

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Arts Academy
1700 N KROME AVE
Homestead, FL 33030
305-246-4949

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School Yes	Minority Rate 70%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Somerset Arts Academy

Principal

Idalia M. Suarez

School Advisory Council chair

Janice Mills

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

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

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Include each position title and the number of people in that position Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Lageyre, Janice Mills, Jessica Mesa and Ximena Cruz, Nancy Garcia, Zoila Sobrino, Tosha Fleitas, Summer Alzamora, Mayleth Chico, Angela Zorilla, Dawn Ferland (educational support), Sophia Serna (student)

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Integration Multimedia training for Brainpop & Safari Montage Scholastic Book Fair Nights, Science Nights, FCAT Informational Meetings & other Parent Nights Accelerated Reading Incentive Program & Workshop Education City Math Digital Software Annual License Learning Village In-house Training Inquiry Based Instruction In-house Training Integration of Online Resources Go Math Training (ongoing) Review Attendance Policy Review and provide handouts during Open House/Parent Orientation Reading Plus implementation In-house training.

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

Science Fair Resource guides provided to all parents copies and materials \$100.00. Copies provided to all parents during orientation of the School's Code of Conduct will cost \$50.00. Notebooking and Inquiry based instruction in-house training and materials for all staff will cost \$100.00. McGraw Hill substitute coverage fee for teacher Professional Development of the new reading series will cost \$1,125.00.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Idalia M. Suarez

Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

Bachelor of Science in Elementary Education & Master of Science in Educational Leadership

2013 – School Grade C
 Rdg. Proficiency, 66%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 66points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25%
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __ 2012 – School Grade B
 Rdg. Proficiency, 67%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __
 2011 - School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO – __
 Math AMO – __
 2010 - School Grade NG
 Rdg. Proficiency, 82%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% -
 52 points
 Math Imp. of Lowest 25% -
 43 points
 Rdg. AMO – __
 Math AMO – __
 2009 - School Grade NG
 Rdg. Proficiency, N/A

Performance Record

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

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ximena Cruz

Part-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Bachelor of Science in Elementary Education
 Elementary Certified K-6
 ESOL Endorsed

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 66%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 66points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __
 2012 – School Grade B
 Rdg. Proficiency, 67%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __
 2011 - School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO – __
 Math AMO – __
 2010 - School Grade NG
 Rdg. Proficiency, 82%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% -
 52 points
 Math Imp. of Lowest 25% -
 43 points
 Rdg. AMO – __

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

Marcelo Gomez		
Part-time / School-based	Years as Coach: 5	Years at Current School: 6
Areas	Mathematics, Science	
Credentials	Bachelor of Science in Elementary Education Elementary Certified K-6 ESOL Endorsed	
Performance Record	2013 – School Grade C Rdg. Proficiency, 66% Math Proficiency, 70% Rdg. Lrg. Gains, 66points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO – __ Math AMO – __ 2012 – School Grade B Rdg. Proficiency, 67% Math Proficiency, 56% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 51 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 79 points Rdg. AMO – __ Math AMO – __ 2011 - School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 71 points Rdg. AMO – __ Math AMO – __ 2010 - School Grade NG Rdg. Proficiency, 82% Math Proficiency, 84% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 43 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 43 points Rdg. AMO – __	

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

Laura Rodriguez-Serna

Part-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

RtI/MTSS

Credentials

Bachelor of Science in Special Education

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 66%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 66points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25%
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __

2012 – School Grade B
 Rdg. Proficiency, 67%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 51 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 79 points
 Rdg. AMO – __
 Math AMO – __

2011 - School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO – __
 Math AMO – __

2010 - School Grade NG
 Rdg. Proficiency, 82%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 43 points
 Rdg. Imp. of Lowest 25% -
 52 points
 Math Imp. of Lowest 25% -
 43 points
 Rdg. AMO – __
 Math AMO – __

2009 - School Grade NG

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

Classroom Teachers

# of classroom teachers	18
# receiving effective rating or higher	0%
# Highly Qualified Teachers	0%
# certified in-field	17, 94%
# ESOL endorsed	11, 61%
# reading endorsed	0, 0%
# with advanced degrees	1, 6%
# National Board Certified	0, 0%
# first-year teachers	2, 11%
# with 1-5 years of experience	7, 39%
# with 6-14 years of experience	10, 56%
# with 15 or more years of experience	0, 0%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

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

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

Somerset Arts Academy's strategy to recruit and retain highly qualified staff. Somerset Academy Inc. conducts a yearly Job Fair to recruit highly qualified teachers. Curriculum Coaches will provide support to help all teachers implement the strategies outlined in the School Improvement Plan. Professional development opportunities will be granted to help teachers develop their teaching strategies to meet the expectations outlined in the plan.

Teacher Mentoring Program/Plan

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

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

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

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. MTSS Leadership Team will hold regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success. This is conducted through regular Data Chat sessions to analyze student progress and target instruction through Differentiated Instruction.

3. The MTSS Leadership team will Determine how students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. The MTSS Leadership team will respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. The MTSS Leadership team will respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. The MTSS Leadership team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. The MTSS Leadership Team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students utilizing SST guidelines, for SST Tier 3 intervention.

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

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

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

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

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

Tier 1(Leadership Team)

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

- School reading, math, science, and behavior specialists
 - o Ximena Cruz, Marcelo Gomez, and Laura Rodriguez-Serna
- Special education personnel
 - o Laura Rodriguez-Serna
- School psychologist (specify name)
 - o Richard A. Sasseville, Psy. D.

- Member of advisory group, community stakeholders, parents:
 - o Idalia M. Suarez (Principal), Laura Rodriguez-Serna, Michelle Lageyre, Janice Mills, Jessica Mesa and Ximena Cruz, Nancy Garcia, Zoila Sobrino, Tosha Fleitas, Summer Alzamora, Mayleth Chico, Angela Zorilla, Dawn Ferland (educational support), Sophia Serna (student).

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team, such as Idalia M. Suarez (Principal), Laura Rodriguez (Intervention Specialist), Ximena Cruz (Reading coach), and Marcelo Gomez (Math and Science Coach) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected MTSS leadership Team members, the general education teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team such as Idalia M. Suarez (Principal), Laura Rodriguez-Serna (Intervention Coordinator), Ximena Cruz (Reading Coach) and Marcelo Gomez (Math and Science Coach), Tier 2 Team, General Education teacher and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Academic

Baseline data: Baseline and Interim Assessments, Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR AP1), Florida Comprehensive Assessment Test (FCAT), Standardize Achievement Test (SAT), Comprehensive English Language Learning Assessment (CELLA) and Easycbm.com

Progress Monitoring: PMRN, Easycbm, STAR reading assessment

FCAT Simulation, FCAT Testmaker, District Benchmark Assessment, Florida Assessment for Instruction in Reading (FAIR AP2)

End of year: FAIR-AP3, FCAT, SAT-10, CELLA, STAR Reading, FCAT Testmaker, District Benchmark Post Test.

Frequency of Data Days: once a month for data analysis

Once data is collected, teachers analyze and log the data on to their data matrix, they also keep a data wall and change to reflect student progress. Teachers also have ongoing data chats with their students. In addition, teachers schedule data chats with administration where all student data is reviewed.

Individual student data is also reviewed at the monthly SST meeting.

Behavior

Student Case Management System

Detentions

Suspensions

Referrals by student behavior, staff behavior, and administrative context
 Attendance
 Functional Assessment
 Frequency Monitoring

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

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,840

In addition the 30 minutes intervention block provided by the homeroom general education teacher the students will adopted the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer before school FCAT tutoring to all students in a PMP.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

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

Literacy Leadership Team (LLT)

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

Name	Title
Idalia M. Suarez	Principal
Laura Rodriguez-Serna	Exceptional Student Education (ESE) Teachers
Ximena Cruz	Reading Coach
Marcelo Gomez	Math & Science Coach
Jessica Mesa	Department Chairperson
Michelle Lageyre	Department Chairperson

How the school-based LLT functions

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

Major initiatives of the LLT

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

- The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team, which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.
- The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often.
- Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.

The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The school invites all families to an orientation so that families may familiarize themselves with the school. Also, weekly tours of the school are scheduled with families who are interested in attending the school.

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	73%	66%	No	76%
American Indian				
Asian				
Black/African American	73%	56%	No	76%
Hispanic	77%	66%	Yes	79%
White	73%	67%	No	76%
English language learners	56%	44%	No	60%
Students with disabilities	41%	46%	Yes	47%
Economically disadvantaged	79%	63%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	28%	30%
Students scoring at or above Achievement Level 4	60	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		50%	55%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	24%	32%

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	33	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	74%	70%	No	77%
American Indian				
Asian				
Black/African American	35%	56%	Yes	41%
Hispanic	79%	72%	Yes	81%
White	80%	71%	Yes	82%
English language learners	56%	62%	Yes	60%
Students with disabilities	59%	46%	No	63%
Economically disadvantaged	67%	74%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	27%	29%
Students scoring at or above Achievement Level 4	69	43%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		79%	81%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	31%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		16%

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)	6		7
Participation in STEM-related experiences provided for students	290	97%	98%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	1%
Students who are not proficient in reading by third grade	11	20%	18%
Students who receive two or more behavior referrals	8	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation for 2013-2014	40	100%	100%

Goals Summary

- G1.** 66% of our students were proficient in the 2012-2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 76%.
- G2.** 47% students obtained proficient score on the 2013 Writing FCAT. Our expected level of performance for the 2014 writing FCAT is 52%.
- G3.** 70% of our students achieved a level 3 in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 77%.
- G4.** 45% of our students achieved a level 3 or above on the 2013 Science FCAT. Our expected level of performance for the 2014 Science FCAT is 51%.
- G5.** Our STEM goal for the 2013-2014 school year is 100% student participation in the Science Fair.
- G6.** During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.
- G7.** During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

Goals Detail

G1. 66% of our students were proficient in the 2012-2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 76%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Resources available are Reading Plus, Accelerated Reader, and McGraw Reading Series

Targeted Barriers to Achieving the Goal

- level 3 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- level 4-5 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 3 (LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g, mysteries and adventure stories) on their approaches to similar themes and topics.
- The Black, ELL and ED subgroups did not meet AMO. Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- Student's performance data from the 2013 FCAT indicates that students who made learning gains are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- Student's performance data from the 2013 FCAT indicates that the lowest 25% of students displayed deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- Students take the 2013 CELLA showed deficiency in speaking and in listening.
- The White subgroup did not meet AMO. Student performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

Plan to Monitor Progress Toward the Goal

Interim Assessments Reading Plus Reports STAR Teacher created assessments

Person or Persons Responsible

The LLT and the leadership team

Target Dates or Schedule:

Monthly and Quarterly

Evidence of Completion:

Summative Assessment: 2014 FCAT 2.0

G2. 47% students obtained proficient score on the 2013 Writing FCAT. Our expected level of performance for the 2014 writing FCAT is 52%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw Reading/Writing Workshops, as well as Journeys Series.

Targeted Barriers to Achieving the Goal

- Students showed lack of knowledge in the writing process.

Plan to Monitor Progress Toward the Goal

Review data to determine and monitor the progress of students.

Person or Persons Responsible

The leadership team and the reading coach.

Target Dates or Schedule:

Monthly

Evidence of Completion:

The scores of the monthly writing prompts.

G3. 70% of our students achieved a level 3 in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 77%.

Targets Supported

Resources Available to Support the Goal

- NGSSS GoMath/Curriculum Common Core GoMath
- FCAT Test Maker

Targeted Barriers to Achieving the Goal

- Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems.
- Based on the 2012-2013 administration of the Math FCAT Test, students achieving a level 4 and above on the FCAT, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.
- Based on the 2012-2013 administration of the Math FCAT Test, students made learning gains, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.
- The SWD subgroup did not make AMO. Based on the 2012-2013 administration of the Math FCAT Test, these students were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.
- Based on the 2012-2013 administration of the Math FCAT Test, the lowest 25% of students, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

Plan to Monitor Progress Toward the Goal

The leadership team and math coach will help adjust instruction as needed following the FCIM model based on data retrieved from assessments.

Person or Persons Responsible

The Leadership team and math coach.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessment: 2013-2014 Math FCAT 2.0

G4. 45% of our students achieved a level 3 or above on the 2013 Science FCAT. Our expected level of performance for the 2014 Science FCAT is 51%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Houghton Mifflin Science Fusion - Science Curriculum being utilized through all grades levels that focus the key concepts in science.
- BrainPop - It is an educational website with hundreds of short Flash-based movies for students in grades K-12 ranging from a variety of topics (including science) that include activities and assessments.

Targeted Barriers to Achieving the Goal

- Based on the 2012-2013 results of the science FCAT, students who achieved a level 3 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.
- Based on the 2012-2013 results of the science FCAT, students who achieved a level 4 or 5 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The leadership team and the MTSS team

Target Dates or Schedule:

The team will meet on a monthly basis to review data

Evidence of Completion:

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, PowerPoint presentation, and 2014 FCAT assessment.

G5. Our STEM goal for the 2013-2014 school year is 100% student participation in the Science Fair.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Science A-Z Science Fair Informational Packet

Targeted Barriers to Achieving the Goal

- Parents lack the knowledge of the Scientific Method to assist their children in the completion of a Science Fair project.

Plan to Monitor Progress Toward the Goal

The Science Fair Committee will score the projects based on a rubric

Person or Persons Responsible

The Science Fair Committee

Target Dates or Schedule:

January 31, 2014

Evidence of Completion:

Science Fair Project

G6. During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Parent/Student Contract and Student Code of Conduct.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administrator, Dean of Discipline and teacher.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Parent Communication Log Detention Log Referral Notices Suspension Report

G7. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- To communicate events and opportunities to participate through email blast, school website host, flyers and Connect Ed.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Parent Liaison, Teachers and Administrator

Target Dates or Schedule:

ongoing

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 66% of our students were proficient in the 2012-2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 76%.

G1.B2 level 3 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B2.S1 Instruction should include the use of graphic organizers to see patterns and summarize the main points of a passage.

Action Step 1

Graphic Organizers

Person or Persons Responsible

The teacher and intervention specialist.

Target Dates or Schedule

Strategies will be implemented daily.

Evidence of Completion

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

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

Monthly assessment data including teacher made test, STAR and Reading Plus reports. In order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Reading, STAR reports, FAIR assessment reports as well as District Interim Assessment.

Plan to Monitor Effectiveness of G1.B2.S1

Interim Assessment Data

Person or Persons Responsible

The LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

FCIM

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 level 4-5 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 3 (LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g, mysteries and adventure stories) on their approaches to similar themes and topics.

G1.B3.S1 Instruction should include the practice of using and identifying details from the passage to determine main idea, plot and purpose.

Action Step 1

Teacher will use benchmark assessments in the McGraw Reading Series to monitor students progress in identifying the main idea, as well as the plot and purpose of reading passages.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Interim assessments, Reading Plus, Accelerated Reader, FCAT Explorer, and FCAT Focus.

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

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

Person or Persons Responsible

The LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

The leadership team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Explorer, Interim Assessments, Weekly Reading benchmark assessments.

G1.B4 The Black, ELL and ED subgroups did not meet AMO. Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

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

Action Step 1

Journals, graphic organizers, and projects.

Person or Persons Responsible

The Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

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

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

Monthly assessment data, Teacher created test, and Reading Plus reports in order to monitor student's knowledge in the areas of cause and effect, author's purpose and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, weekly assessments, FAIR reports and FCAT Explorer.

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

The Leadership Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Explorer, Interim Assessments, Weekly Reading assessments

G1.B5 Student's performance data from the 2013 FCAT indicates that students who made learning gains are deficient in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B5.S1 Instruction should include multiple activities to see patterns and summarize the main points of a passage.

Action Step 1

Journals, graphic organizers and projects.

Person or Persons Responsible

The teacher and intervention specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B5.S1

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

Person or Persons Responsible

The LLT and Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Weekly Reading, STAR reports, FAIR assessments reports as well as district interim assessments. FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Explorer, Interim Assessments, Weekly Reading benchmark assessments.

G1.B6 Student's performance data from the 2013 FCAT indicates that the lowest 25% of students displayed deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B6.S1 Instruction should include multiple activities to see patterns and summarize the main points of a passage.

Action Step 1

Teacher led interventions, differentiated instruction, journals, graphic organizers and projects.

Person or Persons Responsible

The teacher and the intervention specialist

Target Dates or Schedule

ongoing

Evidence of Completion

Using the FCIM, data will be monitored and review for appropriate.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Monthly assessment dat (teacher created test, STAR, and Reading Plus reports) in order to monitor student's knowledge in the are of cause and effect, authors purpose, and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, Weekly Reading Benchmarks, STAR reports FAIR assessments reports as well as district Interim Assessments. Summative Assessments; 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

The leadership Team and the LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Explorer, Interim Assessments, Weekly Reading assessments

G1.B7 Students take the 2013 CELLA showed deficiency in speaking and in listening.

G1.B7.S1 The students will be exposed to a variety of children's literature, through the use of a listening centers. Students will have to answer verbally to any comprehension question asked.

Action Step 1

Analyze dat and adjust instruction as needed based on CELLA score reports, Interim assessments reports, and benchmark assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, and benchmark assessment.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Using the FCIM model, we will analyze data and adjust instruction as needed based on CELLA score reports Interim assessments, and benchmark assessments.

Person or Persons Responsible

Leadership team and MTSS team

Target Dates or Schedule

Bi-weekly and monthly data chat meets

Evidence of Completion

Interim assessments and benchmark assessments

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, we will analyze data and adjust instruction as needed based on CELLA score reports Interim assessments, and benchmark assessments.

Person or Persons Responsible

The leadership team, reading coach, and the MTSS team

Target Dates or Schedule

Bi- weekly meetings and monthly data chart meetings

Evidence of Completion

Interim assessments and benchmark assessments

G1.B8 The White subgroup did not meet AMO. Student performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2-(LA.3-5.1.7.6) Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

G1.B8.S1 Instruction should include multiple activities to see patterns and summarize the points of a passage.

Action Step 1

Journals, graphic organizers, and projects.

Person or Persons Responsible

The Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Monthly assessment data, Teacher created test, and Reading Plus reports in order to monitor student's knowledge in the areas of cause and effect, author's purpose and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, weekly assessments, FAIR reports and FCAT Explorer.

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

The Leadership Team and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments and FCAT

G2. 47% students obtained proficient score on the 2013 Writing FCAT. Our expected level of performance for the 2014 writing FCAT is 52%.

G2.B1 Students showed lack of knowledge in the writing process.

G2.B1.S1 Teacher will implement before school tutoring to assist students with the writing process.

Action Step 1

McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Evidence of Completion

Monthly writing assessments data, as well as completed writing prompts.

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

Review monthly writing prompts data in order to see growth in writing skills.

Person or Persons Responsible

The reading coach

Target Dates or Schedule

Monthly

Evidence of Completion

Data matrix which include monthly writing prompt scores.

Plan to Monitor Effectiveness of G2.B1.S1

The reading coach will review writing prompts and meet with teacher to provide feedback and strategies.

Person or Persons Responsible

The Reading Coach

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Score of monthly writing prompts.

G3. 70% of our students achieved a level 3 in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 77%.

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

G3.B1.S1 Teachers will integrate new curriculum into their classroom, such as GoMath curriculum and FCAT Test Maker. Teachers will also use differentiated instruction during math lessons to better target all levels within the classroom.

Action Step 1

GoMath

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily during differentiated instruction groups

Evidence of Completion

Data based on chapter test and online assessments

Facilitator:

Marcelo Gomez

Participants:

Teacher

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

All members will conduct walk throughs to ensure the teachers are conducting differentiated instruction during their scheduled time.

Person or Persons Responsible

The Principal, Leadership team, MTSS team and Math coach will monitor that teachers are implementing leveled content through differentiated instruction.

Target Dates or Schedule

The walk throughs will be conducted daily.

Evidence of Completion

Observations for every teacher will include monitoring that differentiated instruction is taking place.

Plan to Monitor Effectiveness of G3.B1.S1

The Leadership team and the math coach will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

Person or Persons Responsible

The leadership team and math coach.

Target Dates or Schedule

Monthly

Evidence of Completion

Online assessments, district benchmark assessments, FCAT explorer, FCAT testmaker.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

G3.B3.S1 Teachers will utilize supplemental materials such as FCAT testmaker, i-Ready, GoMath and manipulatives to enrich instruction.

Action Step 1

Teachers will utilize strategies from GoMath in conjunction with enrichment activities from i-Ready and FCAT testmaker assessments to achieve academic success.

Person or Persons Responsible

The teacher and intervention specialist.

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from chapter tests and online assessments.

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

Math coach will model lessons and assist teachers in conducting appropriate differentiated

Person or Persons Responsible

Math coach will monitor that teachers are implementing leveled content through differentiated instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Members will conduct walk-through's to ensure the teachers are conducting differentiated instruction during their scheduled time.

Person or Persons Responsible

The leadership team and math coach

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

G3.B4 The SWD subgroup did not make AMO. Based on the 2012-2013 administration of the Math FCAT Test, these students were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

G3.B4.S1 Teachers will integrate new curriculum into their classroom as well as use differentiated instruction during math lessons to better target all levels within the classroom. Teachers will also receive intervention push-ins to assist in small group instruction.

Action Step 1

The teacher will integrate the new GoMath curriculum and use the appropriate resources to differentiated the instruction between levels in the classroom.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Differentiated instruction charts, chapter tests, differentiated activities.

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

Conduct walk through's, assist in implementing small group instruction in the classroom and model lessons to address the needs of all learners in the classroom.

Person or Persons Responsible

The math coach

Target Dates or Schedule

Monthly

Evidence of Completion

Differentiated instruction charts, data from GoMath online assessments, FCAT testmaker, FCAT explorer and i-Ready reports.

Plan to Monitor Effectiveness of G3.B4.S1

Members will conduct walk-through's to ensure the teachers are conducting differentiated instruction during their scheduled time

Person or Persons Responsible

The leadership team and math coach.

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

G3.B5 Based on the 2012-2013 administration of the Math FCAT Test, the lowest 25% of students, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

G3.B5.S1 Teachers will integrate new curriculum in the classroom as well as i-Ready interactive software to assist mastery of concepts for struggling students.

Action Step 1

The teacher will implement the GoMath curriculum in conjunction with i-Ready interactive software to assist struggling learners to master concepts in math.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

i-Ready activity and assessment reports, GoMath chapter tests.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

The math coach will monitor i-Ready data and student activity to assist teachers in further instruction and resources to assist struggling learners.

Person or Persons Responsible

The math coach

Target Dates or Schedule

Monthly

Evidence of Completion

i-Ready reports, GoMath assessments, FCAT explorer, FCAT testmaker, district benchmark assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Members will conduct walk-through's to ensure the teachers are conducting differentiated instruction during their scheduled time.

Person or Persons Responsible

The leadership team and math coach

Target Dates or Schedule

Monthly

Evidence of Completion

i-Ready data, observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

G4. 45% of our students achieved a level 3 or above on the 2013 Science FCAT. Our expected level of performance for the 2014 Science FCAT is 51%.

G4.B1 Based on the 2012-2013 results of the science FCAT, students who achieved a level 3 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

G4.B1.S1 Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruct and help students gain a better understanding the skills they are deficient in.

Action Step 1

They will implement all resources, activities and assessments to increase student academic success.

Person or Persons Responsible

The teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, PowerPoint presentation, and 2014 FCAT assessment.

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

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

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The teams will meet on a monthly basis to review data.

Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, PowerPoint presentation, and 2014 FCAT assessment.

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The teams will meet on a monthly basis to review data.

Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, PowerPoint presentation, and 2014 FCAT assessment.

G4.B2 Based on the 2012-2013 results of the science FCAT, students who achieved a level 4 or 5 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

G4.B2.S1 Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruction and help students gain a better understanding of the skills they are deficient in.

Action Step 1

They will be responsible for implementing all resources, activities and assessments in their classroom to increase student academic success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Science Investigation, bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2014 FCAT assessment.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

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

Person or Persons Responsible

The leadership team and MTSS team

Target Dates or Schedule

The team will meet on a monthly basis to review data.

Evidence of Completion

Science investigation, bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, PowerPoint presentation, and 2014 FCAT assessments.

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

The leadership team and the MTSS.

Target Dates or Schedule

The teams will meet on a monthly basis to review data.

Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, Powerpoint presentation, and 2014 FCAT assessment.

G5. Our STEM goal for the 2013-2014 school year is 100% student participation in the Science Fair.

G5.B1 Parents lack the knowledge of the Scientific Method to assist their children in the completion of a Science Fair project.

G5.B1.S1 The school will provide Science Fair Informational Packets to parents describing the Scientific Method to use in the development and completion of Science Fair Projects.

Action Step 1

The Science Coach will distribute Science Fair Resources to parents

Person or Persons Responsible

Science Coach

Target Dates or Schedule

December 2013

Evidence of Completion

Completed Science Fair Projects

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

The students will complete a Science Fair Project timeline of completed steps of the Scientific Method

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Timeline

Plan to Monitor Effectiveness of G5.B1.S1

The teacher will monitor the students timeline of the steps in the Scientific Method.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Science Fair Project

G6. During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.

G6.B1 New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

G6.B1.S1 Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct.

Action Step 1

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

Person or Persons Responsible

Teacher, Dean of Discipline and Administrator

Target Dates or Schedule

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

Evidence of Completion

Parent Communication Log, Detention Logs Suspension Report.

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

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

Person or Persons Responsible

Teachers, Administrator and Dean of Discipline

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Communication Log Detention Logs Referral Notices Suspension Report

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Administrator and Dean of Discipline

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Communication Log Detention log Referral Notices Suspension Report

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

G7.B1 Parents may need to be informed of the variety of school activities to increase participation.

G7.B1.S1 Open House-Curriculum Review FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards Family Olympics Book Fair Nights Take-home projects

Action Step 1

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

Person or Persons Responsible

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

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets, Survey Parents after every event.

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

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

Person or Persons Responsible

Parent Liaison, Teacher and Administrator

Target Dates or Schedule

ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Parent Liaison, Teachers and Administrator

Target Dates or Schedule

ongoing

Evidence of Completion

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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.

G3. 70% of our students achieved a level 3 in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 77%.

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

G3.B1.S1 Teachers will integrate new curriculum into their classroom, such as GoMath curriculum and FCAT Test Maker. Teachers will also use differentiated instruction during math lessons to better target all levels within the classroom.

PD Opportunity 1

GoMath

Facilitator

Marcelo Gomez

Participants

Teacher

Target Dates or Schedule

Daily during differentiated instruction groups

Evidence of Completion

Data based on chapter test and online assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	66% of our students were proficient in the 2012-2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 76%.	\$18,000
G2.	47% students obtained proficient score on the 2013 Writing FCAT. Our expected level of performance for the 2014 writing FCAT is 52%.	\$1,125
G3.	70% of our students achieved a level 3 in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 77%.	\$5,000
G4.	45% of our students achieved a level 3 or above on the 2013 Science FCAT. Our expected level of performance for the 2014 Science FCAT is 51%.	\$3,300
G5.	Our STEM goal for the 2013-2014 school year is 100% student participation in the Science Fair.	\$100
G6.	During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.	\$50
G7.	During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.	\$3,000
Total		\$30,575

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Other	Technology	Total
operating	\$23,000	\$0	\$0	\$0	\$23,000
EESAC	\$1,225	\$300	\$50	\$0	\$1,575
Operating	\$0	\$0	\$0	\$3,000	\$3,000
Operating Account	\$3,000	\$0	\$0	\$0	\$3,000
Total	\$27,225	\$300	\$50	\$3,000	\$30,575

Budget Details

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

G1. 66% of our students were proficient in the 2012-2013 Reading FCAT. Our expected level of performance for the 2014 Reading FCAT is 76%.

G1.B3 level 4-5 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 3 (LA.3-5.2.2.1); explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g, mysteries and adventure stories) on their approaches to similar themes and topics.

G1.B3.S1 Instruction should include the practice of using and identifying details from the passage to determine main idea, plot and purpose.

Action Step 1

Teacher will use benchmark assessments in the McGraw Reading Series to monitor students progress in identifying the main idea, as well as the plot and purpose of reading passages.

Resource Type

Evidence-Based Program

Resource

McGraw Hill Resource and material

Funding Source

operating

Amount Needed

\$18,000

G2. 47% students obtained proficient score on the 2013 Writing FCAT. Our expected level of performance for the 2014 writing FCAT is 52%.

G2.B1 Students showed lack of knowledge in the writing process.

G2.B1.S1 Teacher will implement before school tutoring to assist students with the writing process.

Action Step 1

McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment.

Resource Type

Evidence-Based Program

Resource

Substitute fee for McGraw Hill PD provided to all teachers

Funding Source

EESAC

Amount Needed

\$1,125

G3. 70% of our students achieved a level 3 in the 2013 Math FCAT. Our expected level of performance for the 2014 Math FCAT is 77%.

G3.B5 Based on the 2012-2013 administration of the Math FCAT Test, the lowest 25% of students, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

G3.B5.S1 Teachers will integrate new curriculum in the classroom as well as i-Ready interactive software to assist mastery of concepts for struggling students.

Action Step 1

The teacher will implement the GoMath curriculum in conjunction with i-Ready interactive software to assist struggling learners to master concepts in math.

Resource Type

Evidence-Based Program

Resource

Professional Development in the implementation of DI during Math

Funding Source

Operating

Amount Needed

\$5,000

G4. 45% of our students achieved a level 3 or above on the 2013 Science FCAT. Our expected level of performance for the 2014 Science FCAT is 51%.

G4.B1 Based on the 2012-2013 results of the science FCAT, students who achieved a level 3 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

G4.B1.S1 Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruct and help students gain a better understanding the skills they are deficient in.

Action Step 1

They will implement all resources, activities and assessments to increase student academic success.

Resource Type

Evidence-Based Program

Resource

Houghton Mifflin Science Fusion Online Textbook/Resources

Funding Source

Operating Account

Amount Needed

\$3,000

G4.B2 Based on the 2012-2013 results of the science FCAT, students who achieved a level 4 or 5 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

G4.B2.S1 Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruction and help students gain a better understanding of the skills they are deficient in.

Action Step 1

They will be responsible for implementing all resources, activities and assessments in their classroom to increase student academic success.

Resource Type

Professional Development

Resource

Note-booking and Inquiry based instruction PD in Science materials and training.

Funding Source

EESAC

Amount Needed

\$300

G5. Our STEM goal for the 2013-2014 school year is 100% student participation in the Science Fair.

G5.B1 Parents lack the knowledge of the Scientific Method to assist their children in the completion of a Science Fair project.

G5.B1.S1 The school will provide Science Fair Informational Packets to parents describing the Scientific Method to use in the development and completion of Science Fair Projects.

Action Step 1

The Science Coach will distribute Science Fair Resources to parents

Resource Type

Evidence-Based Program

Resource

Copies of Science Fair Project resources provided to all K-5 parents to explain and provide support for a successful completion of the required Science Fair project

Funding Source

EESAC

Amount Needed

\$100

G6. During the 2012-2013 school year, the school had a 0% suspension. Our goal for the 2013-2014 is to maintain 0%.

G6.B1 New students to Somerset Arts Academy who may be unfamiliar with our Student Code of Conduct.

G6.B1.S1 Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct.

Action Step 1

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

Resource Type

Other

Resource

Copies of the Student Code of Conduct manual provided to all parents.

Funding Source

EESAC

Amount Needed

\$50

G7. During the 2012-2013 school year, parent participation was 100%. Our goal for the 2013-2014 schools is to maintain 100%.

G7.B1 Parents may need to be informed of the variety of school activities to increase participation.

G7.B1.S1 Open House-Curriculum Review FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards Family Olympics Book Fair Nights Take-home projects

Action Step 1

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

Resource Type

Technology

Resource

Website Fee to keep parents informed of all school events.

Funding Source

Operating

Amount Needed

\$3,000