activities to increase participation.

Plan to Monitor Progress Toward the Goal

Review sign in sheets to determine the number of parents attending school events.

Person or Persons Responsible
Parent Liaison, Teachers and Administrator

Target Dates or Schedule:
ongoing

Evidence of Completion:
Sign in sheets, Climate Survey, Volunteer Logs, Survey Parents after every event.

Action Plan for Improvement

Problem Solving Key

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

G1. 68% of our students were proficient in the 2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 70%.

G1.B1 Students performance data from the 2012-2013 FCAT indicates that students who achieved a level 3 on the FCAT are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B1.S1 Instruction should include the use of graphic organizers to see patterns and summarize the main points of a passage.

Action Step 1

Graphic organizers

Person or Persons Responsible

The teacher and intervention specialist.

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment data along with monthly assessment data in order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

Facilitator:

Kathy Bumgardner

Participants:

Teachers

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

Monthly assessment data (teacher made tests, STAR and Reading Plus Reports) in order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Weekly Reading, STAR reports, FAIR assessment reports as well as District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Interim Assessment Data

Person or Persons Responsible

The LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

FCIM

G1.B2 Students performance data from the 2012-2013 FCAT indicates that students who achieved a level 4 or above on the FCAT are deficient in Reporting Category 3 (LA 3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in comparing and contrasting stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

G1.B2.S1 Instruction should include the practice of using and identifying details from the passage to determine main idea, plot and purpose.

Action Step 1

The teacher will use benchmark assessments in the Holt McDougal Reading series to monitor students progress in identifying the main idea as well as the plot and purpose of reading passages.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, reading plus, Accelerated Reader, FCAT explorer, and FCAT Focus.

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

The LLT team will review benchmark assessment data in order to monitor student progress in content areas, and adjust instruction as necessary.

Person or Persons Responsible

The LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly reading benchmark assessments, FAIR assessment reports, and district interim reports.

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the teams will review the Interim Assessment data along with monthly assessment reports in order to monitor student's knowledge in areas of deficiencies.

Person or Persons Responsible

The leadership team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT explorer, interim assessments, weekly reading benchmark assessments.

G1.B3 Students performance data from the 2012-2013 FCAT indicates that students who made learning gains are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B3.S1 Instruction should include multiple activities to see patterns and summarize the main points of a passage.

Action Step 1

Journals, graphic organizers, and projects.

Person or Persons Responsible

The teacher and intervention specialist.

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilizing the FCIM, data will be monitored and reviewed for appropriate instruction.

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

Monthly assessment data (teacher made tests, STAR and Reading Plus Reports) in order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Weekly Reading, STAR reports, FAIR assessment reports as well as District Interim Assessment Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, the teams will review the Interim Assessment data along with monthly assessment reports in order to monitor student's knowledge in areas of deficiencies.

Person or Persons Responsible

The Leadership Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT explorer, interim assessments, weekly reading benchmark assessments.

G1.B4 Students performance data from the 2012-2013 FCAT indicates that the lowest 25% of students displayed deficiency in Reporting Category 2 - (LA 3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B4.S1 Instruction should include multiple activities to see patterns and summarize the main points of a passage.

Action Step 1

Teacher led interventions, differentiated instruction, Journals, graphic organizers and projects

Person or Persons Responsible

The teacher and intervention specialist.

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilizing the FCIM, data will be monitored and reviewed for appropriate instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monthly assessment data (teacher made tests, STAR and Reading Plus Reports) in order to monitor student's knowledge in the areas of cause and effect, authors purpose and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Weekly Reading benchmarks, STAR reports, Fair assessment reports, as well as, district interim assessments Summative assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the teams will review the Interim Assessment data along with monthly assessment reports in order to monitor student's knowledge in areas of deficiencies.

Person or Persons Responsible

The leadership team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT explorer, interim assessments, weekly reading benchmark assessments.

G3. 53 % of our students were proficient in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 60%.

G3.B1 Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B1.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction.

Action Step 1

They will implement the Holt McDougal Mathematics middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily during whole group and small group instruction.

Evidence of Completion

Data based on chapter tests, data retrieved from FCAT testmaker results, and data results from i-Ready software.

Facilitator:

Helen J. Brown

Participants:

6th Grade Math Teacher

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

Implementation of the Holt McDougal middle school curriculum by teachers, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of the Holt McDougal middle school curriculum by teachers, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

G3.B2 Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 4 or 5 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B2.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction.

Action Step 1

They will implement the Holt McDougal Mathematics middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily during whole group and small group instruction.

Evidence of Completion

Data based on chapter tests, data retrieved from FCAT testmaker results, and data results from i-Ready software.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Implementation of the Holt McDougal middle school curriculum by teachers, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

Plan to Monitor Effectiveness of G3.B2.S1

Implementation of the Holt McDougal middle school curriculum by teachers, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

G3.B3 Based on the 2012-2013 administration of the Math FCAT Test, students achieving in the lowest 25% on the FCAT, were deficient in number operations and fractions. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B3.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction. Also, students in lowest 25% will be placed in intensive math, which will include Holt McDougal intervention material with push in support.

Action Step 1

They will implement the Holt McDougal Mathematics intervention material middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Person or Persons Responsible

Teacher and math intervention specialist

Target Dates or Schedule

Daily during differentiated instruction and small group

Evidence of Completion

Data based on chapter tests, data retrieved from FCAT testmaker results, and data results from i-Ready software.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Implementation of the Holt McDougal middle school curriculum by teachers and intervention specialist offering push in support, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

Plan to Monitor Effectiveness of G3.B3.S1

Implementation of the Holt McDougal middle school curriculum by teachers and intervention specialist providing push in support, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team, Math coach and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

G3.B4 Based on the 2012-2013 administration of the Math FCAT Test, students achieving making learning gains on the FCAT, were deficient in number sense. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B4.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction.

Action Step 1

They will implement the Holt McDougal Mathematics middle school (6th grade) textbook, differentiated instruction targeting and challenging each level, FCAT test maker assessments and interactive i-Ready software.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily during whole group and small group instruction.

Evidence of Completion

Data based on chapter tests, data retrieved from FCAT testmaker results, and data results from i-Ready software.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Implementation of the Holt McDougal middle school enrichment, re-teach and on-level curriculum by teachers, use of i-Ready software to assist student mastery of math concepts, and the use of FCAT testmaker to assess students.

Person or Persons Responsible

The leadership team, Math coach and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

Plan to Monitor Effectiveness of G3.B4.S1

Observe teachers in lessons, analyze data to drive instruction and make alterations.

Person or Persons Responsible

The leadership team, Math coach and MTSS team

Target Dates or Schedule

The team will monitor data on a monthly basis and adjust instruction accordingly.

Evidence of Completion

Online assessments, FCAT testmaker assessments, chapter assessments, interactive notebooks, and FCAT 2014.

G5. Our STEM goal for the 2013-2014 school year is to have 60% of our students participate in Robotics.

G5.B1 Students and teachers lack of experience with the robotics program.

G5.B1.S1 Teacher will receive professional development in the area of robotics.

Action Step 1

Webinar training with a neighboring charter school also implementing the Robotics Program

Person or Persons Responsible

Robotics PD Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation

Facilitator:

Participants:

Robotics PD Facilitator

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The implementation of the Robotics Program

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G5.B1.S1

The Science Coach will complete informal observation of the robotics program

Person or Persons Responsible

Science Coach and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Completed robotics models

Plan to Monitor Fidelity of Implementation of G5.B1.S2

The implementation of the robotics program

Person or Persons Responsible

Teacher and Science Coach

Target Dates or Schedule

The students will be scheduled for a robotics class every other day for 85 minutes

Evidence of Completion

Grades and completed robots

Plan to Monitor Effectiveness of G5.B1.S2

Science Assessments

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments and Rubrics

G6. During the 2012-2013 school year 5% of our students received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to lessen that number to 4%.

G6.B1 Students and Parents may not know the policies in place for disciplinary action.

G6.B1.S1 Distribute copies of the MDCPS Student Code of Conduct

Action Step 1

MDCPS Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the school year and ongoing

Evidence of Completion

Logs

Plan to Monitor Fidelity of Implementation of G6.B1.S1

MDCPS Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the school year and ongoing

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G6.B1.S1

MDCPS Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the school year and ongoing

Evidence of Completion

Logs

G8. During the 2012-2013 school year 5% of the students received two or more behavioral referrals. Our goal for the 2013-2014 school year is to reduce the students receiving behavioral referral to 4%.

G8.B1 Students may not be aware of the behavior policies set in place at the school.

G8.B1.S1 Distribute copies of the MDCPS Student Code of Conduct.

Action Step 1

MDCPS Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the School Year and ongoing

Evidence of Completion

Signed receipt that students and parents have reviewed the MDCPS Student Code of Conduct

Plan to Monitor Fidelity of Implementation of G8.B1.S1

MDCPS Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the year and ongoing

Evidence of Completion

Administration will keep a log of students who have signed and returned the receipt noting they read and understand the MDCPS Student Code of Conduct

Plan to Monitor Effectiveness of G8.B1.S1

MDCPS Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the school year and ongoing

Evidence of Completion

Signed receipts acknowledging parents and students have read the MDCPS Student Code of Conduct

G10. During the 2012-2013 school year, the school had a 5% suspension. Our goal for the 2013-2014 is to reduce In-house suspension to 0%.

G10.B1 New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

G10.B1.S1 Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct.

Action Step 1

Monitor Parent Contact Logs and detention logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Teacher, Dean of Discipline and Administrator

Target Dates or Schedule

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues

Evidence of Completion

Parent Communication Log, Detention Logs Suspension Report.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Teachers, Administrator and Dean of Discipline

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Communication Log Detention Logs Referral Notices Suspension Report

Plan to Monitor Effectiveness of G10.B1.S1

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

Person or Persons Responsible

Administrator and Dean of Discipline

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Communication Log Detention log Referral Notices Suspension Report

G11. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

G11.B1 Parents may need to be informed of the variety of school activities to increase participation.

G11.B1.S1 Open House-Curriculum Review FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards Family Olympics Book Fair Nights Take-home projects

Action Step 1

Review sign in sheets to determine the number of parents attending school events and volunteering.

Person or Persons Responsible

Teachers, Administrators, Parent Liaison will use various forms of media to better communicate school activities, events and plans to all stakeholders.

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Survey Parents after every event.

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Review sign in sheets to determine the number of parents attending school events and volunteer logs.

Person or Persons Responsible

Parent Liaison, Teacher and Administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Volunteer logs, Survey Parents after every event.

Plan to Monitor Effectiveness of G11.B1.S1

Review sign in sheets to determine the number of parents attending school events. During Parent Association meetings, parents will be encouraged to provide feedback on the school's communication to all stakeholders.

Person or Persons Responsible

Parent Liaison, Teachers and Administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Climate Survey, Volunteer Logs, Parents Surveys after every event.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

G1. 68% of our students were proficient in the 2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 70%.

G1.B1 Students performance data from the 2012-2013 FCAT indicates that students who achieved a level 3 on the FCAT are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B1.S1 Instruction should include the use of graphic organizers to see patterns and summarize the main points of a passage.

PD Opportunity 1

Graphic organizers

Facilitator

Kathy Bumgardner

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment data along with monthly assessment data in order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

G3. 53 % of our students were proficient in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 60%.

G3.B1 Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B1.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction.

PD Opportunity 1

They will implement the Holt McDougal Mathematics middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Facilitator

Helen J. Brown

Participants

6th Grade Math Teacher

Target Dates or Schedule

Daily during whole group and small group instruction.

Evidence of Completion

Data based on chapter tests, data retrieved from FCAT testmaker results, and data results from i-Ready software.

G5. Our STEM goal for the 2013-2014 school year is to have 60% of our students participate in Robotics.

G5.B1 Students and teachers lack of experience with the robotics program.

G5.B1.S1 Teacher will receive professional development in the area of robotics.

PD Opportunity 1

Webinar training with a neighboring charter school also implementing the Robotics Program

Facilitator

Participants

Robotics PD Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	53 % of our students were proficient in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 60%.	$2,037
G5.	Our STEM goal for the 2013-2014 school year is to have 60% of our students participate in Robotics.	$96
G10.	During the 2012-2013 school year, the school had a 5% suspension. Our goal for the 2013-2014 is to reduce In-house suspension to 0%.	$50
G11.	During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.	$100
	Total	$2,283

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Operating Account	$2,000	$0	$2,000
Operating	$98	$0	$98
EESAC	$35	$100	$135
operating	$0	$0	$0
Internal	$0	$50	$50
Total	$2,133	$150	$2,283

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. 53 % of our students were proficient in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 60%.

G3.B1 Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B1.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction.

Action Step 1

They will implement the Holt McDougal Mathematics middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Resource Type

Evidence-Based Program

Resource

Professional Development to train teachers in the implementation of DI during Reading

Funding Source

Operating Account

Amount Needed

$2,000

G3.B2 Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 4 or 5 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B2.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction.

Action Step 1

They will implement the Holt McDougal Mathematics middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Resource Type

Evidence-Based Program

Resource

i-Ready Software

Funding Source

Operating

Amount Needed

$2

G3.B3 Based on the 2012-2013 administration of the Math FCAT Test, students achieving in the lowest 25% on the FCAT, were deficient in number operations and fractions. Student's lack of prior knowledge in number operations, which impeded their ability to successfully solve problems with fractions.

G3.B3.S1 Teachers will implement the Holt McDougal curriculum, in conjunction with additional resources such as FCAT test maker and i-Ready to assist students towards academic success both in whole group and small group instruction. Also, students in lowest 25% will be placed in intensive math, which will include Holt McDougal intervention material with push in support.

Action Step 1

They will implement the Holt McDougal Mathematics intervention material middle school (6th grade) textbook, FCAT test maker assessments and interactive i-Ready software.

Resource Type

Evidence-Based Program

Resource

i-ready PD in-house training and materials.

Funding Source

EESAC

Amount Needed

$35

G5. Our STEM goal for the 2013-2014 school year is to have 60% of our students participate in Robotics.

G5.B1 Students and teachers lack of experience with the robotics program.

G5.B1.S1 Teacher will receive professional development in the area of robotics.

Action Step 1

Webinar training with a neighboring charter school also implementing the Robotics Program

Resource Type

Evidence-Based Program

Resource

Robotics Professional Development substitute fee

Funding Source

operating

Amount Needed

$96

G10. During the 2012-2013 school year, the school had a 5% suspension. Our goal for the 2013-2014 is to reduce In-house suspension to 0%.

G10.B1 New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

G10.B1.S1 Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct.

Action Step 1

Monitor Parent Contact Logs and detention logs for evidence of communication with parents of students whom have had behavior issues.

Resource Type

Other

Resource

Copies of Parent/Student Code of Conduct

Funding Source

Internal

Amount Needed

$50

G11. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

G11.B1 Parents may need to be informed of the variety of school activities to increase participation.

G11.B1.S1 Open House-Curriculum Review FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards Family Olympics Book Fair Nights Take-home projects

Action Step 1

Review sign in sheets to determine the number of parents attending school events and volunteering.

Resource Type

Other

Resource

Copies of the Student Code of Conduct, Parent/Student Handbook ad Parent/Student Contract

Funding Source

EESAC

Amount Needed

$100