



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Somerset Academy Charter Middle School (South  
Homestead)

305 NE 2ND RD

Homestead, FL 33030

305-258-7497

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

## School Demographics

**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
78%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
84%

## School Grades History

**2013-14**  
A

**2012-13**  
A

**2011-12**  
B

**2010-11**  
A

## 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

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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

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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

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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

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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

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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

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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 Academy Charter Middle S Homestead

##### Principal

Cristina Cruz Ortiz

##### School Advisory Council chair

Beatrice Portugal

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

Name	Title
Cristina Cruz-Ortiz	Principal
Layda Morales	Assistant Principal
Beatrice Portugal	Lead Reading Teacher
Jorge Bichara	Lead Math Teacher

#### 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

Principal- Dr. Cruz-Ortiz

Teachers- Beatrice Portugal, Valeria Galindo, Melissa Alvarez

Parent- Denise Webb, Caitlyn Evans, Linda Lockee, Silvia Rodriguez

Educational Support- Alexandra Arguello

BCR- Nazy Sierra

#### Involvement of the SAC in the development of the SIP

SAC has been actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

#### Activities of the SAC for the upcoming school year

SAC will be involved in the evaluation of the SIP throughout the school year in addition to helping plan other various activities for the student body.

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

SAC has decided to use funds towards varies FCAT prep programs such as FCAT Coach books and Reading Plus.

**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**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:****Cristina Cruz Ortiz**

Principal

Years as Administrator: 10

Years at Current School: 5

**Credentials**

Bachelors/Masters/ Doctorate  
Educational Leadership/ K-6 Elementary Ed/ Gifted/ ESOL  
Endorsed

**Performance Record**

School Year '13 '12 '11 '10 '09  
School Grade A A D A A  
AYP Y N N N  
High Stand. Rdg  
66% 74% 61% 83% 67%  
High Stand. Math  
56% 82% 54% 83% 64%  
Lrng Gains Rdg  
79% 83% 50% 71% 67%  
Lrng Gains Math  
74% 86% 45% 80% 69%  
Low 25 % Gains Rdg  
73% 83% 50% 68% 61%  
Low 25% Gains Math  
75% 100% 45% 67% 73%

**Layda Morales**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

Bachelors/Masters

Educational Leadership / Early Childhood Ed

**Performance Record**

School Year '13 '12 '11 '10 '09

School Grade A A D A A

AYP Y N N N

High Stand. Rdg

66% 74% 61% 83% 67%

High Stand. Math

56% 82% 54% 83% 64%

Lrng Gains Rdg

79% 83% 50% 71% 67%

Lrng Gains Math

74% 86% 45% 80% 69%

Low 25 % Gains Rdg

73% 83% 50% 68% 61%

Low 25% Gains Math

75% 100% 45% 67% 73%

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



<b>Susan Chandler</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	Bachelors: Elem Ed Masters: Reading	
<b>Performance Record</b>	School Year '13 '12 '11 '10 '09 School Grade A A D A A AYP Y N N N High Stand. Rdg 66% 74% 61% 83% 67% High Stand. Math 56% 82% 54% 83% 64% Lrng Gains Rdg 79% 83% 50% 71% 67% Lrng Gains Math 74% 86% 45% 80% 69% Low 25 % Gains Rdg 73% 83% 50% 68% 61% Low 25% Gains Math 75% 100% 45% 67% 73%	

**Classroom Teachers****# of classroom teachers**

11

**# receiving effective rating or higher**

11, 100%

**# Highly Qualified Teachers**

91%

**# certified in-field**

10, 91%

**# ESOL endorsed**

11, 100%

**# reading endorsed**

1, 9%

**# with advanced degrees**

3, 27%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 18%

#### # with 1-5 years of experience

2, 18%

#### # with 6-14 years of experience

7, 64%

#### # 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

1. Advertisement in local newspaper and web
2. Resume received through management company
3. Job Fair
4. State Website teacherteacher.com

### 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

New Teacher/Mentor

Nikkolas Boccanegra/Jose Herrera

Danny Regalado/Beatrice Portugal

The new teachers have been paired up with veteran teachers that teach their same subject. Teachers meet on a Bi-weekly basis and plan upcoming lessons together. Informal observations also take place on a monthly basis.

### 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 leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis
- The leadership team will monitor the fidelity of the delivery of instruction and intervention
- The leadership will provide levels of support and interventions to students based on data

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

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

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

The following steps will be considered by the school's leadership team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring

The leadership team will:

- Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - o What will all students learn? (curriculum based on standards)
  - o How will we determine if students have learned? (grade-level assessments)
  - o How will we respond when students have not learned? (response to intervention problem solving process and monitoring progress of interventions)
  - o How will we respond when students have learned or already know? ( Enrichment opportunities)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs
- Hold regular team meetings every other week
- Maintain communication with staff for input and feedback, as well as, updating them on procedures and progress
- Support a process and structure within the school design, implement, and evaluate both daily instruction and specific interventions
- Provide clear indicators of student need and student progress, assisting in a examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

**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**

1. Data will be used to guide instructional decisions and system procedures for all students to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

#### Academic

- FAIR assessment through PMRN
- Interim assessments through Edusoft for Reading, Math and Science
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

#### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include

- Training for all administrators in the RTI problem solving, data analysis process
- Providing support for school staff to understand basic Rtl principles and procedures
- Providing a network of ongoing support for Rtl organized through feeder patterns

### **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:** 66

In small classes, the lowest 25% will receive instruction in math and reading targeting those standards that need the most reinforcement. Classes will take place after the school day (Math 1 hour twice a week, Reading 1 hour once a week). Instruction will be conducted by teachers and teacher's assistants.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Weekly mini-assessments and bi-weekly formal assessments

#### **Who is responsible for monitoring implementation of this strategy?**

Teachers and Leadership Team

## Literacy Leadership Team (LLT)

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

Name	Title
Dr. Cruz-Ortiz	Principal
Layda Morales	Assistant Principal
Susan Chandler	Reading Coach
Beatrice Portugal	Lead Reading Teacher
Jorge Bichara	Lead Math Teacher

### How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all the Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share her expertise in the reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators and providing professional development.

### Major initiatives of the LLT

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve a literary leaders.

## Every Teacher Contributes to Reading Instruction

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

Bi-weekly grade level and lateral meetings are held to ensure that all teachers are implementing similar strategies, uniform data tracking, with inclusion of small group center rotations focusing on the results of in class mini assessments.

## 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

In the classes we offer all of our students such as Research and Career Planning, the teacher incorporates applied and integrated topics to help students see the relationship between subjects and relevance to their future. We also offer advanced classes in order to prepare our students for Advance Placement and Dual Enrollment. In addition to these classes, we offer 4 different academies: Early Childhood, Criminal Justice, Fine Arts, and Business.

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

Each student is given a subject selection form to pick their classes for the upcoming school year. They also have a meeting with our counselor and registrar in order to ensure that the classes that they selected are the classes needed.

**Strategies for improving student readiness for the public postsecondary level**

On a bi-weekly basis, the Reading Teacher will meet with the classroom teachers to review the state adopted textbooks and additional resources to build knowledge base of all teachers. Instructional Focus Calendars will also be used with the different content area teachers to ensure that the reading instructional focus is being targeted. CRISS Strategies will be implemented cross curricular. During formal and informal observations, administration will ensure that these strategies are being implemented.

## 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	69%	66%	No	72%
American Indian				
Asian				
Black/African American	65%	55%	No	69%
Hispanic	63%	66%	Yes	67%
White	86%	74%	No	87%
English language learners	54%	50%	No	58%
Students with disabilities				
Economically disadvantaged	63%	63%	Yes	67%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	34%	36%
Students scoring at or above Achievement Level 4	42	31%	32%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	137	79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	32	73%	76%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	40%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### 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	68%	56%	Yes	72%
American Indian				
Asian				
Black/African American	65%	55%	No	69%
Hispanic	65%	56%	Yes	69%
White	75%	57%	No	78%
English language learners	36%	42%	Yes	42%
Students with disabilities				
Economically disadvantaged	63%	63%	Yes	67%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	35%	38%
Students scoring at or above Achievement Level 4	14	16%	17%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	128	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	75%	78%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	60	100%	100%
Middle school performance on high school EOC and industry certifications	37	62%	66%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	42%	45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		21%

**Area 4: Science****Middle School Science**



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	31%	34%
Students scoring at or above Achievement Level 4	13	29%	30%

**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			

**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		100
Participation in STEM-related experiences provided for students	174	100%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	60	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	60	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	3	100%	100%
CTE teachers holding appropriate industry certifications	3	100%	100%

**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	9	7%	6%
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	1	1%	1%
Students who receive two or more behavior referrals	15	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	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**

Barriers: Lack of participation in school wide activities by parents of English Language Learners (ELL)  
 Strategies: Offer meetings and activities in the parents' home language. Offer translation when needed.  
 Monitor: Review Sign-in sheets

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at school events	140	80%	82%

## Goals Summary

- G1.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time.
- G2.** Our goal is to decrease the amount of students who receive one or more behavior referrals that lead to suspension to 4%.
- G3.** In order to engage students in the problem solving process using their mathematics and science skills, we need to create a Project Based Learning program using STEM.
- G4.** Our goal is to maintain the amount of students who fail two or more courses in any subject at 1%.
- G5.** Our goal is to decrease the percentage of students who receive two or more behavior referrals to 10%.
- G6.** Our goal for the 2013-2014 FCAT Reading Assessment is to reach 72% proficiency.
- G7.** On the 2013 administration of the FCAT Writing Test, 40% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase student scoring 3.5 or above by 6 percentage points to 46%.
- G8.** Our goal for the 2013-2014 FCAT Mathematics Assessment is to reach 72% proficiency.
- G9.** Our Middle School Acceleration is 100% of 8th graders are enrolled in Algebra 1. Our goal is to increase the proficiency to 66%.
- G10.** Our goal for the 2013-2014 Science FCAT is to have 34% of the students score a level 3 and 30% score a level 4 or higher.
- G11.** Our goal is to increase the amount of students that are currently participating in our academies.

## Goals Detail

**G1.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Office Staff in charge of enforcing both discipline and attendance.

**Targeted Barriers to Achieving the Goal**

- Students seem to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct, Attendance Policy, and the Somerset Academy South Homestead's Parent Contract.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, quarterly attendance data reports will be reviewed and will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Suspension Reports, Attendance Reports

**G2.** Our goal is to decrease the amount of students who receive one or more behavior referrals that lead to suspension to 4%.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Office Staff in charge of enforcing discipline.

**Targeted Barriers to Achieving the Goal**

- Students seems to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**Plan to Monitor Progress Toward the Goal**

Monitor Referrals for discipline

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Behavior Referrals

**G3.** In order to engage students in the problem solving process using their mathematics and science skills, we need to create a Project Based Learning program using STEM.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Laptops

**Targeted Barriers to Achieving the Goal**

- The need for a teacher who will support and sponsor a club and/or activity involving STEM related activities.

**Plan to Monitor Progress Toward the Goal**

Monitor the students' progress through weekly data collection and adjust the assistance as needed. Using the FCIM, we will analyze and adjust instruction focusing in students' knowledge of problem solving using their mathematical and science skills.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student work and site generated assessment; technology reports

**G4.** Our goal is to maintain the amount of students who fail two or more courses in any subject at 1%.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Office staff in charge of enforcing academic success.

**Targeted Barriers to Achieving the Goal**

- Students lack motivation to keep up with the classwork due to increased rigor and a challenging course workload.

### Plan to Monitor Progress Toward the Goal

Monitor students' academic progress throughout the school-year and adjust interventions as needed. Using the FCIM model, we will analyze and adjust instruction to ensure academic progress is being met.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Academic Performance Reports

**G5.** Our goal is to decrease the percentage of students who receive two or more behavior referrals to 10%.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

- Office Staff in charge of enforcing discipline.

**Targeted Barriers to Achieving the Goal**

- Students seem to be unaware of the Miami-Dade County Public School's Code of Student Conduct and the Somerset Academy South Homestead's Parent Contract.

### Plan to Monitor Progress Toward the Goal

Monitor Referrals

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Quarterly Reports

**G6. Our goal for the 2013-2014 FCAT Reading Assessment is to reach 72% proficiency.**

**Targets Supported**

**Resources Available to Support the Goal**

- In addition to the Pearson curriculum, students will use Voyager 30 min a day in addition to the Reading/LA block. Have Reading Coach pull-out/push-in during Reading/LA block as well as Social Studies block.

**Targeted Barriers to Achieving the Goal**

- As noted on the administration of the 2013 FCAT Reading Test, the Black, White, and ELL subgroups did not make satisfactory progress in the Reporting area of Reading Application.
- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Level 3 students was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.
- The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2013 administration of the FCAT Reading Test for Levels 4 and higher was Reporting Category 2, Reading Application.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students making learning gains was 79%. This percentage is minimal and students are in need of additional reading enrichment activities.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students in the lowest 25% making learning gains was 73%. This result is minimal and students are in need to additional reading intervention.

**Plan to Monitor Progress Toward the Goal**

Monitor the students' progress through mini-assessments and adjust the interventions as needed. Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of reading application to ensure progress is being. Rtl team will meet monthly with the teachers to review mini assessment data report.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Weekly and Bi-Weekly

**Evidence of Completion:**

Data Trackers, Interim Results

**G7.** On the 2013 administration of the FCAT Writing Test, 40% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase student scoring 3.5 or above by 6 percentage points to 46%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- During writing instruction, students will use the FCAT 4 point Extended Response Graphic Organizer and Planner to organize/plan and draft a logical beginning, middle, and end by using supporting details, providing facts and/or opinions to develop focus and elaboration.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was that students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**Plan to Monitor Progress Toward the Goal**

Teachers will administer bi-weekly writing prompts and monitor the students' growth. Analyze and adjust instruction based on results. Formative: Quarterly and Bi-weekly writing prompt scores Summative: 2014 FCAT Writing Assessment

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Data Trackers



**G8.** Our goal for the 2013-2014 FCAT Mathematics Assessment is to reach 72% proficiency.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Pearson Curriculum Mathletics Carnegie

#### **Targeted Barriers to Achieving the Goal**

- As noted on the administration of the 2013 FCAT Math Test, the Black and White subgroups did not make satisfactory progress in the Number Operations/Problem and Statistics category. The deficiency is due to the gaps of knowledge from previous years.
- The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 3 was analyzing and synthesizing multi-step word problems. The deficiency is due to gaps of knowledge from previous years and lack of sufficient mathematical vocabulary.
- The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 4 or level 5 was their ability to apply learned mathematical skills to real world application.
- The area of deficiency as noted on the 2013 administration of the FCAT Math Test for all students was number operation and problem solving. The deficiency is due to lack of mathematical vocabulary.
- The area of deficiency as noted on the 2013 administration of the FCAT Math Test for the lowest 25% students was the ability to solve basic mathematical calculations and solving problems mentally without technological aid. The deficiency is due to learning gaps for knowledge from previous years.

#### **Plan to Monitor Progress Toward the Goal**

Monitor the students' progress through mini-assessments and adjust the interventions as needed. Using the FCIM, we will analyze and adjust instruction focusing on student's knowledge of reading application to ensure progress is being. Rtl team will meet monthly with the teachers to review mini assessment data report.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule:**

Bi-weekly

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

Interim, FCAT, Formal and informal assessments

**G9.** Our Middle School Acceleration is 100% of 8th graders are enrolled in Algebra 1. Our goal is to increase the proficiency to 66%.

**Targets Supported**

- Algebra 1 EOC
- STEM - All Levels

**Resources Available to Support the Goal**

- Pearson Carnegie Mathletics

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC Assessment was Polynomials. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically.

**Plan to Monitor Progress Toward the Goal**

Provide all students with more practice in solving real-world problems involving relations and functions - Provide all students more practice in solving multi-step problems with several rate parameters -Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers Use of FCIM to assess and analyze instruction Algebra

**Person or Persons Responsible**

Teacher Leadership Team

**Target Dates or Schedule:**

Weekly and Bi-Weekly

**Evidence of Completion:**

EOC, formal and informal assessments, Interim

**G10.** Our goal for the 2013-2014 Science FCAT is to have 34% of the students score a level 3 and 30% score a level 4 or higher.

**Targets Supported**

- Science - Middle School
- STEM - All Levels

**Resources Available to Support the Goal**

- Labs Pearson Curriculum Gizmos Discovery Safari Montage

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 3 was Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.
- The are of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 4-5 was that students need additional support in applying the scientific method in order to develop independent projects and experiments.

### Plan to Monitor Progress Toward the Goal

Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Students who scored level 4 and 5 on the FCAT Math and Reading and provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule:

Bi-weekly

#### Evidence of Completion:

Interim, FCAT, Informal and Formal assessment, Data Tracker

**G11.** Our goal is to increase the amount of students that are currently participating in our academies.

#### Targets Supported

- CTE

#### Resources Available to Support the Goal

- Local Businesses/Organizations Highly-Certified Staff Members Subject-Area Textbooks

#### Targeted Barriers to Achieving the Goal

- Students enrolled in intensive math or intensive reading are unable to participate in an academy due to scheduling conflicts.

### Plan to Monitor Progress Toward the Goal

#### Person or Persons Responsible

#### Target Dates or Schedule:

#### Evidence of Completion:

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time.

**G1.B1** Students seem to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct, Attendance Policy, and the Somerset Academy South Homestead's Parent Contract.

**G1.B1.S1** The administration will continue to implement a strict discipline plan regarding excessive absences.

### Action Step 1

Student Services

#### Person or Persons Responsible

The Student Services department will progress monitor the academic performance of at-risk students and report findings to MTSS/Rtl team for further assistance.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Suspension Reports, Attendance Reports

#### Facilitator:

Monica De La Rosa

#### Participants:

All Teachers

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

A reward system will be established to recognize students for perfect attendance and behavior.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Suspension Reports, Attendance Reports

### **Plan to Monitor Effectiveness of G1.B1.S1**

Following the FCIM model, quarterly attendance data reports from student services will be reviewed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Suspension Reports, Attendance Reports

**G2.** Our goal is to decrease the amount of students who receive one or more behavior referrals that lead to suspension to 4%.

**G2.B1** Students seems to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**G2.B1.S1** The administration will continue to implement a strict discipline plan.

**Action Step 1**

The student services department will progress monitor the discipline referrals and report findings to the Leadership Team for further assistance.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Behavior Referrals

**Facilitator:**

Monica De La Rosa

**Participants:**

All Teachers

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

A reward system will be established to recognize students for outstanding behavior.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Behavior Referrals

### Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, quarterly data reports from the student services department will be reviewed

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Behavior Referrals

**G3.** In order to engage students in the problem solving process using their mathematics and science skills, we need to create a Project Based Learning program using STEM.

**G3.B1** The need for a teacher who will support and sponsor a club and/or activity involving STEM related activities.

**G3.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, and Robotics Competitions).

**Action Step 1**

Science teachers will offer science fair workshops on a quarterly basis to offer opportunities for students to get individualized guidance with their projects.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment; technology reports

**Facilitator:**

Gregory Oldacre and Juan Mendez

**Participants:**

All Teachers

## **Action Step 2**

Science teachers will offer science fair workshops on a quarterly basis to offer opportunities for students to get individualized guidance with their projects.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work and site generated assessment; technology reports

### **Facilitator:**

Gregory Oldacre and Juan Mendez

### **Participants:**

All Teachers

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

Data analysis based on on-going classroom instruction.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student work and site generated assessment; technology reports



### Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, weekly data results will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment; technology reports

**G4.** Our goal is to maintain the amount of students who fail two or more courses in any subject at 1%.

**G4.B1** Students lack motivation to keep up with the classwork due to increased rigor and a challenging course workload.

**G4.B1.S1** The administration will continue to implement the strict academic performance plan.

**Action Step 1**

The student services department will progress monitor academic performance of at-risk students and report finding the Leadership team for further assistance.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Academic Performance Reports

**Facilitator:**

Monica De La Rosa

**Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

A reward system will be established to recognize students for outstanding academic performance.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Academic Performance Reports

### **Plan to Monitor Effectiveness of G4.B1.S1**

Following the FCIM model, quarterly data reports from Gradebook will be reviewed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Academic Performance Reports

**G5.** Our goal is to decrease the percentage of students who receive two or more behavior referrals to 10%.

**G5.B1** Students seem to be unaware of the Miami-Dade County Public School's Code of Student Conduct and the Somerset Academy South Homestead's Parent Contract.

**G5.B1.S1** The administration will continue to implement the strict discipline plan regarding behavior.

### **Action Step 1**

The Student Services department will progress monitor the behavioral performance of students and report findings to the Leadership Team for further assistance.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Behavior Referrals

#### **Facilitator:**

Monica De La Rosa

#### **Participants:**

All Teachers

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

A reward system will be established to recognize students for outstanding behavior.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Behavior Referrals

### Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, quarterly data reports from the student services department will be reviewed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Behavior Referrals

**G6.** Our goal for the 2013-2014 FCAT Reading Assessment is to reach 72% proficiency.

**G6.B1** As noted on the administration of the 2013 FCAT Reading Test, the Black, White, and ELL subgroups did not make satisfactory progress in the Reporting area of Reading Application.

**G6.B1.S1** In order to improve the students' reading application, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

weekly and bi-weekly

**Evidence of Completion**

Data Trackers, District Assessment, FCAT

**Facilitator:**

Betty Portugal

**Participants:**

All Teachers

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

Data Analysis based on ongoing classroom and quarterly interim assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Plan to Monitor Effectiveness of G6.B1.S1**

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G6.B2** The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Level 3 students was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.

**G6.B2.S1** In order to improve the students' ability to assess, organize, synthesize and evaluate the validity and reliability of information to be successful readers, students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

#### **Facilitator:**

Betty Portugal

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Data Analysis based on on-going classroom and quaterly interim assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

## **Plan to Monitor Effectiveness of G6.B2.S1**

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G6.B3** The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2013 administration of the FCAT Reading Test for Levels 4 and higher was Reporting Category 2, Reading Application.

**G6.B3.S1** In order to improve the students' reading application, students will be placed in small cooperative learning groups where they will be provided with enrichment instruction.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust enrichment as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Weekly and Bi-Weekly

### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Facilitator:**

Betty Portugal

### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Data Analysis based on on-going classroom and quaterly interim assessments.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Plan to Monitor Effectiveness of G6.B3.S1**

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT



**G6.B4** As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students making learning gains was 79%. This percentage is minimal and students are in need of additional reading enrichment activities.

**G6.B4.S1** In order to increase our students' learning gains to 81%, students will be placed in small cooperative learning groups where they will be provided with enrichment activities.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust instruction as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

#### **Facilitator:**

Betty Portugal

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

Data Analysis based on on-going classroom and quarterly interim assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

## Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers, District Assessments, FCAT

**G6.B5** As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students in the lowest 25% making learning gains was 73%. This result is minimal and students are in need to additional reading intervention.

**G6.B5.S1** In order to increase the percentage of students in the lowest 25% making learning gains to 76%, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### Action Step 1

Teachers will monitor data using mini-assessments and adjust interventions as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Weekly and Bi-Weekly

### Evidence of Completion

Data Trackers, District Assessment, FCAT

### Facilitator:

Betty Portugal

### Participants:

All TEachers

### **Plan to Monitor Fidelity of Implementation of G6.B5.S1**

Data Analysis based on on-going classroom and quarterly interim assessments.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Plan to Monitor Effectiveness of G6.B5.S1**

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G7.** On the 2013 administration of the FCAT Writing Test, 40% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase student scoring 3.5 or above by 6 percentage points to 46%.

**G7.B1** The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was that students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**G7.B1.S1** In order to improve our students' writing scores, students and teachers will assess writing samples using the FCAT 2.0 Writing Rubric and anchor papers. Students will maintain a portfolio of weekly writing samples that address either a persuasive or expository prompt.

### **Action Step 1**

Teachers will monitor data using weekly writing assessments and adjust instruction as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

#### **Facilitator:**

Loralyn Pybas

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Data analysis based on on-going classroom and quarterly interim assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

### Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G8.** Our goal for the 2013-2014 FCAT Mathematics Assessment is to reach 72% proficiency.

**G8.B1** As noted on the administration of the 2013 FCAT Math Test, the Black and White subgroups did not make satisfactory progress in the Number Operations/Problem and Statistics category. The deficiency is due to the gaps of knowledge from previous years.

**G8.B1.S1** In order to improve the students' progress in the Number Operations/Problem and Statistics category, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**Facilitator:**

Corina Minera

**Participants:**

All Teachers

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

Data Analysis based on on-going classroom and quarterly interim assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Plan to Monitor Effectiveness of G8.B1.S1**

Following the FCIM Model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G8.B2** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 3 was analyzing and synthesizing multi-step word problems. The deficiency is due to gaps of knowledge from previous years and lack of sufficient mathematical vocabulary.

**G8.B2.S1** In order to improve the students' ability to analyze and synthesize multi-step word problems, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

#### **Facilitator:**

Corina Minera

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G8.B2.S1**

Data Analysis based on on-going classroom and quarterly interim assessments.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

## Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM Model, quarterly assessment data results will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers, District Assessments, FCAT

**G8.B3** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 4 or level 5 was their ability to apply learned mathematical skills to real world application.

**G8.B3.S1** In order to improve the students' ability to apply learned mathematical skills to real world application, students will be placed in small cooperative learning groups where they will be provided with enriched instruction.

### Action Step 1

Teachers will monitor data using mini-assessments and adjust the enrichment activities as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Weekly and Bi-Weekly

### Evidence of Completion

Data Trackers, District Assessments, FCAT

### Facilitator:

Corina Minera

### Participants:

All Teachers



### **Plan to Monitor Fidelity of Implementation of G8.B3.S1**

Data Analysis based on on-going classroom and quarterly interim assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Plan to Monitor Effectiveness of G8.B3.S1**

Following the FCIM model quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessment, FCAT

**G8.B4** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for all students was number operation and problem solving. The deficiency is due to lack of mathematical vocabulary.

**G8.B4.S1** In order to improve students' ability to solve number operation and problem solving, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

#### **Facilitator:**

Corina Minera

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G8.B4.S1**

Data Analysis based on on-going classroom and quarterly interim assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

## Plan to Monitor Effectiveness of G8.B4.S1

The FCIM model quarterly assessment data reports will be reviewed and instruction will be adjusted as needed

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Tracker, District Assessments, FCAT

**G8.B5** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for the lowest 25% students was the ability to solve basic mathematical calculations and solving problems mentally without technological aid. The deficiency is due to learning gaps for knowledge from previous years.

**G8.B5.S1** In order to improve the lowest 25% students' ability to solve basic mathematical calculations and solve problems mentally without technological aid, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### Action Step 1

Teachers will monitor data using mini-assessments and adjust interventions as needed.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Weekly and Bi-Weekly

### Evidence of Completion

Data Trackers, District Assessments, FCAT

### Facilitator:

Corina Minera

### Participants:

All Teachers

## **Action Step 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Weekly and Bi-Weekly

### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Facilitator:**

Corina Minera

### **Participants:**

All Teachers

## **Plan to Monitor Fidelity of Implementation of G8.B5.S1**

Data analysis based on on-going classroom and quarterly interim assessments

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

## **Plan to Monitor Effectiveness of G8.B5.S1**

Following the FCIM model quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G9.** Our Middle School Acceleration is 100% of 8th graders are enrolled in Algebra 1. Our goal is to increase the proficiency to 66%.

**G9.B1** The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC Assessment was Polynomials. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically.

**G9.B1.S1** In order to improve the students' ability to solve polynomials on the Algebra 1 EOC, students will be placed in cooperative learning groups where they will be provided with enrichment activities.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Tracker, District Assessments, EOC

#### **Facilitator:**

Jorge Bichara

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Data analysis based on on-going classroom and quarterly interim assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Trackers, District Assessments, EOC

### Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, District Assessments, EOC

**G10.** Our goal for the 2013-2014 Science FCAT is to have 34% of the students score a level 3 and 30% score a level 4 or higher.

**G10.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 3 was Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.

**G10.B1.S1** In order to improve our students' ability to use scientific thinking to develop higher order thinking skills in order to increase levels of proficiency, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Tracker, District Assessments, FCAT

**Facilitator:**

Brenda Treto

**Participants:**

All Teachers

## **Action Step 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Weekly and Bi-Weekly

### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

### **Facilitator:**

Brenda Treto

### **Participants:**

All Teachers

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

Data Analysis based on on-going classroom and quarterly interim assessments.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

## **Plan to Monitor Effectiveness of G10.B1.S1**

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

**G10.B2** The are of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 4-5 was that students need additional support in applying the scientific method in order to develop independent projects and experiments.

**G10.B2.S1** In order to improve the students' ability to apply the scientific method to develop independent projects and experiments, students will be placed in small cooperative learning groups where they will be provided with enrichment activities.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

#### **Person or Persons Responsible**

Leadership team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

#### **Facilitator:**

Brenda Treto

#### **Participants:**

All Teachers

### **Action Step 2**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

#### **Person or Persons Responsible**

Leadership team

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

#### **Facilitator:**

Brenda Treto

#### **Participants:**

All Teachers



### **Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Data Analysis based on on-going classroom and quarterly interim assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Tracker, District Assessments, FCAT

### **Plan to Monitor Effectiveness of G10.B2.S1**

Following the FCIM model, quarterly assessment data reports will be reviewed and construction will be adjusted as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Tracker, District Assessments, FCAT

**G11.** Our goal is to increase the amount of students that are currently participating in our academies.

**G11.B1** Students enrolled in intensive math or intensive reading are unable to participate in an academy due to scheduling conflicts.

**G11.B1.S1** In order to move our students out of intensive math or intensive reading courses, students will be placed in cooperative learning groups where they will receive remedial instruction in order to strengthen their skills. As a result, these students will earn higher scores on the math and reading FCAT, allowing them to participate in the academies.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**Facilitator:**

Betty Portugal

**Participants:**

All Teachers

## **Action Step 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Weekly and Bi-Weekly

### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **Facilitator:**

Betty Portugal

### **Participants:**

All Teachers

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

Data analysis based on on-going classroom and quarterly interim assessments

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

## **Plan to Monitor Effectiveness of G11.B1.S1**

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs, early bird tutoring, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district drop-out prevention programs.

#### Title II

The district uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the new teacher (MINT) program
- Training for add-on endorsement program, such as reading, gifted, ESOL

Training and substitute release time for professional development liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and protocols

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance program (FEFP) allocation.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.

#### Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the district wellness policy.
2. Nutrition Education, as per state statute, is taught through physical education.
3. The school food service program, school breakfast, school lunch, and after care snacks, follows the healthy food and beverage guidelines as adopted in the districts wellness policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

Other  
N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy 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), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time.

**G1.B1** Students seem to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct, Attendance Policy, and the Somerset Academy South Homestead's Parent Contract.

**G1.B1.S1** The administration will continue to implement a strict discipline plan regarding excessive absences.

### PD Opportunity 1

Student Services

#### Facilitator

Monica De La Rosa

#### Participants

All Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Suspension Reports, Attendance Reports

**G2.** Our goal is to decrease the amount of students who receive one or more behavior referrals that lead to suspension to 4%.

**G2.B1** Students seems to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**G2.B1.S1** The administration will continue to implement a strict discipline plan.

### **PD Opportunity 1**

The student services department will progress monitor the discipline referrals and report findings to the Leadership Team for further assistance.

#### **Facilitator**

Monica De La Rosa

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Behavior Referrals

**G3.** In order to engage students in the problem solving process using their mathematics and science skills, we need to create a Project Based Learning program using STEM.

**G3.B1** The need for a teacher who will support and sponsor a club and/or activity involving STEM related activities.

**G3.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, and Robotics Competitions).

### **PD Opportunity 1**

Science teachers will offer science fair workshops on a quarterly basis to offer opportunities for students to get individualized guidance with their projects.

#### **Facilitator**

Gregory Oldacre and Juan Mendez

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessment; technology reports

### **PD Opportunity 2**

Science teachers will offer science fair workshops on a quarterly basis to offer opportunities for students to get individualized guidance with their projects.

#### **Facilitator**

Gregory Oldacre and Juan Mendez

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessment; technology reports



**G4.** Our goal is to maintain the amount of students who fail two or more courses in any subject at 1%.

**G4.B1** Students lack motivation to keep up with the classwork due to increased rigor and a challenging course workload.

**G4.B1.S1** The administration will continue to implement the strict academic performance plan.

### **PD Opportunity 1**

The student services department will progress monitor academic performance of at-risk students and report finding the Leadership team for further assistance.

#### **Facilitator**

Monica De La Rosa

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Academic Performance Reports

**G5.** Our goal is to decrease the percentage of students who receive two or more behavior referrals to 10%.

**G5.B1** Students seem to be unaware of the Miami-Dade County Public School's Code of Student Conduct and the Somerset Academy South Homestead's Parent Contract.

**G5.B1.S1** The administration will continue to implement the strict discipline plan regarding behavior.

### **PD Opportunity 1**

The Student Services department will progress monitor the behavioral performance of students and report findings to the Leadership Team for further assistance.

#### **Facilitator**

Monica De La Rosa

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Behavior Referrals

**G6.** Our goal for the 2013-2014 FCAT Reading Assessment is to reach 72% proficiency.

**G6.B1** As noted on the administration of the 2013 FCAT Reading Test, the Black, White, and ELL subgroups did not make satisfactory progress in the Reporting area of Reading Application.

**G6.B1.S1** In order to improve the students' reading application, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Betty Portugal

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

weekly and bi-weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

**G6.B2** The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Level 3 students was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.

**G6.B2.S1** In order to improve the students' ability to assess, organize, synthesize and evaluate the validity and reliability of information to be successful readers, students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Betty Portugal

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

**G6.B3** The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2013 administration of the FCAT Reading Test for Levels 4 and higher was Reporting Category 2, Reading Application.

**G6.B3.S1** In order to improve the students' reading application, students will be placed in small cooperative learning groups where they will be provided with enrichment instruction.

**PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust enrichment as needed.

**Facilitator**

Betty Portugal

**Participants**

All Teachers

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G6.B4** As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students making learning gains was 79%. This percentage is minimal and students are in need of additional reading enrichment activities.

**G6.B4.S1** In order to increase our students' learning gains to 81%, students will be placed in small cooperative learning groups where they will be provided with enrichment activities.

**PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust instruction as needed.

**Facilitator**

Betty Portugal

**Participants**

All Teachers

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Trackers, District Assessment, FCAT

**G6.B5** As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students in the lowest 25% making learning gains was 73%. This result is minimal and students are in need to additional reading intervention.

**G6.B5.S1** In order to increase the percentage of students in the lowest 25% making learning gains to 76%, students will be placed in small cooperative learningg groups where they will be provided with remedial instruction.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Betty Portugal

#### **Participants**

All TEachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

**G7.** On the 2013 administration of the FCAT Writing Test, 40% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase student scoring 3.5 or above by 6 percentage points to 46%.

**G7.B1** The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was that students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**G7.B1.S1** In order to improve our students' writing scores, students and teachers will assess writing samples using the FCAT 2.0 Writing Rubric and anchor papers. Students will maintain a portfolio of weekly writing samples that address either a persuasive or expository prompt.

### **PD Opportunity 1**

Teachers will monitor data using weekly writing assessments and adjust instruction as needed.

#### **Facilitator**

Loralyn Pybas

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessment, FCAT

**G8.** Our goal for the 2013-2014 FCAT Mathematics Assessment is to reach 72% proficiency.

**G8.B1** As noted on the administration of the 2013 FCAT Math Test, the Black and White subgroups did not make satisfactory progress in the Number Operations/Problem and Statistics category. The deficiency is due to the gaps of knowledge from previous years.

**G8.B1.S1** In order to improve the students' progress in the Number Operations/Problem and Statistics category, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Corina Minera

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT



**G8.B2** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 3 was analyzing and synthesizing multi-step word problems. The deficiency is due to gaps of knowledge from previous years and lack of sufficient mathematical vocabulary.

**G8.B2.S1** In order to improve the students' ability to analyze and synthesize multi-step word problems, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Corina Minera

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G8.B3** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 4 or level 5 was their ability to apply learned mathematical skills to real world application.

**G8.B3.S1** In order to improve the students' ability to apply learned mathematical skills to real world application, students will be placed in small cooperative learning groups where they will be provided with enriched instruction.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust the enrichment activities as needed.

#### **Facilitator**

Corina Minera

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G8.B4** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for all students was number operation and problem solving. The deficiency is due to lack of mathematical vocabulary.

**G8.B4.S1** In order to improve students' ability to solve number operation and problem solving, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Facilitator**

Corina Minera

**Participants**

All Teachers

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G8.B5** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for the lowest 25% students was the ability to solve basic mathematical calculations and solving problems mentally without technological aid. The deficiency is due to learning gaps for knowledge from previous years.

**G8.B5.S1** In order to improve the lowest 25% students' ability to solve basic mathematical calculations and solve problems mentally without technological aid, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Facilitator**

Corina Minera

**Participants**

All Teachers

**Target Dates or Schedule**

Weekly and Bi-Weekly

**Evidence of Completion**

Data Trackers, District Assessments, FCAT

## PD Opportunity 2

Teachers will monitor data using mini-assessments and adjust interventions as needed.

### Facilitator

Corina Minera

### Participants

All Teachers

### Target Dates or Schedule

Weekly and Bi-Weekly

### Evidence of Completion

Data Trackers, District Assessments, FCAT

**G9.** Our Middle School Acceleration is 100% of 8th graders are enrolled in Algebra 1. Our goal is to increase the proficiency to 66%.

**G9.B1** The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC Assessment was Polynomials. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically.

**G9.B1.S1** In order to improve the students' ability to solve polynomials on the Algebra 1 EOC, students will be placed in cooperative learning groups where they will be provided with enrichment activities.

## PD Opportunity 1

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

### Facilitator

Jorge Bichara

### Participants

All Teachers

### Target Dates or Schedule

Weekly and Bi-Weekly

### Evidence of Completion

Data Tracker, District Assessments, EOC

**G10.** Our goal for the 2013-2014 Science FCAT is to have 34% of the students score a level 3 and 30% score a level 4 or higher.

**G10.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 3 was Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.

**G10.B1.S1** In order to improve our students' ability to use scientific thinking to develop higher order thinking skills in order to increase levels of proficiency, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Brenda Treto

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

### **PD Opportunity 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Brenda Treto

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Tracker, District Assessments, FCAT

**G10.B2** The are of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 4-5 was that students need additional support in applying the scientific method in order to develop independent projects and experiments.

**G10.B2.S1** In order to improve the students' ability to apply the scientific method to develop independent projects and experiments, students will be placed in small cooperative learning groups where they will be provided with enrichment activities.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

#### **Facilitator**

Brenda Treto

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **PD Opportunity 2**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

#### **Facilitator**

Brenda Treto

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

**G11.** Our goal is to increase the amount of students that are currently participating in our academies.

**G11.B1** Students enrolled in intensive math or intensive reading are unable to participate in an academy due to scheduling conflicts.

**G11.B1.S1** In order to move our students out of intensive math or intensive reading courses, students will be placed in cooperative learning groups where they will receive remedial instruction in order to strengthen their skills. As a result, these students will earn higher scores on the math and reading FCAT, allowing them to participate in the academies.

### **PD Opportunity 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Betty Portugal

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

### **PD Opportunity 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

#### **Facilitator**

Betty Portugal

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Weekly and Bi-Weekly

#### **Evidence of Completion**

Data Trackers, District Assessments, FCAT

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Total
	\$0
Total	\$0

### Budget Details

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

**G1.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time.

**G1.B1** Students seem to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct, Attendance Policy, and the Somerset Academy South Homestead's Parent Contract.

**G1.B1.S1** The administration will continue to implement a strict discipline plan regarding excessive absences.

#### Action Step 1

Student Services

#### Resource Type

#### Resource

#### Funding Source

#### Amount Needed

**G2.** Our goal is to decrease the amount of students who receive one or more behavior referrals that lead to suspension to 4%.

**G2.B1** Students seems to be unaware of the consequences in the Miami-Dade County Public School's Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**G2.B1.S1** The administration will continue to implement a strict discipline plan.

**Action Step 1**

The student services department will progress monitor the discipline referrals and report findings to the Leadership Team for further assistance.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G3.** In order to engage students in the problem solving process using their mathematics and science skills, we need to create a Project Based Learning program using STEM.

**G3.B1** The need for a teacher who will support and sponsor a club and/or activity involving STEM related activities.

**G3.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME, Science Fair, Fairchild Challenge, Math Bowl, and Robotics Competitions).

**Action Step 1**

Science teachers will offer science fair workshops on a quarterly basis to offer opportunities for students to get individualized guidance with their projects.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**



### **Action Step 2**

Science teachers will offer science fair workshops on a quarterly basis to offer opportunities for students to get individualized guidance with their projects.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G4.** Our goal is to maintain the amount of students who fail two or more courses in any subject at 1%.

**G4.B1** Students lack motivation to keep up with the classwork due to increased rigor and a challenging course workload.

**G4.B1.S1** The administration will continue to implement the strict academic performance plan.

### **Action Step 1**

The student services department will progress monitor academic performance of at-risk students and report finding the Leadership team for further assistance.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G5.** Our goal is to decrease the percentage of students who receive two or more behavior referrals to 10%.

**G5.B1** Students seem to be unaware of the Miami-Dade County Public School's Code of Student Conduct and the Somerset Academy South Homestead's Parent Contract.

**G5.B1.S1** The administration will continue to implement the strict discipline plan regarding behavior.

**Action Step 1**

The Student Services department will progress monitor the behavioral performance of students and report findings to the Leadership Team for further assistance.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G6.** Our goal for the 2013-2014 FCAT Reading Assessment is to reach 72% proficiency.

**G6.B1** As noted on the administration of the 2013 FCAT Reading Test, the Black, White, and ELL subgroups did not make satisfactory progress in the Reporting area of Reading Application.

**G6.B1.S1** In order to improve the students' reading application, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G6.B2** The area of deficiency as noted on the 2013 administration of the FCAT Reading Test for Level 3 students was Reporting Category 4, Research and Reference. Students lack the ability to refer to key information in the passage to be successful readers.

**G6.B2.S1** In order to improve the students' ability to assess, organize, synthesize and evaluate the validity and reliability of information to be successful readers, students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G6.B3** The area which showed minimal growth and would require students to maintain and improve performance as noted on the 2013 administration of the FCAT Reading Test for Levels 4 and higher was Reporting Category 2, Reading Application.

**G6.B3.S1** In order to improve the students' reading application, students will be placed in small cooperative learning groups where they will be provided with enrichment instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust enrichment as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G6.B4** As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students making learning gains was 79%. This percentage is minimal and students are in need of additional reading enrichment activities.

**G6.B4.S1** In order to increase our students' learning gains to 81%, students will be placed in small cooperative learning groups where they will be provided with enrichment activities.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust instruction as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G6.B5** As noted on the 2013 administration of the FCAT 2.0 Reading Test, the percentage of students in the lowest 25% making learning gains was 73%. This result is minimal and students are in need to additional reading intervention.

**G6.B5.S1** In order to increase the percentage of students in the lowest 25% making learning gains to 76%, students will be placed in small cooperative learningg groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G7.** On the 2013 administration of the FCAT Writing Test, 40% of the students in the 8th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase student scoring 3.5 or above by 6 percentage points to 46%.

**G7.B1** The area of deficiency as noted on the 2013 administration of the FCAT Writing Test was that students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**G7.B1.S1** In order to improve our students' writing scores, students and teachers will assess writing samples using the FCAT 2.0 Writing Rubric and anchor papers. Students will maintain a portfolio of weekly writing samples that address either a persuasive or expository prompt.

**Action Step 1**

Teachers will monitor data using weekly writing assessments and adjust instruction as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G8.** Our goal for the 2013-2014 FCAT Mathematics Assessment is to reach 72% proficiency.

**G8.B1** As noted on the administration of the 2013 FCAT Math Test, the Black and White subgroups did not make satisfactory progress in the Number Operations/Problem and Statistics category. The deficiency is due to the gaps of knowledge from previous years.

**G8.B1.S1** In order to improve the students' progress in the Number Operations/Problem and Statistics category, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G8.B2** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 3 was analyzing and synthesizing multi-step word problems. The deficiency is due to gaps of knowledge from previous years and lack of sufficient mathematical vocabulary.

**G8.B2.S1** In order to improve the students' ability to analyze and synthesize multi-step word problems, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G8.B3** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for students scoring a level 4 or level 5 was their ability to apply learned mathematical skills to real world application.

**G8.B3.S1** In order to improve the students' ability to apply learned mathematical skills to real world application, students will be placed in small cooperative learning groups where they will be provided with enriched instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust the enrichment activities as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G8.B4** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for all students was number operation and problem solving. The deficiency is due to lack of mathematical vocabulary.

**G8.B4.S1** In order to improve students' ability to solve number operation and problem solving, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G8.B5** The area of deficiency as noted on the 2013 administration of the FCAT Math Test for the lowest 25% students was the ability to solve basic mathematical calculations and solving problems mentally without technological aid. The deficiency is due to learning gaps for knowledge from previous years.

**G8.B5.S1** In order to improve the lowest 25% students' ability to solve basic mathematical calculations and solve problems mentally without technological aid, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

### **Action Step 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G9.** Our Middle School Acceleration is 100% of 8th graders are enrolled in Algebra 1. Our goal is to increase the proficiency to 66%.

**G9.B1** The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC Assessment was Polynomials. The deficiency is due to lack of previous vocabulary which hinders their ability to succeed academically.

**G9.B1.S1** In order to improve the students' ability to solve polynomials on the Algebra 1 EOC, students will be placed in cooperative learning groups where they will be provided with enrichment activities.

### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**



**G10.** Our goal for the 2013-2014 Science FCAT is to have 34% of the students score a level 3 and 30% score a level 4 or higher.

**G10.B1** The area of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 3 was Scientific Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.

**G10.B1.S1** In order to improve our students' ability to use scientific thinking to develop higher order thinking skills in order to increase levels of proficiency, students will be placed in small cooperative learning groups where they will be provided with remedial instruction.

#### **Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

#### **Action Step 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G10.B2** The are of deficiency as noted on the 2013 administration of the FCAT Science Test for students scoring a level 4-5 was that students need additional support in applying the scientific method in order to develop independent projects and experiments.

**G10.B2.S1** In order to improve the students' ability to apply the scientific method to develop independent projects and experiments, students will be placed in small cooperative learning groups where they will be provided with enrichment activities.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 2**

Teachers will monitor data using mini-assessments and adjust enrichment activities as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**G11.** Our goal is to increase the amount of students that are currently participating in our academies.

**G11.B1** Students enrolled in intensive math or intensive reading are unable to participate in an academy due to scheduling conflicts.

**G11.B1.S1** In order to move our students out of intensive math or intensive reading courses, students will be placed in cooperative learning groups where they will receive remedial instruction in order to strengthen their skills. As a result, these students will earn higher scores on the math and reading FCAT, allowing them to participate in the academies.

**Action Step 1**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 2**

Teachers will monitor data using mini-assessments and adjust interventions as needed.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**