# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD
Homestead, FL 33030
305-258-7497

## School Demographics

| | | |
|---|---|---|
| **School Type**<br>High School | **Title I**<br>Yes | **Free and Reduced Lunch Rate**<br>75% |
| **Alternative/ESE Center**<br>No | **Charter School**<br>Yes | **Minority Rate**<br>80% |

## School Grades History

| **2013-14**<br>C | **2012-13** | **2011-12** | **2010-11** |
|---|---|---|---|

## 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.

## Table of Contents

# 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 Charter High (S Homestead)

**Principal**
Christina Cruz

**School Advisory Council chair**
Beatrice Portugal

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

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

#### District-Level Information

**District**
Dade

**Superintendent**
Mr. Alberto M Carvalho

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

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal- Dr. Cruz-Ortiz
Teachers- Beatrice Portugal, Valeria Galindo, Melissa Alvarez
Parent- Denise Webb, Caitlyn Evans, Linda Lockee, Silvia Rodriguez
Educational Support- Alexandra Arguello
BCR- Nazy Sierra

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

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

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

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

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

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

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

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

## Highly Qualified Staff

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

### Administrators

**# of administrators**
2

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

**Administrator Information:**

| Christina Cruz | | |
|---|---|---|
| Principal | Years as Administrator: 10 | Years at Current School: 5 |

| | |
|---|---|
| **Credentials** | Bachelors/Masters/ Doctorate Educational Leadership/ K-6 Elementary Ed/ Gifted/ ESOL Endorsed |
| **Performance Record** | School Year '13 '12 '11 '10 '09 School Grade A A D A A AYP Y N N N High Stand. Rdg 66% 74% 61% 83% 67% High Stand. Math 56% 82% 54% 83% 64% Lrng Gains Rdg 79% 83% 50% 71% 67% Lrng Gains Math 74% 86% 45% 80% 69% Low 25 % Gains Rdg 73% 83% 50% 68% 61% Low 25% Gains Math 75% 100% 45% 67% 73% |

| Layda Morales | | |
|---|---|---|
| Asst Principal | Years as Administrator: 5 | Years at Current School: 5 |

| | |
|---|---|
| **Credentials** | Bachelors/Masters<br>Educational Leadership / Early Childhood Ed |
| **Performance Record** | School Year '13 '12 '11 '10 '09<br>School Grade A A D A A<br>AYP Y N N N<br>High Stand. Rdg<br>66% 74% 61% 83% 67%<br>High Stand. Math<br>56% 82% 54% 83% 64%<br>Lrng Gains Rdg<br>79% 83% 50% 71% 67%<br>Lrng Gains Math<br>74% 86% 45% 80% 69%<br>Low 25 % Gains Rdg<br>73% 83% 50% 68% 61%<br>Low 25% Gains Math<br>75% 100% 45% 67% 73% |

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Susuan Chandler | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |

| | |
| --- | --- |
| **Areas** | Reading/Literacy |
| **Credentials** | Bachelors: Elem Ed<br>Masters: Reading |
| **Performance Record** | School Year '13 '12 '11 '10 '09<br>School Grade A A D A A<br>AYP Y N N N<br>High Stand. Rdg<br>66% 74% 61% 83% 67%<br>High Stand. Math<br>56% 82% 54% 83% 64%<br>Lrng Gains Rdg<br>79% 83% 50% 71% 67%<br>Lrng Gains Math<br>74% 86% 45% 80% 69%<br>Low 25 % Gains Rdg<br>73% 83% 50% 68% 61%<br>Low 25% Gains Math<br>75%<br>100% 45% 67% 73% |

**Classroom Teachers**

**# of classroom teachers**
11

**# receiving effective rating or higher**
0%

**# Highly Qualified Teachers**
91%

**# certified in-field**
10, 91%

**# ESOL endorsed**
11, 100%

**# reading endorsed**
1, 9%

**# with advanced degrees**
3, 27%

**# National Board Certified**
0, 0%

**# first-year teachers**
2, 18%

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

2, 18%

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

7, 64%

**# with 15 or more years of experience**

0, 0%

## Education Paraprofessionals

**# of paraprofessionals**

0

**# Highly Qualified**

0

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

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

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

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

## Teacher Mentoring Program/Plan

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

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

New Teacher/Mentor
Nikkolas Boccanegra/Jose Herrera
Danny Regalado/Beatrice Portugal
The new teachers have been paired up with veteran teachers that teach their same subject. Teachers meet on a Bi-weekly basis and plan upcoming lessons together. Informal observations also take place on a monthly basis.

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

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

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

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

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

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

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

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

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

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

Academic
• FAIR assessment through PMRN
• Interim assessments through Edusoft for Reading, Math and Science
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

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

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

## Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 66

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

### Strategy Purpose(s)

• Instruction in core academic subjects

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

Weekly mini-assessments and bi-weekly formal assessments

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

## Literacy Leadership Team (LLT)

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

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

### How the school-based LLT functions

### Major initiatives of the LLT

## Every Teacher Contributes to Reading Instruction

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

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

## College and Career Readiness

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

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

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

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

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

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

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

# Expected Improvements

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

## Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 47% | 52% | Yes | 52% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | 51% | 48% | No | 56% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | | | | |
| Economically disadvantaged | 37% | | Yes | 43% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | *[data excluded for privacy reasons]* | | 19% |
| Students scoring at or above Achievement Level 4 | 12 | 35% | 37% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 84% | 86% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 84% | 86% |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## 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 | 10 | 63% | 67% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

## Area 3: Mathematics

### High School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 67% | 69% | Yes | 70% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | | | |

### Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | | 70% | 73% |
| Students in lowest 25% making learning gains (EOC) | | 70% | 73% |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | *[data excluded for privacy reasons]* | | 43% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 34% |

### Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 12 | 55% | 57% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 10% |

## Area 4: Science

### Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 10 | 42% | 43% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 38% |

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

### All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 6 |
| Participation in STEM-related experiences provided for students | 68 | 100% | 100% |

**High Schools**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | 20 | 29% | 35% |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | 100% | 100% |
| Students taking one or more advanced placement exams for STEM-related courses | 0 | 0% | 0% |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 20 | 29% | 35% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 20 | 29% | 35% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | 0 | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | 3 | 100% | 100% |

### Area 8: Early Warning Systems

**High School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 2 | 5% | 4% |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | 0 | 0% | 0% |
| Students with grade point average less than 2.0 | 2 | 5% | 4% |
| Students who fail to progress on-time to tenth grade | 0 | 0% | 0% |
| Students who receive two or more behavior referrals | 2 | 5% | 4% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 0 | 0% | 0% |

**Graduation**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 0 | 0% | 0% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 7 | 100% | 100% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 0 | 0% | 0% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 0 | 0% | 0% |

## Area 9: Parent Involvement

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

**Parental involvement targets for the school**

The 2012-2013 school year showed that 75% of the school's parents participated in school events. Our goal is to have 80% of our 144 parents participate regularly.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Percentage of parents who participated in parent engagement opportunities. | 108 | 75% | 80% |

# Goals Summary

**G1.** The results of the 2013 FCAT 2.0 Mathematice Assessment indicate that 70% of students showed learning gains, including the lowest 25%. Our goal for the 2013-2014 school year is to increase the learning gains by 3 percentage points.

**G2.** In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 10%.

**G3.** The school will increase CTE course participation by 10%.

**G4.** Our goal is to have 80% of our 144 parents participate regularly in parent engagement opportunities.

**G5.** The results of the 2012-2013 Algebra 1 EOC assessments indicate that 75% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1 percentage point.

**G6.** The results of the 2012-2013 Geometry EOC assessments indicate that 64% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1-2 percentage points.

**G7.** The results of the 2013 Biology EOC Assessment indicate that 42% of students scored at a level 3 or above. Our goal is to increase student proficiency by 1 percentage point to 43% on the 2014 Biology EOC.

**G8.** Our goal is to reduce the amount of students who miss 10% or more of available instructional time, students who receive two or more behavior referrals, and high school students with a GPA less than 2.0 to 4%.

**G9.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain 52% proficiency.

**G10.** On the 2013 administration of the FCAT Writing Test, 63% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase students scoring 3.5 or above by 4 percentage points to 67%.

# Goals Detail

**G1.** The results of the 2013 FCAT 2.0 Mathematice Assessment indicate that 70% of students showed learning gains, including the lowest 25%. Our goal for the 2013-2014 school year is to increase the learning gains by 3 percentage points.

### Targets Supported

- Math (High School, High School AMO's, High School FAA)

### Resources Available to Support the Goal

- Pearson Curriculum, Carnegie, and Mathletics. All Level 1 and 2's are enrolled in an intensive mathematics course.

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test ws the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity, and measurement.

### Plan to Monitor Progress Toward the Goal

Following FCIM, using data from Interim and FCAT data and administrative walkthroughs

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Data Trackers; Formative Assessments: Quarterly Interim Assessments; Classroom based assessments; technology reports.

**G2.** In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 10%.

### Targets Supported

- STEM

- STEM - High School

### Resources Available to Support the Goal

- Science Fair, Mathletics

### Targeted Barriers to Achieving the Goal

- Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fairs, etc.

**Plan to Monitor Progress Toward the Goal**

Administrators and Science Chair will look for increased participation in school site STEM competitions

**Person or Persons Responsible**
Leadership Team

**Target Dates or Schedule:**
Quarterly

**Evidence of Completion:**
Summative: Number of students participating in STEM events

**G3.** The school will increase CTE course participation by 10%.

**Targets Supported**
- CTE

**Resources Available to Support the Goal**
- Academies

**Targeted Barriers to Achieving the Goal**
- Due to the amount of students receiving intensive instruction in Reading and Mathematics due to poor performance on FCAT 2.0 Assessments, students may not have space in their schedule to take an elective course or participate in the academies.

**Plan to Monitor Progress Toward the Goal**

Practice Tests will be given periodically. Tutorial programs will be provided to ensure that students maintain the required GPA.

**Person or Persons Responsible**
Leadership Team

**Target Dates or Schedule:**
Quarterly

**Evidence of Completion:**
Industry Certification Exam

**G4.** Our goal is to have 80% of our 144 parents participate regularly in parent engagement opportunities.

**Targets Supported**
- Parental Involvement

**Resources Available to Support the Goal**
- school website, flyers, and PAL meetings

**Targeted Barriers to Achieving the Goal**
- Barriers: parental involvement suffers due to lack of publicity for some school events and language barriers in communication

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G5.** The results of the 2012-2013 Algebra 1 EOC assessments indicate that 75% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1 percentage point.

**Targets Supported**
- Algebra 1 EOC

**Resources Available to Support the Goal**
- Pearson Curriculum Carnegie Mathletics

**Targeted Barriers to Achieving the Goal**
- Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

**Plan to Monitor Progress Toward the Goal**

Assessments

**Person or Persons Responsible**
Leadership Team

**Target Dates or Schedule:**
Bi-Weekly

**Evidence of Completion:**
Data Tracker

**G6.** The results of the 2012-2013 Geometry EOC assessments indicate that 64% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1-2 percentage points.

**Targets Supported**
- Geometry EOC

**Resources Available to Support the Goal**
- Pearson Curriculum Carnegie Mathletics

**Targeted Barriers to Achieving the Goal**
- Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

**Plan to Monitor Progress Toward the Goal**

Assessments

**Person or Persons Responsible**
Leadership Team

**Target Dates or Schedule:**
Bi-Weekly

**Evidence of Completion:**
Data Tracker

**G7.** The results of the 2013 Biology EOC Assessment indicate that 42% of students scored at a level 3 or above. Our goal is to increase student proficiency by 1 percentage point to 43% on the 2014 Biology EOC.

**Targets Supported**
- Science - Biology 1 EOC

**Resources Available to Support the Goal**
- FCAT Explorer, Explore Learning Gizmos, Brain Pop, FCAT Coach, Lab Resource Materials, Pearson Curriculum

**Targeted Barriers to Achieving the Goal**
- Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, using data from Interim and Biology EOC and administrative walkthroughs

**Person or Persons Responsible**
Leadership Team

**Target Dates or Schedule:**
Quarterly

**Evidence of Completion:**
Data Trackers; Formative Assessments: Quarterly Interim Assessments; Classroom based assessments; technology reports; Summative: 2014 Biology EOC

**G8.** Our goal is to reduce the amount of students who miss 10% or more of available instructional time, students who receive two or more behavior referrals, and high school students with a GPA less than 2.0 to 4%.

**Targets Supported**
- EWS - High School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**
- Students are unaware of the consequences in the Miami-Dade County Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**Plan to Monitor Progress Toward the Goal**

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Suspension and Academic Reports

**G9.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain 52% proficiency.

**Targets Supported**

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

**Resources Available to Support the Goal**

- The SpringBoard curriculum is implemented in all Reading courses and the Pearson Curriculum is implemented in all Language Arts courses. All Level 1 and Level 2 students are enrolled in an intensive reading course. Reading Plus is implemented in all Reading classes as well as in the home environment as mandatory home learning. All teachers are trained for reading in the content area. A certified Reading coach has been employed to model lessons to teachers, to conduct professional development, and to properly implement the Comprehensive Reading Plan. FAIR assessment data is used to differentiate instruction. Teachers incorporate the FCAT Task Cards in all classes.

**Targeted Barriers to Achieving the Goal**

- The Hispanic subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Information Text/ Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

- The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

- As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was 84%. Students are in need of additional reading intervention and acceleration.

- As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was 84%. Students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instruction strategies based on FAIR data hindered progress.

**Plan to Monitor Progress Toward the Goal**

Following FCIM model, using data from Interim Assessments and FCAT 2.0 and administrative walkthroughs

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Data Tracker, Quarterly Interim Assessments, 2014 FCAT 2.0 Reading Assessment

**G10.** On the 2013 administration of the FCAT Writing Test, 63% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase students scoring 3.5 or above by 4 percentage points to 67%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- SpringBoard, Pearson Curriculum, FCAT 2.0 Anchor Papers, NGSSS and CCSS New Writing Standards

**Targeted Barriers to Achieving the Goal**

- Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**Plan to Monitor Progress Toward the Goal**

Weekly Writing Assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Data Tracker

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** The results of the 2013 FCAT 2.0 Mathematice Assessment indicate that 70% of students showed learning gains, including the lowest 25%. Our goal for the 2013-2014 school year is to increase the learning gains by 3 percentage points.

**G1.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test ws the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity, and measurement.

**G1.B1.S1** Students in mathematics classes will construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

### Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunities and adjust instruction to meet student needs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

**Facilitator:**

Gregory Oldacre

**Participants:**

All Teachers

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

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessments: Quarterly Interim Assessments; Classroom based assessments; tecnology reports

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

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessments: Quarterly Interim Assessment; Classroom based assessments; technology reports

**G2.** In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 10%.

**G2.B1** Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fairs, etc.

**G2.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e, Science Fair, Mathletics, etc.)

### Action Step 1

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessment; technology reports

**Facilitator:**

Gregory Oldacre and Juan Mendez

**Participants:**

All Teachers

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

Administrators and Science Chair will look for increased participation in school site STEM competitions

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

STEM competitions

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

Science Chair and Science Fair Coordinator will monitor Science teachers to ensure fidelity of STEM related student projects

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student work and site generated assessments

**G3.** The school will increase CTE course participation by 10%.

**G3.B1** Due to the amount of students receiving intensive instruction in Reading and Mathematics due to poor performance on FCAT 2.0 Assessments, students may not have space in their schedule to take an elective course or participate in the academies.

**G3.B1.S1** Courses will be promoted by CTE teachers and counselors through parent open houses.

### Action Step 1

Emphasis will be placed on the importance of industry certification and the opportunity to obtain a Gold Seal on high school diploma.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Practice Tests will be fiven periodically; Industry Certification Exam

### Facilitator:

Monica De La Rosa

### Participants:

All Teachers

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

Students completing Law Studies or Child Development will be enrolled in subsequent courses to ensure program completion

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Practice Tests for Industry Certification; Industry Certification

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

CTE teachers and counselors will monitor course selection to ensure program completion

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Practice Tests for Industry Certification; Industry Certification Exam

**G4.** Our goal is to have 80% of our 144 parents participate regularly in parent engagement opportunities.

**G4.B1** Barriers: parental involvement suffers due to lack of publicity for some school events and language barriers in communication

**G4.B1.S1** Promote any and all school events through the school website and flyers sent home.

### Action Step 1

will update school website and send texts via Remind 101 to notify parents of school events`

### Person or Persons Responsible

School website coordinator

### Target Dates or Schedule

periodically in relation to school events

### Evidence of Completion

Website status

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

monitor

**Person or Persons Responsible**

Community involvement delegate

**Target Dates or Schedule**

will bi-weekly

**Evidence of Completion**

website updates and compare to school calendar.

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

review sign in sheets for school events

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

increased number of parents signing in to school events

**Plan to Monitor Fidelity of Implementation of G4.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G4.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G5.** The results of the 2012-2013 Algebra 1 EOC assessments indicate that 75% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1 percentage point.

**G5.B1** Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

**G5.B1.S1** Provide opportunities for students to: (1) solve real-world problems using quadratic equations (2) solve algebraic problems in real-world and mathematical contexts by adding, subtracting, multiplying, and dividing radical expressions and simplify the results.

**Action Step 1**

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers, Student work and site generated assessment; technology reports

**Facilitator:**

Gregory Oldacre

**Participants:**

All Teachers

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

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative ASsessments: Quarterly Interim Assessments; classroom based assessments; technology reports.

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

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessments: Quarterly Interim Assessments; classroom based assessments; technology reports

**G6.** The results of the 2012-2013 Geometry EOC assessments indicate that 64% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1-2 percentage points.

**G6.B1** Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

**G6.B1.S1** Provide opportunities for students to practice the content so they will be able to: (1) Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides (2) Use properties of congruent and similar polygons to solve mathematical or real-world problems.

### Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunigies and adjust instruction appropriately to meet student needs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

**Facilitator:**

Gregory Oldacre

**Participants:**

All Teachers

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

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

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessments: Quarterly interim assessments; classroom based assessments; technology reports

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

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessments: Quarterly Interim Assessments; classroom based assessments; technology reports

**G7.** The results of the 2013 Biology EOC Assessment indicate that 42% of students scored at a level 3 or above. Our goal is to increase student proficiency by 1 percentage point to 43% on the 2014 Biology EOC.

**G7.B1** Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

**G7.B1.S1** Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing guides and the Biology Test Item Specifications.

### Action Step 1

Schedule weekly laboratory experiements for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

**Facilitator:**

Brenda Treto

**Participants:**

All Teachers

**Action Step 2**

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

**Facilitator:**

Brenda Treto

**Participants:**

All Teachers

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

Data analysis based on on-going classroom and quarterly Interim Assessments. The Science Department Chair will monitor and review lab reports for fidelity and Interim Assessment Data

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative: Lab Reports; District Interim Assessments

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

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessment: Quarterly Interim Assessments; Classroom based assessments; technology reports

**G8.** Our goal is to reduce the amount of students who miss 10% or more of available instructional time, students who receive two or more behavior referrals, and high school students with a GPA less than 2.0 to 4%.

**G8.B1** Students are unaware of the consequences in the Miami-Dade County Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**G8.B1.S1** The administration will continue to implement the progressive school discipline and academic plan.

**Action Step 1**

The Office Staff will progress monitor the academic performance of at-risk students and report findings to the Leadership Team for further assistance.

**Person or Persons Responsible**

Office Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Suspension and Academic Reports

**Facilitator:**

Monica De La Rosa

**Participants:**

All Teachers

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

A reward system will be established to recognize students for perfect attendance, academic progress, and behavior

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Suspension and Academic Reports

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

Following the FCIM model, quarterly data reports will be reviewed

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Suspension and Academic Reports

**G9.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain 52% proficiency.

**G9.B1** The Hispanic subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Information Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

**G9.B1.S1** Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delinate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### Action Step 1

Reading teachers will use the College Board SpringBoard curriculum and Language Arts teachers will use Pearson curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment; technology reports

**Facilitator:**

Betty Portugal

**Participants:**

All Teachers

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

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

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers; Assessment(s): Formative Quarterly Interim Assessments, SpringBoard Embedded Assessments. Summative: 2014 FCAT 2.0 Reading Assessment

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

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers, Quarterly Interim Assessments, 2014 FCAT Reading Assessment

**G9.B2** The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

**G9.B2.S1** Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### Action Step 1

Reading teachers will use the College Board SpringBoard curriculum and Language Arts teachers will use the Pearson curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work and site generated assessments, including technology reports.

**Facilitator:**

Betty Portugal

**Participants:**

All Teachers

### Plan to Monitor Fidelity of Implementation of G9.B2.S1

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative Assessment: Quarterly Interim Assessments; classroom based assessments; technology reports

**Plan to Monitor Effectiveness of G9.B2.S1**

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers, Formative: Quarterly Interim assessments; classroom based assessments; technology reports

**G9.B3** As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was 84%. Students are in need of additional reading intervention and acceleration.

**G9.B3.S1** The school will implement the Reading Plus 4.0 in all Reading and Language Arts classes, as well as, mandatory home learning instruction. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

### Action Step 1

Reading and Language Arts teachers will use the Reading Plus to incorporate the strategies. Teachers should emphasize instruction that thelps students build stronger arguments to suppor their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student work and site generated assessment; technology reports

### Facilitator:

Betty Portugal

### Participants:

All Teachers

**Plan to Monitor Fidelity of Implementation of G9.B3.S1**

Data analysis based on on-going classroom and quarterly Interim Assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

**Plan to Monitor Effectiveness of G9.B3.S1**

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers; Formative assessments: Quarterly Interim Assessments; Classroom based assessments; technology reports

**G9.B4** As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was 84%. Students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instruction strategies based on FAIR data hindered progress.

**G9.B4.S1** The school will implement the Reading Plus 2.0 in all Language Arts and Reading classes. Teachers will use FAIR data to differentiate instruction in Language Arts and Intensive Reading classes. Teachers will meet to discuss the FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading block.

### Action Step 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers, student work and site generated assessment; technology reports

**Facilitator:**

Betty Portugal

**Participants:**

All Teachers

## Plan to Monitor Fidelity of Implementation of G9.B4.S1

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

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Trackers, Formative Assessments: Quarterly Interim Assessment; Classroom based assessments; technology reports

**Plan to Monitor Effectiveness of G9.B4.S1**

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers; Formative Assessments: Quarterly Interim Assessments; Classroom based assessments; technology reports

**G10.** On the 2013 administration of the FCAT Writing Test, 63% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase students scoring 3.5 or above by 4 percentage points to 67%.

**G10.B1** Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**G10.B1.S1** Students self-assess using writing rubrics and anchor papers. Students will maintain a portfolio of weekly writing samples that address either a persuasive or expository prompt. In addition, students will work in small-groups as a means of intervention for our struggling writers.

### Action Step 1

Teachers will use the NGSSS and CCSS to implement the writing process to address both persuasive and expository prompts, as well as, to respond to literature in preparation for the Common Core Standards.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessment

### Facilitator:

Kellye Rodney

### Participants:

All Teachers

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

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers, Formative Assessments: Quarterly Writing Assessments; classroom based assessments; technology reports

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

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

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data Trackers, Formative Assessments: Monthly Writing Assessment; Classroom based assessments; technology reports

## 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.** The results of the 2013 FCAT 2.0 Mathematice Assessment indicate that 70% of students showed learning gains, including the lowest 25%. Our goal for the 2013-2014 school year is to increase the learning gains by 3 percentage points.

**G1.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test ws the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity, and measurement.

**G1.B1.S1** Students in mathematics classes will construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

### PD Opportunity 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunities and adjust instruction to meet student needs.

**Facilitator**

Gregory Oldacre

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

**G2.** In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 10%.

**G2.B1** Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fairs, etc.

**G2.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e, Science Fair, Mathletics, etc.)

### PD Opportunity 1

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

#### Facilitator

Gregory Oldacre and Juan Mendez

#### Participants

All Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data Trackers; Student work and site generated assessment; technology reports

**G3.** The school will increase CTE course participation by 10%.

**G3.B1** Due to the amount of students receiving intensive instruction in Reading and Mathematics due to poor performance on FCAT 2.0 Assessments, students may not have space in their schedule to take an elective course or participate in the academies.

**G3.B1.S1** Courses will be promoted by CTE teachers and counselors through parent open houses.

### PD Opportunity 1

Emphasis will be placed on the importance of industry certification and the opportunity to obtain a Gold Seal on high school diploma.

**Facilitator**

Monica De La Rosa

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Practice Tests will be fiven periodically; Industry Certification Exam

**G5.** The results of the 2012-2013 Algebra 1 EOC assessments indicate that 75% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1 percentage point.

**G5.B1** Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

**G5.B1.S1** Provide opportunities for students to: (1) solve real-world problems using quadratic equations (2) solve algebraic problems in real-world and mathematical contexts by adding, subtracting, multiplying, and dividing radical expressions and simplify the results.

### PD Opportunity 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs

#### Facilitator

Gregory Oldacre

#### Participants

All Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data Trackers, Student work and site generated assessment; technology reports

**G6.** The results of the 2012-2013 Geometry EOC assessments indicate that 64% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1-2 percentage points.

**G6.B1** Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

**G6.B1.S1** Provide opportunities for students to practice the content so they will be able to: (1) Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides (2) Use properties of congruent and similar polygons to solve mathematical or real-world problems.

### PD Opportunity 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunigies and adjust instruction appropriately to meet student needs.

#### Facilitator

Gregory Oldacre

#### Participants

All Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data Trackers; Student work and site generated assessments; technology reports

**G7.** The results of the 2013 Biology EOC Assessment indicate that 42% of students scored at a level 3 or above. Our goal is to increase student proficiency by 1 percentage point to 43% on the 2014 Biology EOC.

**G7.B1** Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

**G7.B1.S1** Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing guides and the Biology Test Item Specifications.

### PD Opportunity 1

Schedule weekly laboratory experiements for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students.

**Facilitator**

Brenda Treto

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

### PD Opportunity 2

Schedule weekly laboratory experiements for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students.

**Facilitator**

Brenda Treto

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers; Student work and site generated assessments; technology reports

**G8.** Our goal is to reduce the amount of students who miss 10% or more of available instructional time, students who receive two or more behavior referrals, and high school students with a GPA less than 2.0 to 4%.

**G8.B1** Students are unaware of the consequences in the Miami-Dade County Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**G8.B1.S1** The administration will continue to implement the progressive school discipline and academic plan.

### PD Opportunity 1

The Office Staff will progress monitor the academic performance of at-risk students and report findings to the Leadership Team for further assistance.

**Facilitator**

Monica De La Rosa

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Suspension and Academic Reports

**G9.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain 52% proficiency.

**G9.B1** The Hispanic subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Information Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

**G9.B1.S1** Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delinate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### PD Opportunity 1

Reading teachers will use the College Board SpringBoard curriculum and Language Arts teachers will use Pearson curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

**Facilitator**

Betty Portugal

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment; technology reports

**G9.B2** The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

**G9.B2.S1** Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### PD Opportunity 1

Reading teachers will use the College Board SpringBoard curriculum and Language Arts teachers will use the Pearson curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

**Facilitator**

Betty Portugal

**Participants**

All Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work and site generated assessments, including technology reports.

**G9.B3** As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was 84%. Students are in need of additional reading intervention and acceleration.

**G9.B3.S1** The school will implement the Reading Plus 4.0 in all Reading and Language Arts classes, as well as, mandatory home learning instruction. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

### PD Opportunity 1

Reading and Language Arts teachers will use the Reading Plus to incorporate the strategies. Teachers should emphasize instruction that thelps students build stronger arguments to suppor their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

**Facilitator**

Betty Portugal

**Participants**

All Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work and site generated assessment; technology reports

**G9.B4** As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was 84%. Students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instruction strategies based on FAIR data hindered progress.

**G9.B4.S1** The school will implement the Reading Plus 2.0 in all Language Arts and Reading classes. Teachers will use FAIR data to differentiate instruction in Language Arts and Intensive Reading classes. Teachers will meet to discuss the FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading block.

### PD Opportunity 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

**Facilitator**

Betty Portugal

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Trackers, student work and site generated assessment; technology reports

**G10.** On the 2013 administration of the FCAT Writing Test, 63% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase students scoring 3.5 or above by 4 percentage points to 67%.

**G10.B1** Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**G10.B1.S1** Students self-assess using writing rubrics and anchor papers. Students will maintain a portfolio of weekly writing samples that address either a persuasive or expository prompt. In addition, students will work in small-groups as a means of intervention for our struggling writers.

### PD Opportunity 1

Teachers will use the NGSSS and CCSS to implement the writing process to address both persuasive and expository prompts, as well as, to respond to literature in preparation for the Common Core Standards.

**Facilitator**

Kellye Rodney

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment

## 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 | $0 |
| Total | | $0 | $0 |

### Budget Details

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

**G1.** The results of the 2013 FCAT 2.0 Mathematice Assessment indicate that 70% of students showed learning gains, including the lowest 25%. Our goal for the 2013-2014 school year is to increase the learning gains by 3 percentage points.

**G1.B1** The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test ws the Geometry and Measurement Reporting Category. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity, and measurement.

**G1.B1.S1** Students in mathematics classes will construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

### Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunities and adjust instruction to meet student needs.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G2.** In order to engage students in the problem solving process, the number of students participating in Project Based Learning in STEM will increase by 10%.

**G2.B1** Our students have limited individual guidance time from teachers to promote their participation in STEM related competitions such as Science Fairs, etc.

**G2.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e, Science Fair, Mathletics, etc.)

### Action Step 1

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

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G3.** The school will increase CTE course participation by 10%.

**G3.B1** Due to the amount of students receiving intensive instruction in Reading and Mathematics due to poor performance on FCAT 2.0 Assessments, students may not have space in their schedule to take an elective course or participate in the academies.

**G3.B1.S1** Courses will be promoted by CTE teachers and counselors through parent open houses.

### Action Step 1

Emphasis will be placed on the importance of industry certification and the opportunity to obtain a Gold Seal on high school diploma.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G5.** The results of the 2012-2013 Algebra 1 EOC assessments indicate that 75% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1 percentage point.

**G5.B1** Students experienced difficulty in the area of quadratic functions and radical equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC, students had the most difficulty with the reporting category: Rational, Radicals, Quadratics, and Discrete Mathematics.

**G5.B1.S1** Provide opportunities for students to: (1) solve real-world problems using quadratic equations (2) solve algebraic problems in real-world and mathematical contexts by adding, subtracting, multiplying, and dividing radical expressions and simplify the results.

### Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G6.** The results of the 2012-2013 Geometry EOC assessments indicate that 64% of students are at Level 3 or above. Our goal for the 2013-2014 school year is to increase the number of students achieving a Level 3 or above by 1-2 percentage points.

**G6.B1** Students need more experience finding measures and determining characteristics of geometric shapes. The results of the 2013 Geometry EOC indicate that students had significant difficulties with the reporting category: Two-Dimensional Geometry.

**G6.B1.S1** Provide opportunities for students to practice the content so they will be able to: (1) Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides (2) Use properties of congruent and similar polygons to solve mathematical or real-world problems.

### Action Step 1

Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunigies and adjust instruction appropriately to meet student needs.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G7.** The results of the 2013 Biology EOC Assessment indicate that 42% of students scored at a level 3 or above. Our goal is to increase student proficiency by 1 percentage point to 43% on the 2014 Biology EOC.

**G7.B1** Based on the 2013 Biology EOC exam, we anticipate our barrier to be student understanding of molecular and cellular biology.

**G7.B1.S1** Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing guides and the Biology Test Item Specifications.

### Action Step 1

Schedule weekly laboratory experiements for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

### Action Step 2

Schedule weekly laboratory experiements for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide writing support for students.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G8.** Our goal is to reduce the amount of students who miss 10% or more of available instructional time, students who receive two or more behavior referrals, and high school students with a GPA less than 2.0 to 4%.

**G8.B1** Students are unaware of the consequences in the Miami-Dade County Code of Student Conduct and Somerset Academy South Homestead's Parent Contract.

**G8.B1.S1** The administration will continue to implement the progressive school discipline and academic plan.

### Action Step 1

The Office Staff will progress monitor the academic performance of at-risk students and report findings to the Leadership Team for further assistance.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G9.** The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of students achieved level 3 or above proficiency. Our goal for the 2013-2014 school year is to maintain 52% proficiency.

**G9.B1** The Hispanic subgroup did not make their AMO for 2013. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Information Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.

**G9.B1.S1** Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delinate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### Action Step 1

Reading teachers will use the College Board SpringBoard curriculum and Language Arts teachers will use Pearson curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G9.B2** The area of deficiency for students scoring a Level 4 as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to assess, organize, synthesize and evaluate the validity and reliability information to be successful readers.

**G9.B2.S1** Students will use research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and will identify false statements and fallacious reasoning.

### Action Step 1

Reading teachers will use the College Board SpringBoard curriculum and Language Arts teachers will use the Pearson curriculum to incorporate the strategies. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G9.B3** As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was 84%. Students are in need of additional reading intervention and acceleration.

**G9.B3.S1** The school will implement the Reading Plus 4.0 in all Reading and Language Arts classes, as well as, mandatory home learning instruction. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

### Action Step 1

Reading and Language Arts teachers will use the Reading Plus to incorporate the strategies. Teachers should emphasize instruction that thelps students build stronger arguments to suppor their answers. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical and close reading of informational text.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G9.B4** As noted in the 2013 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains was 84%. Students are in need of additional reading intervention and acceleration. The need for additional professional development on differentiated instruction strategies based on FAIR data hindered progress.

**G9.B4.S1** The school will implement the Reading Plus 2.0 in all Language Arts and Reading classes. Teachers will use FAIR data to differentiate instruction in Language Arts and Intensive Reading classes. Teachers will meet to discuss the FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading block.

### Action Step 1

Students will benefit from working with vocabulary word maps that are semantically related. These will help students practice prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G10.** On the 2013 administration of the FCAT Writing Test, 63% of the students in the 10th grade scored Level 3.5 or above. Our goal for the 2013-2014 FCAT Writing Test is to increase students scoring 3.5 or above by 4 percentage points to 67%.

**G10.B1** Students lack a variety of sentence structures and lack appropriate and thorough support in their writing samples.

**G10.B1.S1** Students self-assess using writing rubrics and anchor papers. Students will maintain a portfolio of weekly writing samples that address either a persuasive or expository prompt. In addition, students will work in small-groups as a means of intervention for our struggling writers.

### Action Step 1

Teachers will use the NGSSS and CCSS to implement the writing process to address both persuasive and expository prompts, as well as, to respond to literature in preparation for the Common Core Standards.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**