



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Elementary School South
Miami Campus
5876 SW 68TH ST
South Miami, FL 33143
305-740-0509

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 16%
Alternative/ESE Center No	Charter School Yes	Minority Rate 89%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10
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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 Academy Elem School (S Miami Campus)

Principal

Andreina Figueroa

School Advisory Council chair

Nadine Ruiz

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

Name	Title

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 -1, Alternate Principal -1, Teachers -5, Alternate Teacher-1, EESAC Chairperson -1, Educational Support -1, Alternate Educational Support-1, Parents -5, Alternate Parent-1, Student -1, Alternate Student-1, BCR -2

Involvement of the SAC in the development of the SIP

The SAC met quarterly throughout the previous school year and discussed various topics about the SIP. Most importantly, there were numerous conversations about the interim assessments and FCAT scores. The SAC brought up great ideas to implement and make part of the SIP for the 2013-2014 academic school year.

Activities of the SAC for the upcoming school year

The SAC will meet quarterly for the 2013-2014 school year and will develop, approve, and monitor the implementation of the SIP.

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

The SAC will utilize its funds to support the SIP. The amount of \$2,375.00 will be allocated to help fund a school interventionist.

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:

Andreina Figueroa

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

BA-Elementary Education, Florida International University: Master of Science in Elementary Education,
 Florida International University: Certification in Educational Leadership, Florida International University

Performance Record

2013

School Grade: A

Rdg. Proficiency, 86%

Math Proficiency, 76%

Rdg. Lrg. Gains, 78%

Math Lrg. Gains, 70%

Rdg. Imp. of Lowest 25%, 78%

Math Imp. of Lowest 25%, 63%

Rdg. AMO, 86%

Math AMO, 76%

2012

School Grade: A

Rdg. Proficiency, 85%

Math Proficiency, 70%

Rdg. Lrg. Gains, 68%

Math Lrg. Gains, 55%

Rdg. Imp. of Lowest 25%, 68%

Math Imp. of Lowest 25% ,55%

Rdg. AMO –__

Math AMO–__

2011

School Grade: A

Rdg. Proficiency, 90%

Math Proficiency, 92%

Rdg. Lrg. Gains, 81%

Math Lrg. Gains, 84%

Rdg. Imp. of Lowest 25%, 83%

Math Imp. of Lowest 25%, 93%

2010

School Grade:

Rdg. Proficiency, 58%

Math Proficiency, 65%

Rdg. Lrg. Gains, 63%

Math Lrg. Gains, 69%

Rdg. Imp. of Lowest 25%, 58%

Math Imp. of Lowest 25%, 67%

2009

School Grade: A

Rdg. Proficiency, 84%

Math Proficiency, 87%

Rdg. Lrg. Gains, 84%

Math Lrg. Gains, 87%

Rdg. Imp. of Lowest 25%, 83%
Math Imp. of Lowest 25%, 86%

Luisa Corral

Asst Principal

Years as Administrator: 5

Years at Current School: 4

Credentials

BA- Elementary Education, Nova Southeastern University:
 Master of Science in Educational Leadership, Nova Southeastern University

Performance Record

2013
 School Grade: A
 Rdg. Proficiency, 86%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 78%
 Math Lrg. Gains, 70%
 Rdg. Imp. of Lowest 25%, 78%
 Math Imp. of Lowest 25%, 63%
 Rdg. AMO, 86%
 Math AMO, 76%

2012
 School Grade: A
 Rdg. Proficiency, 85%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 68%
 Math Lrg. Gains, 55%
 Rdg. Imp. of Lowest 25%, 68%
 Math Imp. of Lowest 25% ,55%
 Rdg. AMO – __
 Math AMO – __

2011
 School Grade: A
 Rdg. Proficiency, 90%
 Math Proficiency, 92%
 Rdg. Lrg. Gains, 81%
 Math Lrg. Gains, 84%
 Rdg. Imp. of Lowest 25%, 83%
 Math Imp. of Lowest 25%, 93%

2010
 School Grade:
 Rdg. Proficiency, 58%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 63%
 Math Lrg. Gains, 69%
 Rdg. Imp. of Lowest 25%, 58%
 Math Imp. of Lowest 25%, 67%

2009
 School Grade: A
 Rdg. Proficiency, 84%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 84%
 Math Lrg. Gains, 87%
 Rdg. Imp. of Lowest 25%, 83%
 Math Imp. of Lowest 25%, 86%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

19

receiving effective rating or higher

19, 100%

Highly Qualified Teachers

100%

certified in-field

19, 100%

ESOL endorsed

17, 89%

reading endorsed

5, 26%

with advanced degrees

8, 42%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

9, 47%

with 6-14 years of experience

9, 47%

with 15 or more years of experience

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

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

The Principal and Assistant Principal will work arduously throughout the academic school year to retain highly qualified, certified in field, effective teachers to the school.

The administrators will provide professional developments and enhance the learning possibilities for the teachers by providing coverage for teachers who wish to seek more learning opportunities.

The administrators will also attend teacher job fairs in order to maintain and up-date a database of resumes.

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

For the 2013-2014 school year we have one teacher that is new to the teaching profession. She is being mentored by Ms. Pestana, a 7th year teacher. Ms. Pestana has shown expertise in her field and has also proven to be successful in developing relationships with all stakeholders.

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

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 four step, problem-solving model involves the following: Step 1- Define, an objective and measurable terms, the goals to be obtained; Step 2- Identify possible reasons why the desired goal is not being attained; Step 3- Develop and implement a well-supported plan involving evidence-based strategies to attain the goals; Step 4- Evaluate the effectiveness of the plan in relation to stated goals. Our problem-solving model provides the structure to identify, develop, implement, and evaluate strategies to accelerate the performance of all students. The effectiveness of the problem-solving process is based on both the fidelity of the problem-solving processes itself, and fidelity in the implementation of the instruction intervention plan. The tiers are differentiated by the "intensity" of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/ intervention. In general, a four-step process will help to define and differentiate the tiers: how much additional time will be needed, the what will occur in that time, who is the most qualified person to deliver the "What," and where will that additional instruction occur. The SAC will provide the funds to hire an interventionist to assist in the implementation of the Rtl model.

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

Ms. Kim M. Guilarte Gil, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Ms. Luisa Corral, Assistant Principal: Provides the data for the principal, reading coach, and teachers to facilitate data chats. The assistant principal will also meet with the teachers to enhance the intervention selection and to guide the selection process for guided reading groups to instruct students according to fulfill their academic needs.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ms. Annie Rodriguez, Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Mr. Robert Fundora, Technology Specialist: Develops or brokers technology necessary to manage and display data and technical support to teachers and staff regarding data management.

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

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

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team will meet once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to 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 professional development and resources. 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.

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

Assessments

Progress Monitoring: PMRN, Baseline, Benchmark Assessments. These will be monitored quarterly.

Midyear: Florida Assessments for Instruction in Reading (FAIR), School site specific assessments.

These will be monitored as they are assessed.

End of year: FCAT, EOC's, FAIR, School site specific assessments. End of year assessments will be monitored yearly.

Frequency of Data Days: Monthly for data analysis

Behavior: Teachers keep anecdotal records to monitor students' behavior patterns.

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

The school based MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team provided data based on the 2012-2013 school year. The school- based MTSS Leadership Team will analyze data for incoming students from the 2013 FCAT and Florida Assessments for Instruction in Reading (FAIR). While developing the SIP, the school based MTSS Leadership Team and EESAC committee established a vision for the 2013-2014 school year based on evidence –based general education instruction and curriculum that is effective in helping a majority of students reach grade level benchmarks. In order to implement the SIP all year, Somerset Academy Elementary South Miami will follow the MTSS Leadership Team Problem Solving Process as described below.

1. Problem Identification entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
2. Problem Analysis, involves analyzing why the problem is occurring by collecting data to determine the possible causes of the identified problem.
3. During Intervention Design & Implementation, evidence-based interventions based upon data collected previously are selected or developed, then implemented.
4. Lastly, evaluating the effectiveness of interventions utilized is paramount in a problem-solving process. This fourth step is termed Response-to-Intervention. It is in this fourth step that a student or group of students' response to our implemented intervention is measured so that we may evaluate the effectiveness of our instructional efforts.

This process is never-ending and requires constant evaluation of the program. The school-based MTSS Leadership Team will work arduously together to continuously support and implement various best practices, which have proven to be effective.

Literacy Leadership Team (LLT)

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

Name	Title
Kim M. Guilarte Gil	Principal
Luisa Corral	Assistant Principal
Danai Pestana	Instructional Staff Member

How the school-based LLT functions

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team and represents highly qualified professional who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the LLT. The team will meet monthly throughout the school year.

Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

Major initiatives of the LLT

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT
- selecting team members who are skilled and committed to improving literacy
- professional growth opportunities
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction across the curriculum
- encouraging the use of data to improve teaching and student achievement

Every Teacher Contributes to Reading Instruction

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

The school will ensure that every teacher contributes to reading improvement by providing professional development to all teachers in the area of curriculum integration. The teachers will utilize word walls, graphic organizers, and reading strategies across the curriculum.

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

At Somerset Academy South Miami, students are administered the statewide screening tool to determine the readiness of each child to enter the kindergarten program. Parents attend Open House the third week of school, and third grade students act as mentors in the area of reading fluency for kindergarten students.

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	89%	84%	No	90%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	90%	85%	No	91%
White	90%	85%	No	91%
English language learners	82%	70%	No	83%
Students with disabilities		0%		
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	29%	30%
Students scoring at or above Achievement Level 4	134	55%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

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	67	68%	71%
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	82%	86%	Yes	84%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	84%	86%	Yes	86%
White	79%	91%	Yes	81%
English language learners	82%	85%	Yes	83%
Students with disabilities		0%		
Economically disadvantaged	79%	76%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	34%	35%
Students scoring at or above Achievement Level 4	124	51%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		73%	76%

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	16	33%	35%
Students scoring at or above Achievement Level 4	19	40%	41%

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)	5		7
Participation in STEM-related experiences provided for students	5	100%	100%

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	10	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	1%
Students who are not proficient in reading by third grade	19	20%	18%
Students who receive two or more behavior referrals	23	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

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

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

Based on volunteer logs and parent surveys, 100% of parents completed the minimum required hours, and 100% of parents attended one or more school activities in the 2013-2014 school year.

Our goal for the 2013-2014 school year is to increase, or exceed the parent attendance for school wide activities.

Strategy: In order to increase parent participation for school wide activities, regular communications will be generated via telephone and emails.

Communication with parents will be ongoing provided through teacher and school websites (updated weekly), and written communication.

Monitor: School Administration and Teachers will be responsible for monitoring.

Frequent monitoring of parent logs/sign-in sheets, volunteer logs, and website statistics will assist in appraising the quantity of parents attending school activities.

Assessments: Quarterly parent sign-in sheets, volunteer logs, Ed Connect reports, teacher website statistics, and surveys.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents have limited knowledge and/or understanding of classroom/school participation opportunities.	472	100%	100%

Goals Summary

- G1.** On the 2013 Math FCAT 2.0 Test indicates that 86% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Math FCAT 2.0 Test is to maintain or increase our 86% proficiency to surpass the 84% target of proficiency.
- G2.** The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent.
- G3.** The results of the 2013 Science FCAT, indicate that 73% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Science FCAT is for 76% of students to score at level 3 or above, an increase of three percentage points.
- G4.** The results of the 2013 Reading FCAT 2.0 Test, indicate that 84% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 FCAT 2.0 is for 90% of students to score at Level 3 or above, an increase of six percentage points
- G5.** Our goal for the 2013-2014 school year is to increase STEM-related experiences for students and increase student participation.
- G6.** Somerset SoMi will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 2% to 1%.

Goals Detail

G1. On the 2013 Math FCAT 2.0 Test indicates that 86% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Math FCAT 2.0 Test is to maintain or increase our 86% proficiency to surpass the 84% target of proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Somerset will utilize various resources to help achieve this goal. We will utilize Mathletics, Think Central, and FCAT Explorer with fidelity. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to help teachers in their continuous education to support the students' learning growth. The students will also utilize Success Maker to assist them in developing skills that may have not already been mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School- Wide Interventionist will assist teachers in the Rtl process and data collection.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 91% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain and surpass the 81% target for student achievement level 3 or above proficiency. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 86% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain achievement level 3 or above student proficiency percentage at 86%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 85% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain and surpass the 83% target for student achievement level 3 or above proficiency. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of five percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 34% of Somerset SoMi students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 35%, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 51% of Somerset SoMi students achieved at or above level 4 proficiency. Our goal for the 2013-2014 school year is to maintain

achievement at level 4 or above student proficiency percentage at 51%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 73% of Somerset SoMi students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase overall learning gains proficiency percentage to 76%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Geometry Reporting Category, due to students' lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.
- The results of the 2012-2013 Math FCAT 2.0 Test indicate that 73% of the lowest 25% of students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase learning gains of the lowest 25% to 76%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Geometry Reporting Category, due to students' lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team will utilize the Florida Continuous Improvement model using data from the Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The evidence that will be used to monitor for progress toward meeting the goal will be data from formative assessment: District Interim Assessments and the summative assessment: results of the 2014 FCAT 2.0 Assessment.

G2. The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent.

Targets Supported

- Writing

Resources Available to Support the Goal

- Somerset South Miami will utilize various resources to help achieve this goal. We will utilize the Reading Plus Writing component with fidelity. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to assist the teachers in their continuous education and to support the students' learning growth. The students will also utilize a writers' notebook, and writing will be integrated across the curriculum.

Targeted Barriers to Achieving the Goal

- The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Writing FCAT was due to the lack of ability to organize and plan a text when developing a main idea and details portion of a written document.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team will utilize the Florida Continuous Improvement model to review assessment data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

The formative assessments that will be utilized to monitor for completion and the goal's success will be the monthly writing prompts. Students should show growth on a month-to-month assessment.

G3. The results of the 2013 Science FCAT, indicate that 73% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Science FCAT is for 76% of students to score at level 3 or above, an increase of three percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Somerset SoMi will utilize various resources to help achieve this goal. We will utilize Gizmos, Pearson Success Net and AIMS Science Resources with fidelity. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to help the teachers in their continuous education to support the students' learning growth. The students will also utilize Harcourt Science Lab Kits to assist them in developing skills that may have not been already mastered.

Targeted Barriers to Achieving the Goal

- The 2013 Science FCAT Test indicates that 33% of Somerset SoMi students achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 35% of the students to score a Level 3, an increase of two percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.
- The 2013 Science FCAT Test indicates that 40% of Somerset SoMi students achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 41% of the students to achieve level 4 or above proficiency, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team will utilize the Florida Continuous Improvement model to review assessment data reports from Interim and FCAT Assessments.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The evidence of completion for this goal can be reviewed through Formative Assessments such as the District Interim Assessments and through Summative Assessments such as the Science FCAT.

G4. The results of the 2013 Reading FCAT 2.0 Test, indicate that 84% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 FCAT 2.0 is for 90% of students to score at Level 3 or above, an increase of six percentage points

Targets Supported

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

Resources Available to Support the Goal

- Somerset Academy South Miami will utilize various resources to help achieve this goal. We will utilize Reading Plus with fidelity. The teachers will also attend professional development sessions that will be offered by the Professional Development Liaison to help teachers in their continuous education to support the students learning growth. The students will also utilize Success Maker to assist them in developing skills that may have not been already mastered. Students will also receive small group intervention through a School-Wide Interventionist. The School-Wide Interventionist will assist teachers in the Rtl process and data collection.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of White students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of these students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 70% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 83% of ELL students to score at level 3 or above, an increase of thirteen percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 63% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 72% of students to score at level 3 or above, an increase of nine percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.
- The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 29% of students achieved level 3 proficiency. Our goal for the 2014 FCAT 2.0 is 30% of students to score at level 3 proficiency, an increase of one percentage point. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.
- The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 51% of students achieved level 4 or above proficiency. Our goal for the 2014 FCAT 2.0 is to maintain student proficiency of level 4 and above percentage at 51%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

- The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 80% of the lowest 25% of students achieved learning gains. Our goal for the 2014 FCAT 2.0 school year is to increase from 80% to 82% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of knowledge to determine the essential message on grade level text.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team will follow the Florida Continuous Improvement Model using data from Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments; Interim Assessments; Summative Assessments; 2014 FCAT 2.0 Assessment.

G5. Our goal for the 2013-2014 school year is to increase STEM-related experiences for students and increase student participation.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The resources available for the students to enhance the STEM-related activities are those that require extra time on the teacher's behalf. Teachers will come together in committees to develop field trips that are science centered, enhance science instruction through infusion of writing and learning of science-related careers, and developing a fun-filled science week that enables students to realize that science is all around us on a daily basis.

Targeted Barriers to Achieving the Goal

- A possible barrier that can be found during the implementation of these activities is a student being absent on days of events.
- A possible barrier that can be found during the implementation of these activities is having events canceled.

Plan to Monitor Progress Toward the Goal

The MTSS/Rtl team will utilize the Florida Continuous Improvement model to review participation in the various activities.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Students will show an increase in participation.

G6. Somerset SoMi will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 2% to 1%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-wide incentives, tutoring, and visits to the counselor.

Targeted Barriers to Achieving the Goal

- 2% of students missed more than 10% of instructional time in the 2013 school year. Our goal for the 2014 school year is to decrease the percentage from 2%-1%, a decrease of 1%.

Plan to Monitor Progress Toward the Goal

The administrators will visit classrooms and review teacher Grade Book Binders to ensure that proper attendance documentation is occurring on a weekly basis.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Administrators will complete informal observation logs of teachers.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Math FCAT 2.0 Test indicates that 86% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Math FCAT 2.0 Test is to maintain or increase our 86% proficiency to surpass the 84% target of proficiency.

G1.B1 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 91% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain and surpass the 81% target for student achievement level 3 or above proficiency. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B1.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

The teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teachers

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G1.B1.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B2 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 86% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain achievement level 3 or above student proficiency percentage at 86%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B2.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G1.B2.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B3 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 85% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain and surpass the 83% target for student achievement level 3 or above proficiency. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B3.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G1.B3.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B4 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of five percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B4.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teacher

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

The MTSS/Rtl team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G1.B4.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B5 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 34% of Somerset SoMi students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 35%, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B5.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

The teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teachers

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting the classroom to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G1.B5.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B6 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 51% of Somerset SoMi students achieved at or above level 4 proficiency. Our goal for the 2013-2014 school year is to maintain achievement at level 4 or above student proficiency percentage at 51%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B6.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

Action Step 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop a more in-depth knowledge to interpret and conduct computations using numbers less than one.

Plan to Monitor Effectiveness of G1.B6.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B7 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 73% of Somerset SoMi students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase overall learning gains proficiency percentage to 76%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Geometry Reporting Category, due to students' lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

G1.B7.S1 Students will be provided opportunities to identify or describe a situation that requires the use of the area formula in a real-world context. Students will also practice composing, decomposing, and transforming polygons to create and identify other polygons

Action Step 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

Plan to Monitor Effectiveness of G1.B7.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G1.B8 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 73% of the lowest 25% of students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase learning gains of the lowest 25% to 76%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Geometry Reporting Category, due to students' lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

G1.B8.S1 Students will be provided opportunities to identify or describe a situation that requires the use of the area formula in a real-world context. Students will also practice composing, decomposing, and transforming polygons to create and identify other polygons

Action Step 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

The teacher

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

The MTSS/Rtl team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop more problem-solving strategies to incorporate when solving real-world problems in the area of geometry and measurement.

Plan to Monitor Effectiveness of G1.B8.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G2. The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent.

G2.B1 The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Writing FCAT was due to the lack of ability to organize and plan a text when developing a main idea and details portion of a written document.

G2.B1.S1 Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

Action Step 1

Teachers will provide opportunities for students to use organizational strategies to make a plan for writing using graphic organizers, storyboards, and answering essential questions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

The evidence of completion can be shown through the usage of graphic organizers as a main component when submitting written documents.

Facilitator:

Professional Liaison

Participants:

Teacher

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

The Literacy Leadership Team will visit classrooms to monitor student work and classroom participation in being able to utilize organization methods in writing.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students would have mastered this barrier by producing well-written documents that are structured and follow a sequence according to what is being prompted.

Plan to Monitor Effectiveness of G2.B1.S1

The Literacy Leadership Team will utilize the Florida Continuous Improvement model to review assessment data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in proficiency across all writing benchmarks.

G3. The results of the 2013 Science FCAT, indicate that 73% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Science FCAT is for 76% of students to score at level 3 or above, an increase of three percentage points.

G3.B1 The 2013 Science FCAT Test indicates that 33% of Somerset SoMi students achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 35% of the students to score a Level 3, an increase of two percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G3.B1.S1 Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

Teachers

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

The MTSS/Rti team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will be able to discuss scientific topics with fluency and be able to express their lab results.

Plan to Monitor Effectiveness of G3.B1.S1

The MTSS/Rti team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G3.B2 The 2013 Science FCAT Test indicates that 40% of Somerset SoMi students achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 41% of the students to achieve level 4 or above proficiency, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G3.B2.S1 Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

Teachers

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

The MTSS/Rtl team will monitor for fidelity of implementation by visiting classrooms to monitor student work.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will be able to discuss scientific topics with fluency and be able to express their lab results.

Plan to Monitor Effectiveness of G3.B2.S1

The MTSS/RtI team will utilize the Florida Continuous Improvement model to review assessments data reports and assist the instructor when instruction needs to be adjusted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in benchmark proficiency.

G4. The results of the 2013 Reading FCAT 2.0 Test, indicate that 84% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 FCAT 2.0 is for 90% of students to score at Level 3 or above, an increase of six percentage points

G4.B1 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of White students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of these students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B1.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Development Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of student work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G4.B1.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G4.B2 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B2.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Liaison

Participants:

Teacher

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

Classroom visits to monitor and make observations of student work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G4.B2.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G4.B3 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 70% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 83% of ELL students to score at level 3 or above, an increase of thirteen percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B3.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Liaison

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Classroom visits to monitor and make observations of student work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G4.B3.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G4.B4 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 63% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 72% of students to score at level 3 or above, an increase of nine percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B4.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Liaison

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Classroom visits to monitor and make observations of student work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The evidence that will be utilized to show mastery and developments in regards to students using grade level text to identify details are student growth reports on Reading Plus, students' ability to convey the essential messages about the text, and student work.

Plan to Monitor Effectiveness of G4.B4.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G4.B5 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 29% of students achieved level 3 proficiency. Our goal for the 2014 FCAT 2.0 is 30% of students to score at level 3 proficiency, an increase of one percentage point. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

G4.B5.S1 Students will practice comparing and contrasting text by reading from a wide variety of texts and using graphic organizers.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Liaison

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Classroom visits to monitor and make observations of students and their work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The evidence that will be utilized to show mastery in regards to students using grade level text will be student growth reports on Reading Plus, students' ability to convey messages about the text, and student work

Plan to Monitor Effectiveness of G4.B5.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G4.B6 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 51% of students achieved level 4 or above proficiency. Our goal for the 2014 FCAT 2.0 is to maintain student proficiency of level 4 and above percentage at 51%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

G4.B6.S1 Students will practice comparing and contrasting text by reading a fictional portray of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Liaison

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Classroom visits to monitor and make observations of student work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop strong comparing and contrasting skills through the means of various types of texts.

Plan to Monitor Effectiveness of G4.B6.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G4.B7 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 80% of the lowest 25% of students achieved learning gains. Our goal for the 2014 FCAT 2.0 school year is to increase from 80% to 82% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of knowledge to determine the essential message on grade level text.

G4.B7.S1 Students will practice making inferences through the usage of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently and will ask and answer questions referring explicitly to the text as the basis for the answers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Reading Plus, and Success Maker.

Facilitator:

Professional Liaison

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G4.B7.S1

Classroom visits to monitor and make observations of student work.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will develop strong inferencing skills with support from text evidence.

Plan to Monitor Effectiveness of G4.B7.S1

The LLT will utilize the Florida Continuous Improvement model to review assessment data reports and to assist teachers in changing instruction as necessary to improve upon benchmark.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show an increase in mastery of benchmarks.

G5. Our goal for the 2013-2014 school year is to increase STEM-related experiences for students and increase student participation.

G5.B1 A possible barrier that can be found during the implementation of these activities is a student being absent on days of events.

G5.B1.S1 Students will benefit from technology-based programs which facilitate, remediate, reinforce, and enhance students' science concepts in class. Students will be exposed to science week, September 30- October 4, where students will be engaged in a variety of activities like scientist of the day, dress like a scientist, and the culminating event will be the judging of the science fair experiments. Also, students will participate in Science Buddies where different grades will pair up to mentor and teach concepts monthly.

Action Step 1

Teachers will create lessons and activities that incorporate the world around them and that include science in the work force as part of the instructional pacing guide.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student attendance, work, and weekly assessments will be used as evidence of completion.

Facilitator:

Professional Liaison

Participants:

Teacher

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

The MTSS/RtI team will monitor for fidelity of implementation by visiting classrooms and participating in the various events to monitor student activities and work.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will be able to argue and discuss careers in science and the ever changing world that is technology centered.

Plan to Monitor Effectiveness of G5.B1.S1

The MTSS/Rtl team will utilize the Florida Continuous Improvement model to review participation in the various activities.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will show an increase in participation.

G5.B2 A possible barrier that can be found during the implementation of these activities is having events canceled.

G5.B2.S1 Students will benefit from having a calendar of events in advance.

Action Step 1

MTSS/Rtl will utilize the school calendar of events.

Person or Persons Responsible

MTSS/Rtl/Web Master

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will show an increase in student participation.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

The MTSS/Rtl team will monitor for fidelity of implementation by continuously updating the calendar of events, visiting classrooms, participating in various events to monitor students participation, and by monitoring student activities.

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers will utilize sign in sheets to monitor and keep track of student participation.

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Somerset SoMi will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time from 2% to 1%.

G6.B1 2% of students missed more than 10% of instructional time in the 2013 school year. Our goal for the 2014 school year is to decrease the percentage from 2%-1%, a decrease of 1%.

G6.B1.S1 Students who have missed 10% or more instructional time within the first quarter will be monitored and documented to prevent further loss of instruction time.

Action Step 1

Teachers will keep track of absences, early dismissals, and tardies on a daily, weekly, monthly, and quarterly basis to track student attendance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidence of completion will be noted in the teacher gradebook binder section of attendance per homeroom class.

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

Teachers will submit weekly reports of when students are absent with excused or unexcused markings.

Person or Persons Responsible

Attendance Clerk/Registrar

Target Dates or Schedule

Weekly

Evidence of Completion

The daily attendance report must be signed by the teachers and verified by the registrar.

Plan to Monitor Effectiveness of G6.B1.S1

The MTSS/RTI team will monitor the attendance patterns and grades of the students who miss more than 10% of instructional time with the first quarter and so on.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

The team will be able to view reports of attendance and grades simultaneously per child in the 10% category.

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. On the 2013 Math FCAT 2.0 Test indicates that 86% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Math FCAT 2.0 Test is to maintain or increase our 86% proficiency to surpass the 84% target of proficiency.

G1.B1 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 91% of White students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain and surpass the 81% target for student achievement level 3 or above proficiency. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B1.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Liaison

Participants

The teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B2 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 86% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain achievement level 3 or above student proficiency percentage at 86%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B2.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Liaison

Participants

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B3 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 85% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain and surpass the 83% target for student achievement level 3 or above proficiency. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B3.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Liaison

Participants

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B4 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 76% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 or above student proficiency percentage to 81%, an increase of five percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B4.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Liaison

Participants

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B5 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 34% of Somerset SoMi students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase achievement level 3 student proficiency percentage to 35%, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B5.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Liaison

Participants

The teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B6 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 51% of Somerset SoMi students achieved at or above level 4 proficiency. Our goal for the 2013-2014 school year is to maintain achievement at level 4 or above student proficiency percentage at 51%. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Fractions Reporting Category, due to students' lack of ability to interpret and conduct computations using numbers less than one.

G1.B6.S1 Students will be provided opportunities to identify fractions including fractions greater than one using area, set, and linear models, or vice versa.

PD Opportunity 1

Students will be provided contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives, models, and engaging opportunities for practice.

Facilitator

Professional Liaison

Participants

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B7 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 73% of Somerset SoMi students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase overall learning gains proficiency percentage to 76%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Geometry Reporting Category, due to students' lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

G1.B7.S1 Students will be provided opportunities to identify or describe a situation that requires the use of the area formula in a real-world context. Students will also practice composing, decomposing, and transforming polygons to create and identify other polygons

PD Opportunity 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Professional Liaison

Participants

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G1.B8 The results of the 2012-2013 Math FCAT 2.0 Test indicate that 73% of the lowest 25% of students achieved overall learning gains. Our goal for the 2013-2014 school year is to increase learning gains of the lowest 25% to 76%, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Math FCAT 2.0 Test was the Geometry Reporting Category, due to students' lack of ability to represent shapes and measurements when being applied to mathematical problems and real world problem solving.

G1.B8.S1 Students will be provided opportunities to identify or describe a situation that requires the use of the area formula in a real-world context. Students will also practice composing, decomposing, and transforming polygons to create and identify other polygons

PD Opportunity 1

Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Professional Liaison

Participants

The teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G2. The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent.

G2.B1 The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Writing FCAT was due to the lack of ability to organize and plan a text when developing a main idea and details portion of a written document.

G2.B1.S1 Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

PD Opportunity 1

Teachers will provide opportunities for students to use organizational strategies to make a plan for writing using graphic organizers, storyboards, and answering essential questions.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

The evidence of completion can be shown through the usage of graphic organizers as a main component when submitting written documents.

G3. The results of the 2013 Science FCAT, indicate that 73% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Science FCAT is for 76% of students to score at level 3 or above, an increase of three percentage points.

G3.B1 The 2013 Science FCAT Test indicates that 33% of Somerset SoMi students achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 35% of the students to score a Level 3, an increase of two percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G3.B1.S1 Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

PD Opportunity 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Facilitator

Professional Liaison

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G3.B2 The 2013 Science FCAT Test indicates that 40% of Somerset SoMi students achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 41% of the students to achieve level 4 or above proficiency, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G3.B2.S1 Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards.

PD Opportunity 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Facilitator

Professional Liaison

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and weekly assessments will be used as evidence of completion.

G4. The results of the 2013 Reading FCAT 2.0 Test, indicate that 84% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 FCAT 2.0 is for 90% of students to score at Level 3 or above, an increase of six percentage points

G4.B1 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of White students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of these students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B1.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Professional Development Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

G4.B2 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B2.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

G4.B3 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 70% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 83% of ELL students to score at level 3 or above, an increase of thirteen percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B3.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

G4.B4 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 63% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 72% of students to score at level 3 or above, an increase of nine percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B4.S1 Students will practice using and identifying details from reading passages to determine the essential message.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

G4.B5 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 29% of students achieved level 3 proficiency. Our goal for the 2014 FCAT 2.0 is 30% of students to score at level 3 proficiency, an increase of one percentage point. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

G4.B5.S1 Students will practice comparing and contrasting text by reading from a wide variety of texts and using graphic organizers.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

G4.B6 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 51% of students achieved level 4 or above proficiency. Our goal for the 2014 FCAT 2.0 is to maintain student proficiency of level 4 and above percentage at 51%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

G4.B6.S1 Students will practice comparing and contrasting text by reading a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

On-going classroom weekly assessments, teacher observations, unit assessments, Reading Plus, and Success Maker.

G4.B7 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 80% of the lowest 25% of students achieved learning gains. Our goal for the 2014 FCAT 2.0 school year is to increase from 80% to 82% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of knowledge to determine the essential message on grade level text.

G4.B7.S1 Students will practice making inferences through the usage of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently and will ask and answer questions referring explicitly to the text as the basis for the answers.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Assessments, Teacher Observations, Unit Assessments, Reading Plus, and Success Maker.

G5. Our goal for the 2013-2014 school year is to increase STEM-related experiences for students and increase student participation.

G5.B1 A possible barrier that can be found during the implementation of these activities is a student being absent on days of events.

G5.B1.S1 Students will benefit from technology-based programs which facilitate, remediate, reinforce, and enhance students' science concepts in class. Students will be exposed to science week, September 30- October 4, where students will be engaged in a variety of activities like scientist of the day, dress like a scientist, and the culminating event will be the judging of the science fair experiments. Also, students will participate in Science Buddies where different grades will pair up to mentor and teach concepts monthly.

PD Opportunity 1

Teachers will create lessons and activities that incorporate the world around them and that include science in the work force as part of the instructional pacing guide.

Facilitator

Professional Liaison

Participants

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student attendance, work, and weekly assessments will be used as evidence of completion.

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	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G2. The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent.

G2.B1 The 2013 Writing FCAT indicates that 68% of students at Somerset SoMi achieved level 3.5 and above. Our goal on the 2014 Writing FCAT is for 71% of students to score a 3.5 or above, an increase of three percent. The area of deficiency as noted on the 2013 administration of the Writing FCAT was due to the lack of ability to organize and plan a text when developing a main idea and details portion of a written document.

G2.B1.S1 Students will practice developing various prewriting techniques to enhance their ability to properly formulate a well-written document through the usage of a graphic organizer/plan to write a draft organized with a logical sequence according to the type of writing that is being prompted.

Action Step 1

Teachers will provide opportunities for students to use organizational strategies to make a plan for writing using graphic organizers, storyboards, and answering essential questions.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. The results of the 2013 Science FCAT, indicate that 73% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 Science FCAT is for 76% of students to score at level 3 or above, an increase of three percentage points.

G3.B1 The 2013 Science FCAT Test indicates that 33% of Somerset SoMi students achieved level 3 proficiency. Our goal on the 2014 Science FCAT Test is for 35% of the students to score a Level 3, an increase of two percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G3.B1.S1 Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B2 The 2013 Science FCAT Test indicates that 40% of Somerset SoMi students achieved level 4 or above proficiency. Our goal on the 2014 Science FCAT Test is for 41% of the students to achieve level 4 or above proficiency, an increase of one percent. The area of deficiency as noted on the 2013 administration of the Science FCAT test was Reporting Category: Earth and Space Science due to the lack of knowledge of Earth and Space Science in relation to the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and Stars.

G3.B2.S1 Students will be encouraged to communicate about science verbally and increase rigor in science writing. Teachers will model how to provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning, as delineated by Common Core Standards.

Action Step 1

Teachers will plan lessons infusing the Common Core State Standards to support communication of science and increase the rigor in class laboratories.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. The results of the 2013 Reading FCAT 2.0 Test, indicate that 84% of students at Somerset SoMi achieved level 3 or above proficiency. Our goal on the 2014 FCAT 2.0 is for 90% of students to score at Level 3 or above, an increase of six percentage points

G4.B1 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of White students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of these students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B1.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B2 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 85% of Hispanic students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 91% of students to score at level 3 or above, an increase of six percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B2.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B3 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 70% of English Language Learners achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 83% of ELL students to score at level 3 or above, an increase of thirteen percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B3.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B4 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 63% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2014 FCAT 2.0 is 72% of students to score at level 3 or above, an increase of nine percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to a lack of knowledge to determine the essential message on grade level text.

G4.B4.S1 Students will practice using and identifying details from reading passages to determine the essential message.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B5 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 29% of students achieved level 3 proficiency. Our goal for the 2014 FCAT 2.0 is 30% of students to score at level 3 proficiency, an increase of one percentage point. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

G4.B5.S1 Students will practice comparing and contrasting text by reading from a wide variety of texts and using graphic organizers.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B6 The results of the 2012-2013 Reading FCAT 2.0 Test, indicate that 51% of students achieved level 4 or above proficiency. Our goal for the 2014 FCAT 2.0 is to maintain student proficiency of level 4 and above percentage at 51%. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of ability to compare and contrast within and across texts.

G4.B6.S1 Students will practice comparing and contrasting text by reading a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently and provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B7 The results of the 2012-2013 Reading FCAT 2.0 Test indicate that 80% of the lowest 25% of students achieved learning gains. Our goal for the 2014 FCAT 2.0 school year is to increase from 80% to 82% by two percentage points. The area of deficiency as noted on the 2013 administration of the Reading FCAT 2.0 Test was Reporting Category 2, Reading Application due to the lack of knowledge to determine the essential message on grade level text.

G4.B7.S1 Students will practice making inferences through the usage of citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Students will use grade-level texts to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently and will ask and answer questions referring explicitly to the text as the basis for the answers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed