

# School Improvement Plan (SIP)

## CHARTER SCHOOL VERSION

Proposed for 2018-2019

*A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.*

School Name: Somerset Academy Key Middle School School Location Number: 5413

Current Grades Served: Grades 6-8 Contract Grades Served: Grades 6-8 Year School Opened: 2013-2014

## 2018-2019 SCHOOL IMPROVEMENT PLAN

### *PART 1: Current School Information*

#### **School Information**

<b>Complete School Name: Somerset Academy Key Middle School</b>	<b>District Name: Broward</b>
<b>School Location Number (MSID): 5413</b>	
<b>Principal: Dennis Mulrooney</b>	<b>District Superintendent: Robert Runcie</b>
<b>Governing Board Member(s): Lourdes Isla Marrerro (Chair)</b>	<b>Date of School Board Charter Approval: 2013</b> <b>Date of Most Recent School Board Charter Amendment: 2018</b>

#### **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[School Accountability Reports](#)

**Administrators**

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)					
Principal	Dennis Mulrooney	Masters of Science in Educational Leadership  Bachelor of Arts in Elementary Education	2	6	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	
					School Number	5413	5413	6009	6009	5406
					School Grade	D	C	C	C	A
					FCAT/FSA Reading Proficiency	43	46	50%	46%	78%
					Lowest 25% Gains	41	57	68%		82%
					FCAT/FSA Math Proficiency	30	36	48%	45%	83%
					Lowest 25% Gains	31	37	54%		79%
					Writing Proficiency					60%
FCAT Science Proficiency	32	32	52%	51%	50%					
Assistant Principal	Tannia Rodriguez	Bachelors Elementary Education (K-5)  Masters in Reading (K-12)  Specialist in Educational Leadership  ESOL Endorsement	3	3	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	
					School Number	5413	5413	6047	6047	5406
					School Grade	D	C	A	A	A
					FCAT/FSA Reading Proficiency	43	46	70%	65%	78%
					Lowest 25% Gains	41	57	62%		82%
					FCAT/FSA Math Proficiency	30	36	70%	74%	83%
					Lowest 25% Gains	31	37	72%		79%
					Writing Proficiency					60%
FCAT Science Proficiency	32	32	46%	55%	50%					

**Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):**

List your school’s Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)				
Lead Teacher/ ESOL Coordinator	Marissa Turner	Educational Specialist in Educational Leadership	3	3	<b>2017-2018</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>	
		Masters in Elementary Education			School Number	5413	5413	6047	6047
		Bachelors of Science in Psychology			School Grade	D	C	A	A
		ESE Endorsement			FCAT/FSA Reading Proficiency	43	46	70%	65%
		ESOL Endorsement			Lowest 25% Gains	41	57	62%	
	FCAT/FSA Math Proficiency	30	36	70%	74%				
		Lowest 25% Gains	31	37	72%				
		Writing Proficiency							
		FCAT Science Proficiency	32	32	46%	55%			
Curriculum Coach	Tatiana Hernandez	Masters in Educational Leadership	2	2	<b>2017-2018</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>	
		Bachelors Elementary Education (K-6)			School Number	5413	3030	3030	3030
		ESOL Endorsement			School Grade	D	A	A	A
					FCAT/FSA Reading Proficiency	43	87%	85%	84%
					Lowest 25% Gains	41	57%	66%	
					FCAT/FSA Math Proficiency	30	91%	91%	87%
					Lowest 25% Gains	31	72%	74%	
	Writing Proficiency								
	FCAT Science Proficiency	32	78%	82%	82%				

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BRACE Advisor/ School Counselor	Ben Tessler	Bachelor in Psychology	2	1	<b>2017- 2018</b>	<b>2016- 2017</b>	
		Masters in Clinical Mental Health Counseling & School Counseling			School Number	5413	5413
		School Counseling (K- 12)			School Grade	D	C
					FCAT/FSA Reading Proficiency	43	46
					Lowest 25% Gains	41	57
					FCAT/FSA Math Proficiency	30	36
					Lowest 25% Gains	31	37
					Writing Proficiency		
					FCAT Science Proficiency	32	32
ESE Specialist/ RtI Coordinator	Karen Davis- Torrence	Master of Science Mental Health Counseling ESE K-12 Elementary Education K-6	1 month	1 month	<b>2017- 2018</b>	<b>2016- 2017</b>	
					School Number	5023	5023
					School Grade	A	D
					FCAT/FSA Reading Proficiency	48	41
					Lowest 25% Gains	55	48
					FCAT/FSA Math Proficiency	51	30
					Lowest 25% Gains	71	46
					Writing Proficiency		
					FCAT Science Proficiency	44	30

## ***PART 2: Required Components of the School Improvement Plan for Charter Schools***

### ***1. Mission Statement***

*Provide your school's mission statement as stated in the approved application or most recent charter programmatic renewal.*

Somerset Academy Key promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in an environment that gives them a competitive advantage for post-secondary success.

#### **Our Vision:**

Somerset Academy is dedicated to providing equitable, high-quality education for all students.

#### **Our Purpose:**

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in a safe and enriching environment.

#### **Core Beliefs:**

##### **We believe...**

- Students should be in a safe, caring, and positive school environment to learn.
- In setting high academic and social expectations for all stakeholders.
- In providing opportunities for success, learning, and leadership for all stakeholders.
- In differentiating instruction for all learners.
- Instruction should be data-driven, standards-based, individualized, and student-centered.
- In fun, innovative, and meaningful teaching approaches that produce a life-long passion for learning.
- In hands-on, project-based, and multi-media instructional delivery methods.
- That students should learn to think critically, to problem-solve, and to understand and embrace diversity so that they contribute, both locally and globally, to an ever-changing society.
- That parent and community involvement are essential and directly correlate to each child's academic success.
- That all stakeholders share in the responsibility and accountability for student development.

**2. Academic Data**

Provide **detailed** student academic data by subgroups for **the most recent three (3) years** that includes **state mandated assessments** (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and **progress monitoring assessments** that are required to be administered three times per year (FAIR-FS, BAS, iReady, etc.), if available. **Organize all student achievement data by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data:

**Not Applicable**

3-5 Academic Data:

**Not Applicable**

6-8 Academic Data:

**Table 1: 2018-2019 Florida Assessment for Instruction in Reading (FAIR) API Data**

Florida Assessment for Reading Instruction (FAIR)- Assessment Period 1					
Probability of Student Success					
	Students Assessed	High (Green)	Medium (Yellow)	Low (Red)	
<b>Grade 6</b>	74	1	59	39	
<b>Grade 7</b>	80	7	73	20	
<b>Grade 8</b>	63	25	41	34	
Mean Percentile					
	Student Assessed	Word Recognition	Vocabulary Knowledge	Reading Comprehension	Syntactic Knowledge
<b>Grade 6</b>	74	52nd	34th	16th	43rd
<b>Grade 7</b>	80	70th	28th	21st	14th
<b>Grade 8</b>	63	98th	16th	3rd	23rd

**Table 2: 2018-2019 iReady Reading Diagnostic Data AP1 Data**

2018-2019 iReady Reading Diagnostic: Assessment Period 1									
		Overall Reading Level		Phonological Awareness		Phonic		High Frequency Words	
	Student Assessed	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level
<b>Grade 6</b>	135	555	78%	NA	NA	470	17%	371	3%
<b>Grade 7</b>	147	569	74%	NA	NA	447	12%	394	3%
<b>Grade 8</b>	138	587	72%	NA	NA	475	10%	359	<1%
		Vocabulary		Comprehension: Lit.		Comprehension: I.T.			
	Student Assessed	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level		
<b>Grade 6</b>	135	568	74%	554	78%	544	78%		
<b>Grade 7</b>	147	580	71%	571	67%	557	76%		
<b>Grade 8</b>	138	598	67%	587	70%	575	77%		

**Table 3: 2018-2019 iReady Reading Diagnostic Data AP1 Data**

2018-2019 iReady Mathematics Diagnostic: Assessment Period 1							
		Overall Mathematics Level		Number and Operations		Algebra and Algebraic Think.	
	Student Assessed	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level
<b>Grade 6</b>	135	479	72%	481	66%	478	72%
<b>Grade 7</b>	147	473	90%	475	83%	476	84%
<b>Grade 8</b>	138	471	95%	475	92%	474	93%
		Measurement and Data		Geometry			
	Student Assessed	Avr. Scale Score	% Below Level	Avr. Scale Score	% Below Level		
<b>Grade 6</b>	135	481	56%	474	76%		
<b>Grade 7</b>	147	470	82%	471	84%		
<b>Grade 8</b>	138	468	85%	467	94%		



The following data provides a breakdown of points provided for each component when evaluating Somerset Academy Key’s school grade. Hermes Ortiz, the data analyst for Academic, Somerset’s Educational Service Provider, created the chart for the school. In 2018, Somerset Key was graded on nine different components. The ELA, Math, Science, and Social Studies components were given points based on the percent proficiency within each subject area according to the FSA/EOC scores. Middle School Acceleration points are given to school based on the number of students enrolled in Advanced Acceleration, Dual Enrollment, and our Career Technical Education (CTE) courses. Lastly, the school was graded based on the learning gains made by all of the students and specific to students in the lowest 25%.

**Table 4: Somerset Academy Key Middle School Data for School Grade Calculation**

SOMERSET ACADEMY KEY MIDDLE SCHOOL		2014-2015 Baseline	2015-2016	2016-2017	2017-2018
Proficiency	ELA	14	39	46	43
	Math	29	22	36	30
	Science			32	23
	Social Studies			60	60
	Middle School Acceleration			46	23
	Graduation				
	HS Acceleration				
	<b>Total Points</b>	43	61	220	179
Learning Gains	ELA LG		41	55	46
	ELALG 25			57	41
	Math LG		29	43	33
	MathLG 25			37	31
	<b>Total Points</b>		70	192	151
Total Points and Letter Grade	<b>Total points</b>	43	131	412	330
	<b>Nr.of Components</b>	2	4	9	9
	<b>% Score</b>	22%	33%	46%	37%
	<b>Letter Grade</b>	F	D	C	D
Ranked State Wide on % Score		77	62	47	57

The following data provides a breakdown of English Language Arts/ Reading student performance results on various summative assessments for the past three years.  
**English Language Arts Florida Standards Assessment Data Score Analysis**

**Table 5: FSA ELA Scores by Percent of Students within Each Level**

English Language Arts Florida Standards Assessment Data							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 6 FSA ELA	152	26	33	23	14	4	41
Grade 7 FSA ELA	134	34	25	21	13	7	41
Grade 8 FSA ELA	88	30	27	25	13	5	41
English Language Arts Florida Standards Assessment Data							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 6 FSA ELA	149	24	33	24	16	3	43
Grade 7 FSA ELA	93	19	28	30	17	5	53
Grade 8 FSA ELA	95	33	25	27	9	5	42
English Language Arts Florida Standards Assessment Data							
Spring 2016 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 6 FSA ELA	20	30	35	25	10	0	35

\* Somerset Academy Key was formerly known as Somerset Academy Pompano during the 2015-2016 school, which consisted of one classroom of 20 sixth grade students. Please refer to the Student Performance Data Analysis section (section 4) for further clarification.

**English Language Arts Florida Standards Assessment Data Results Illustrating Proficiency on Each ELA Reporting Category by Grade Level**

**Table 6: FSA ELA Percent Proficiency Scores by Reporting Categories**

English Language Arts Florida Standards Assessment Data						
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category						
	Number of Students	Key Ideas and Details	Craft and Structure	Integration of Knowledge	Language and Editing	Text-based Writing
Grade 6 FSA ELA	152	46	50	36	75	50
Grade 7 FSA ELA	134	43	50	37	62	60
Grade 8 FSA ELA	88	46	57	44	77	60

English Language Arts Florida Standards Assessment Data						
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category						
	Number of Students	Key Ideas and Details	Craft and Structure	Integration of Knowledge	Language and Editing	Text-based Writing
Grade 6 FSA ELA	149	47	57	55	67	50
Grade 7 FSA ELA	93	42	53	50	73	50
Grade 8 FSA ELA	95	47	80	55	80	60

English Language Arts Florida Standards Assessment Data						
Spring 2016 Assessment- Percent Proficiency Earned by Reporting Category						
	Number of Students	Key Ideas and Details	Craft and Structure	Integration of Knowledge	Language and Editing	Text-based Writing
Grade 6 FSA ELA	20	42	45	40	63	60

*\*Somerset Academy Key was formerly known as Somerset Academy Pompano during the 2015-2016 school, which consisted of one classroom of 20 sixth grade students. Please refer to the Student Performance Data Analysis section (section 4) for further clarification.*

**I-Ready Reading On-Going Progress Monitoring Results**  
**Table 7: I-Ready Reading Diagnostic Results by Year (Grades 6-7)**

Grade 6 I Ready Reading Diagnostic Data Results						
2017-2018 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 120		Number of Students Assessed:142		Number of Students Assessed: 154	
	Average Scale Score	% Students Below L	Average Scale Score	% Students Below L	Average Scale Score	% Students Below Level
Overall Reading Level	546	83	559	75	571	69
Phonological Awareness	NA	0	NA	0	NA	0
Phonics	471	15	483	14	454	8
High Frequency Words	396	2	445	1	396	1
Vocabulary	561	76	564	70	579	62
Comprehension: Lit.	548	78	561	70	574	63
Comprehension: I.T.	528	88	552	75	559	73

Grade 6 I Ready Reading Diagnostic Data Results						
2016-2017 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 129		Number of Students Assessed: 129		Number of Students Assessed: 134	
	Average Scale Score	% Students Below L	Average Scale Score	% Students Below L	Average Scale Score	% Students Below Level
Overall Reading Level			559	81	568	69
Phonological Awareness			NA	0	NA	0
Phonics			487	29	496	28
High Frequency Words			408	2	386	2
Vocabulary			532	84	575	68
Comprehension: Lit.			566	73	573	60
Comprehension: I.T.			550	81	558	67

Grade 7 I Ready Reading Diagnostic Data Results						
2017-2018 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 112		Number of Students Assessed: 134		Number of Students Assessed: 141	
	Average Scale Score	% Students Below L	Average Scale Score	% Students Below L	Average Scale Score	% Students Below Level
Overall Reading Level	580	71	580	66	583	62
Phonological Awareness	NA	0	NA	0	NA	0
Phonics	477	7	497	7	502	7
High Frequency Words	480	<1	NA	0	455	<1
Vocabulary	581	71	582	68	589	64
Comprehension: Lit.	585	63	585	64	587	61
Comprehension: I.T.	574	67	575	69	573	70

Grade 7 I Ready Reading Diagnostic Data Results						
2016-2017 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed:		Number of Students Assessed: 88		Number of Students Assessed: 59	
	Average Scale Score	% Students Below L	Average Scale Score	% Students Below L	Average Scale Score	% Students Below Level
Overall Reading Level			558	78	564	71
Phonological Awareness			NA	0	NA	0
Phonics			485	31	485	32
High Frequency Words			342	3	376	3
Vocabulary			574	77	579	61
Comprehension: Lit.			562	74	563	75
Comprehension: I.T.			542	85	549	75

\*Somerset Academy Key was unable to retrieve I-Ready AP1 data during the 2016-17 school year due to the lack of technology within the school. The release of the CPS grants funds delayed the process of getting the equipment to the school in a timely manner. The technology was delivered and installed in December when AP2 assessment window opened.

**Table 8: I-Ready Reading Diagnostic Results by Year (Grade 8)**

Grade 8 I Ready Reading Diagnostic Data Results						
2017-2018 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 72		Number of Students Assessed: 71		Number of Students Assessed: 93	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Reading Level	573	75	576	65	558	71
Phonological Awareness	NA	0	NA	0	NA	0
Phonics	477	15	414	17	411	26
High Frequency Words	380	3	393	7	374	13
Vocabulary	586	67	591	58	579	59
Comprehension: Lit.	574	67	575	65	556	75
Comprehension: I.T.	560	75	565	72	544	74
Grade 8 I Ready Reading Diagnostic Data Results						
2016-2017 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed:		Number of Students Assessed: 88		Number of Students Assessed: 55	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Reading Level			586	77	574	71
Phonological Awareness			NA	0	NA	0
Phonics			516	14	498	27
High Frequency Words			NA	0	377	2
Vocabulary			597	70	599	67
Comprehension: Lit.			586	76	572	75
Comprehension: I.T.			573	82	553	82

**Florida Assessment for Instruction in Reading (FAIR) Assessment Results**

**Table 9: FAIR Assessment Results by Year (Grade 6)**

Grade 6 FAIR Assessment Data Results			
2017-2018 School Year			
Students Assessed	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
	144	102	102
Probability of Literacy Success			
High (Green)	10%	8%	17%
Medium (Yellow)	56%	52%	44%
Low (Red)	35%	40%	39%
Median Percentile Rank			
Word Recognition	53rd	54th	63rs
Vocabulary Knowledge	40th	45th	43rd
Reading Comprehension	17th	10th	12th
Syntactic Knowledge	50th	45th	58th
Grade 6 FAIR Assessment Data Results			
2016-2017 School Year			
Students Assessed	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
	NA	76	66
Probability of Literacy Success			
High (Green)		1%	5%
Medium (Yellow)		55%	58%
Low (Red)		45%	38%
Median Percentile Rank			
Word Recognition		44th	42nd
Vocabulary Knowledge		25th	34th
Reading Comprehension		12th	10th
Syntactic Knowledge		39th	52nd
Grade 6 FAIR Assessment Data Results			
2015-2016 School Year			
Students Assessed	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
	3	NA	NA
Probability of Literacy Success			
High (Green)	0%		
Medium (Yellow)	33%		
Low (Red)	67%		
Median Percentile Rank			
Word Recognition	41st		
Vocabulary Knowledge	20th		
Reading Comprehension	2nd		
Syntactic Knowledge	24th		
Grade 6 FAIR Assessment Data Results			
2014-2015 School Year			
Students Assessed	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
	21	22	23
Probability of Literacy Success			
High (Green)	5%	0%	0%
Medium (Yellow)	57%	45%	52%
Low (Red)	38%	55%	48%
Median Percentile Rank			
Word Recognition	39th	50th	37th
Vocabulary Knowledge	25th	29th	19th
Reading Comprehension	11th	5th	7th
Syntactic Knowledge	33rd	29th	42nd

\*Somerset Academy Key was unable to retrieve FAIR AP1 data during the 2016-17 school year due to the lack of technology within the school. The release of the CPS grants funds delayed the process of getting the equipment to the school in a timely manner. The technology was delivered and installed in December when AP2 assessment window opened.

**Table 10: FAIR Assessment Results by Year (Grade 7-8)**

Grade 7 FAIR Assessment Data Results			
2017-2018 School Year			
Students Assessed	134	119	99
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
<b>Probability of Literacy Success</b>			
High (Green)	29%	25%	10%
Medium (Yellow)	66%	71%	79%
Low (Red)	5%	3%	11%
<b>Median Percentile Rank</b>			
Word Recognition	34th	46th	50th
Vocabulary Knowledge	45th	46th	44th
Reading Comprehension	32nd	27th	10th
Syntactic Knowledge	34th	44th	38th
Grade 7 FAIR Assessment Data Results			
2016-2017 School Year			
Students Assessed	NA	55	31
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
<b>Probability of Literacy Success</b>			
High (Green)		9%	10%
Medium (Yellow)		82%	87%
Low (Red)		9%	3%
<b>Median Percentile Rank</b>			
Word Recognition		32nd	50th
Vocabulary Knowledge		44th	39th
Reading Comprehension		11th	10th
Syntactic Knowledge		26th	30th
Grade 8 FAIR Assessment Data Results			
2017-2018 School Year			
Students Assessed	91	80	36
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
<b>Probability of Literacy Success</b>			
High (Green)	21%	16%	6%
Medium (Yellow)	64%	65%	67%
Low (Red)	15%	19%	28%
<b>Median Percentile Rank</b>			
Word Recognition	56th	44th	43rd
Vocabulary Knowledge	44th	39th	43rd
Reading Comprehension	26th	21st	11th
Syntactic Knowledge	24th	28th	25th
Grade 8 FAIR Assessment Data Results			
2016-2017 School Year			
Students Assessed	NA	48	36
	Assessment Period 1 (AP1)	Assessment Period 2 (AP2)	Assessment Period 3 (AP3)
<b>Probability of Literacy Success</b>			
High (Green)		4%	0%
Medium (Yellow)		85%	92%
Low (Red)		10%	8%
<b>Median Percentile Rank</b>			
Word Recognition		28th	28th
Vocabulary Knowledge		33d	36th
Reading Comprehension		21st	9th
Syntactic Knowledge		16th	17th

**Mathematics Florida Standards Assessment Data Score Analysis**  
**Table 11: FSA Mathematics Scores by Percent of Students within Each Level**

Mathematics Florida Standards Assessment Data							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 6 FSA Math	153	46	27	17	10	0	27
Grade 7 FSA Math	130	45	28	17	9	1	27
Grade 8 FSA Math	76	45	29	22	2	2	26
Algebra I Grade 7	6	33	0	33	17	17	66
Algebra I Grade 8	6	0	17	50	33	0	83
Algebra II Grade 8	10	30	20	40	0	10	50
Mathematics Florida Standards Assessment Data							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 6 FSA Math	149	34	31	26	8	1	34
Grade 7 FSA Math	82	28	40	21	11	0	32
Grade 8 FSA Math	69	43	25	23	7	2	32
Algebra I Grade 7	9	0	22	56	22	0	78
Algebra I Grade 8	15	40	0	27	27	7	61
Algebra II Grade 8	10	30	20	40	0	10	50
Mathematics Florida Standards Assessment Data							
Spring 2016 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 6 FSA Math	20	35	45	15	5	0	20

\*Somerset Academy Key was formerly known as Somerset Academy Pompano during the 2015-2016 school, which consisted of one classroom of 20 sixth grade students. Please refer to the Student Performance Data Analysis section (section 4) for further clarification.



**Mathematics Florida Standards Assessment Data Results Illustrating Proficiency on Each Math Reporting Category by Grade Level**  
**Table 12: FSA Math Percent Proficiency Scores by Reporting Categories**

Mathematics Florida Standards Assessment Data						
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category						
	Number of Students	Ratio Proportional Rela.	Expression Equations	Geometry	Statistics and Probability	The Number System
Grade 6 FSA Math	152	50	33	25	45	33
Grade 7 FSA Math	129	35	25	23	44	22

Mathematics Florida Standards Assessment Data						
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category						
	Number of Students	Ratio Proportional Rela.	Expression Equations	Geometry	Statistics and Probability	The Number System
Grade 6 FSA Math	149	63	44	13	50	50
Grade 7 FSA Math	82	29	33	23	44	50

Mathematics Florida Standards Assessment Data						
Spring 2016 Assessment- Percent Proficiency Earned by Reporting Category						
	Number of Students	Ratio Proportional Rela.	Expression Equations	Geometry	Statistics and Probability	The Number System
Grade 6 FSA Math	20	29	34	31	32	33

Mathematics Florida Standards Assessment Data					
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Expression Equations	Functions	Geometry	Statistics and Probability
Grade 8 FSA Math	76	33	28	20	40

Mathematics Florida Standards Assessment Data					
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Expression Equations	Functions	Geometry	Statistics and Probability
Grade 8 FSA Math	69	33	36	27	45

**I-Ready Mathematics On-Going Progress Monitoring Results**

**Table 13: I-Ready Mathematics Diagnostic Results by Year (grades 6-7)**

Grade 6 I Ready Mathematics Diagnostic Data Results						
2017-2018 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 144		Number of Students Assessed: 107		Number of Students Assessed: 123	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Math Level	464	88	463	81	478	71
Number and Operations	466	84	462	82	476	71
Algebra and Algebraic Think.	470	84	470	77	482	63
Measurement and Data	459	81	462	72	476	62
Geometry	458	84	458	80	477	67
Grade 6 I Ready Mathematics Diagnostic Data Results						
2016-2017 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed:		Number of Students Assessed:48		Number of Students Assessed: 99	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Math Level			447	94	472	76
Number and Operations			449	94	473	70
Algebra and Algebraic Think.			453	96	477	69
Measurement and Data			442	96	473	68
Geometry			439	94	466	79
Grade 7 I Ready Mathematics Diagnostic Data Results						
2017-2018 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 123		Number of Students Assessed: 119		Number of Students Assessed: 55	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Math Level	469	93	473	87	459	91
Number and Operations	471	89	477	83	465	84
Algebra and Algebraic Think.	475	90	476	82	466	89
Measurement and Data	464	87	468	78	453	85
Geometry	432	93	470	85	451	95
Grade 7 I Ready Mathematics Diagnostic Data Results						
2016-2017 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed:		Number of Students Assessed: 60		Number of Students Assessed: 58	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Math Level			471	87	475	88
Number and Operations			474	77	477	84
Algebra and Algebraic Think.			476	80	480	86
Measurement and Data			467	72	470	78
Geometry			466	80	469	88

**Table 14: I-Ready Mathematics Diagnostic Results by Year (grades 8)**

Grade 8 I Ready Mathematics Diagnostic Data Results						
2017-2018 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: 87		Number of Students Assessed: 83		Number of Students Assessed: 37	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Math Level	483	79	486	77	466	92
Number and Operations	489	71	491	72	471	81
Algebra and Algebraic Think.	486	80	486	72	465	92
Measurement and Data	479	75	482	75	463	84
Geometry	474	83	483	84	464	86
Grade 8 I Ready Mathematics Diagnostic Data Results						
2016-2017 School Year						
	Assessment Period 1 (AP1)		Assessment Period 2 (AP2)		Assessment Period 3 (AP3)	
	Number of Students Assessed: NA		Number of Students Assessed: 80		Number of Students Assessed: 54	
	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level	Average Scale Score	% Students Below Level
Overall Math Level			486	88	477	91
Number and Operations			485	84	476	85
Algebra and Algebraic Think.			492	86	478	87
Measurement and Data			483	79	477	78
Geometry			483	85	478	87

**NGSSS Grade 7 Civics End-of-Course Data Results**

**Table 15: Civics NGSS End of Course Scores by Percent of Students within Each Level**

Civics NGSS End of Course Assessment							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 7 Civics	137	18	23	31	21	7	59
Civics NGSS End of Course Assessment							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 7 Civics	93	18	23	28	20	11	59

**NGSS Grade 7 Civics End-of-Course Data Results Illustrating Proficiency on Each Civics Reporting Category**

**Table 16: Civics NGSS End of Course Results by Proficiency within Each Reporting Category**

Civics NGSS End-of-Course Assessment Data					
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Origins and Purposes of Law and Govt	Roles Rights and Responsibilities	Govt Policies and Political Pro.	Organizations and Function of Govt.
Grade 7 Civics	137	49	51	44	51

Civics NGSS End-of-Course Assessment Data					
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Origins and Purposes of Law and Govt	Roles Rights and Responsibilities	Govt Policies and Political Pro.	Organizations and Function of Govt.
Grade 7 Civics	93	51	52	48	46

**NGSSS Grade 8 Comprehensive Science Assessment Data Results**

**Table 17: Grade 8 Science End of Course and Biology EOC Scores by Percent of Students within Each Level**

Grade 8 NGSS End of Course Assessment							
Spring 2018 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 8 Science	90	37	41	17	4	1	22
Grade 8 NGSS End of Course Assessment							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 8 Science	74	43	35	16	5	0	22
NGSS Biology End of Course Assessment							
Spring 2017 Assessment							
	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3-5
Grade 8 Biology	21	5	24	48	24	0	71

**NGSS Grade 8 Science Comprehensive Science Data Results Illustrating Proficiency on Each Science Reporting Category**

**Table 18: Grade 8 Science End of Course and Biology EOC Scores by Percent Proficiency within Each Reporting Category**

NGSS Grade 8 Science Assessment Data					
Spring 2018 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Nature of Science	Earth and Space Sciences	Physical Science	Life Science
Grade 8 Science	90	51	51	55	49

NGSS Grade 8 Science Assessment Data					
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category					
	Number of Students	Nature of Science	Earth and Space Sciences	Physical Science	Life Science
Grade 8 Science	74	48	53	49	49

NGSS Biology End-Of-Course Assessment Data				
Spring 2017 Assessment- Percent Proficiency Earned by Reporting Category				
	Number of Students	Molecular and Cellular Biology	Classification Heredity and Evolution	Organisms Populations and Ecosystems
Grade 8 Biology	21	49	48	56

**Student Subgroup Data**

**Table 19: ESOL and ESE FSA Reading Scores by Level**

FSA Reading Spring 2018 Grade 6-8 ESOL and ESE Data						
Subgroup	Level 1	Level 2	Level 3	Level 4	Level 5	No Score
ESOL	55.22	35.82	2.99	1.49	0	4.48
ESE	58.82	29.41	5.88	2.94	2.94	0

**Somerset Key Middle School 2018 FSA ELA Test Results- All students**  
**Table 20: FSA ELA All Students - Subgroup Data Performance by Achievement Level**



**Somerset Key Middle School 2018 FSA ELA Test Results- ELL Students**  
**Table 21: FSA ELA ELLs - Subgroup Data Performance by Achievement Level**





**Somerset Key Middle School 2018 FSA ELA Test Results- SWD Students**  
**Table 22: FSA ELA SWD Students - Subgroup Data Performance by Achievement Level**





**Somerset Key Middle School 2018 FSA ELA Test Results- FRL Students**  
**Table 23: FSA ELA FRL - Subgroup Data Performance by Achievement Level**




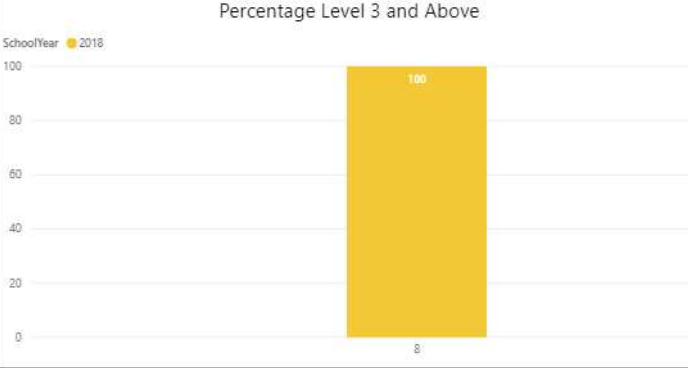

**Somerset Key Middle School 2018 FSA ELA Test Results- Female Students**  
**Table 24: FSA ELA Females - Subgroup Data Performance by Achievement Level**



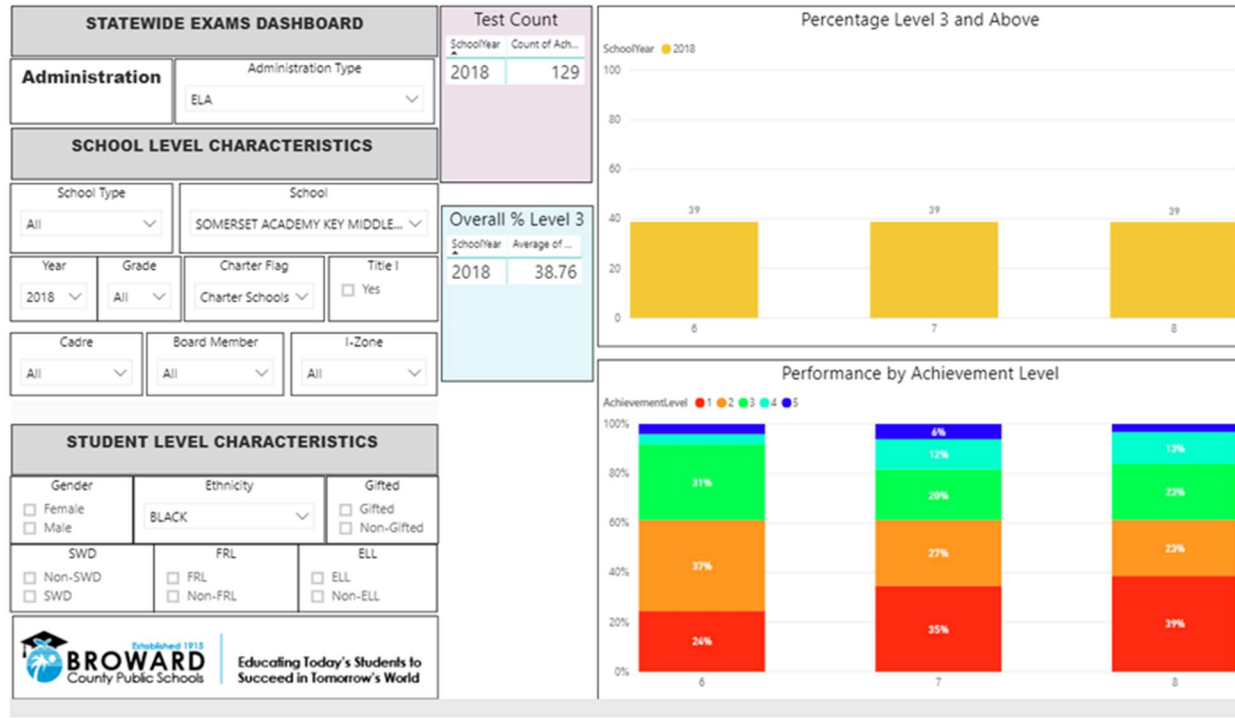
**Somerset Key Middle School 2018 FSA ELA Test Results- Male Students**  
**Table 25: FSA ELA Males - Subgroup Data Performance by Achievement Level**



**Table 26: FSA ELA Asian Subgroup – Ethnicity Subgroup Data Performance by Achievement Level**

STATEWIDE EXAMS DASHBOARD							
<b>Administration</b>		Administration Type ELA					
SCHOOL LEVEL CHARACTERISTICS							
School Type All		School SOMERSET ACADEMY KEY MIDDLE...					
Year 2018	Grade All	Charter Flag Charter Schools	Title I <input type="checkbox"/> Yes				
Cadre All	Board Member All	I-Zone All					
STUDENT LEVEL CHARACTERISTICS							
Gender <input type="checkbox"/> Male		Ethnicity ASIAN					
Gifted <input type="checkbox"/> Non-Gifted		SWD <input type="checkbox"/> Non-SWD					
FRL <input type="checkbox"/> FRL		ELL <input type="checkbox"/> ELL <input type="checkbox"/> Non-ELL					
 <b>BROWARD</b> County Public Schools Established 1918 Educating Today's Students to Succeed in Tomorrow's World							
<b>Test Count</b>		SchoolYear: 2018, Count of Ach...: 1					
<b>Overall % Level 3</b>		SchoolYear: 2018, Average of...: 100.00					
 <p>Percentage Level 3 and Above</p> <table border="1"> <tr><th>SchoolYear</th><th>Percentage</th></tr> <tr><td>2018</td><td>100%</td></tr> </table>				SchoolYear	Percentage	2018	100%
SchoolYear	Percentage						
2018	100%						
 <p>Performance by Achievement Level</p> <table border="1"> <tr><th>AchievementLevel</th><th>Percentage</th></tr> <tr><td>3</td><td>100%</td></tr> </table>				AchievementLevel	Percentage	3	100%
AchievementLevel	Percentage						
3	100%						

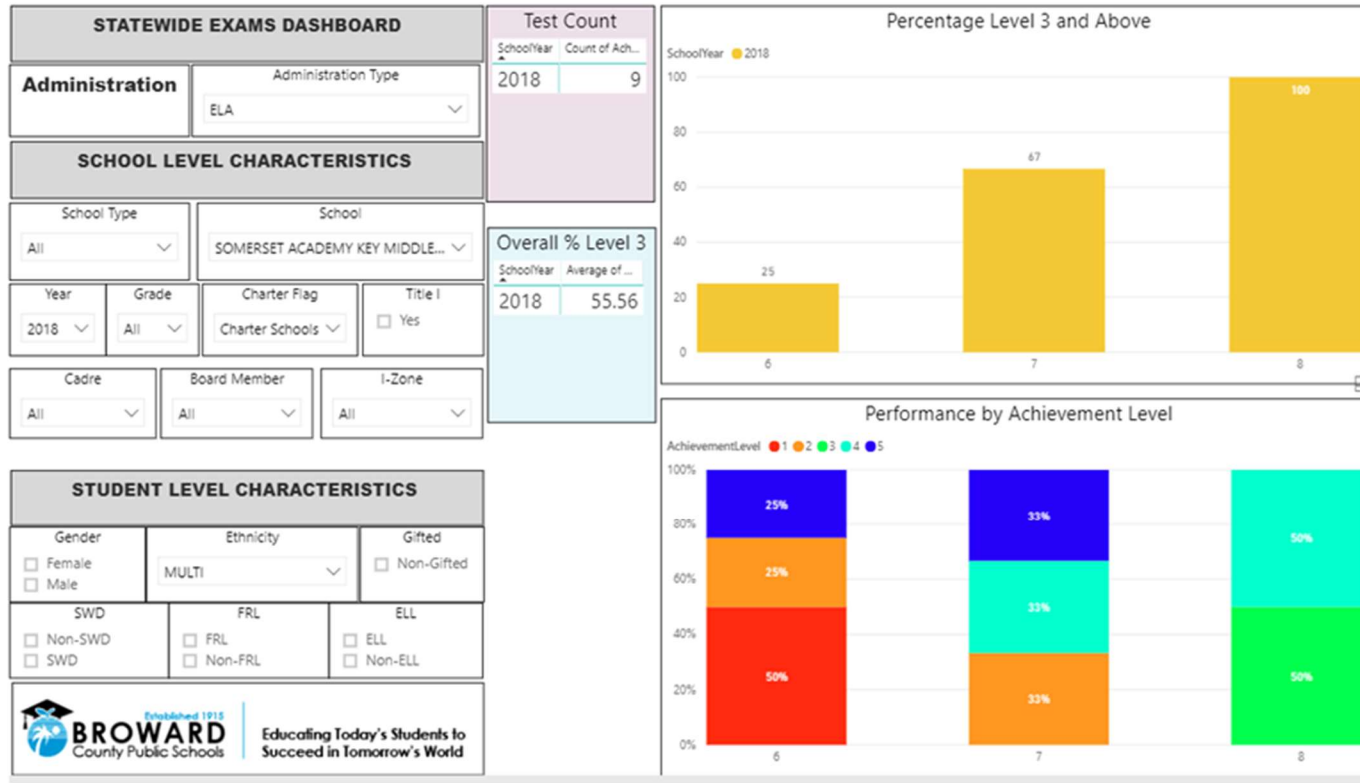
**Table 27: FSA ELA Black Subgroup – Ethnicity Subgroup Data Performance by Achievement Level**



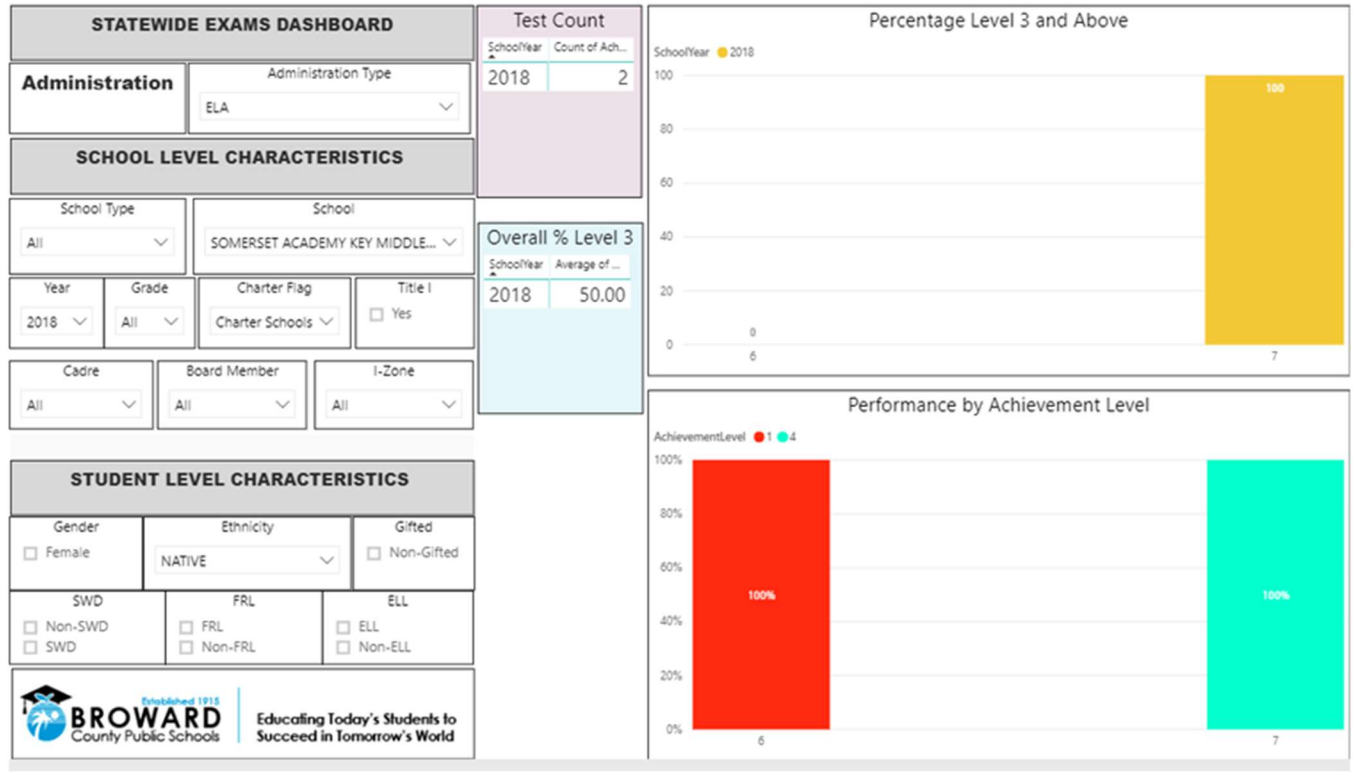
**Table 28: FSA ELA Hispanic Subgroup – Ethnicity Subgroup Data Performance by Achievement Level**



**Table 29: FSA ELA Multi-Ethnic Subgroup – Ethnicity Subgroup Data Performance by Achievement Level**



**Table 30: FSA ELA Native American Subgroup – Ethnicity Subgroup Data Performance by Achievement Level**





**Table 31: FSA ELA Hispanic Subgroup – Ethnicity Subgroup Data Performance by Achievement Level**



**Somerset Key Middle School 2018 FSA Mathematics Test Results- All students**  
**Table 32: FSA Math All Students - Subgroup Data Performance by Achievement Level**

STATEWIDE EXAMS DASHBOARD			Test Count	
<b>Administration</b>		Administration Type	SchoolYear	Count of Ach...
		MATH	2018	359
SCHOOL LEVEL CHARACTERISTICS			<b>Overall % Level 3</b>	
School Type	School		SchoolYear	Average of ...
Middle	SOMERSET ACADEMY KEY MIDDLE...		2018	27.02
Year	Grade	Charter Flag		
2018	All	All		
Cadre		Board Member	I-Zone	
All		All	All	
STUDENT LEVEL CHARACTERISTICS				
Gender		Ethnicity	Gifted	
<input type="checkbox"/> Female <input type="checkbox"/> Male		All	<input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted	
SWD		FRL	ELL	
<input type="checkbox"/> Non-SWD <input type="checkbox"/> SWD		<input type="checkbox"/> FRL <input type="checkbox"/> Non-FRL	<input type="checkbox"/> ELL <input type="checkbox"/> Non-ELL	
 <b>BROWARD</b> County Public Schools Established 1915 Educating Today's Students to Succeed in Tomorrow's World				

**Percentage Level 3 and Above**

Year	Percentage Level 3 and Above
6	27
7	27
8	26

**Performance by Achievement Level**

Year	Level 1	Level 2	Level 3	Level 4
6	46%	27%	17%	10%
7	45%	28%	17%	9%
8	45%	29%	22%	0%

**Somerset Key Middle School 2018 FSA Mathematics Test Results- ELL Students**  
**Table 33: FSA Math ELLs - Subgroup Data Performance by Achievement Level**

STATEWIDE EXAMS DASHBOARD			
<b>Administration</b>		Administration Type MATH	
SCHOOL LEVEL CHARACTERISTICS			
School Type Middle		School SOMERSET ACADEMY KEY MIDDLE...	
Year 2018	Grade All	Charter Flag All	Title I <input type="checkbox"/> Yes
Cadre All	Board Member All	I-Zone All	
STUDENT LEVEL CHARACTERISTICS			
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All	
SWD <input type="checkbox"/> Non-SWD <input type="checkbox"/> SWD		FRL <input type="checkbox"/> FRL <input type="checkbox"/> Non-FRL	
		ELL <input type="checkbox"/> ELL <input type="checkbox"/> Non-ELL	
 <b>BROWARD</b> County Public Schools Established 1915 Educating Today's Students to Succeed in Tomorrow's World			

Test Count	
SchoolYear	Count of Ach...
2018	59

Overall % Level 3	
SchoolYear	Average of ...
2018	13.56




Grade	Percentage
6	11%
7	28%
8	0%



Grade	Level 1	Level 2	Level 3	Level 4
6	59%	30%	11%	0%
7	50%	22%	11%	17%
8	50%	50%	0%	0%

**Somerset Key Middle School 2018 FSA Mathematics Test Results- SWD Students**  
**Table 34: FSA Math SWD - Subgroup Data Performance by Achievement Level**

STATEWIDE EXAMS DASHBOARD			
<b>Administration</b>		Administration Type	
		MATH	
SCHOOL LEVEL CHARACTERISTICS			
School Type		School	
Middle		SOMERSET ACADEMY KEY MIDDLE...	
Year	Grade	Charter Flag	Title I
2018	All	All	<input type="checkbox"/> Yes
Cadre	Board Member	I-Zone	
All	All	All	
STUDENT LEVEL CHARACTERISTICS			
Gender		Ethnicity	
<input type="checkbox"/> Female		All	
		<input type="checkbox"/> Non-Gifted	
SWD		FRL	
<input type="checkbox"/> Non-SWD		<input type="checkbox"/> FRL	
<input checked="" type="checkbox"/> SWD		<input type="checkbox"/> Non-FRL	
		ELL	
		<input type="checkbox"/> ELL	
		<input type="checkbox"/> Non-ELL	
 <b>BROWARD</b> County Public Schools Established 1915 Educating Today's Students to Succeed in Tomorrow's World			

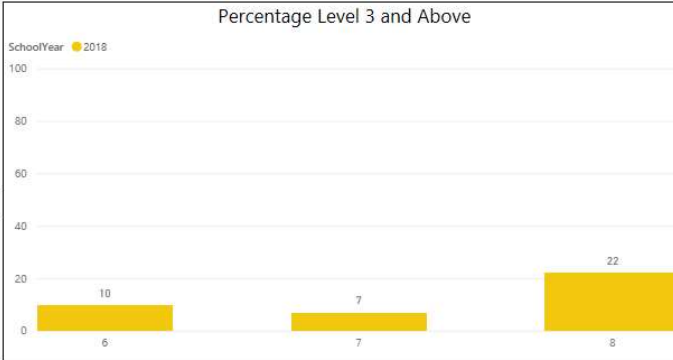
  

Test Count	
School/Year	Count of Ach...
2018	33

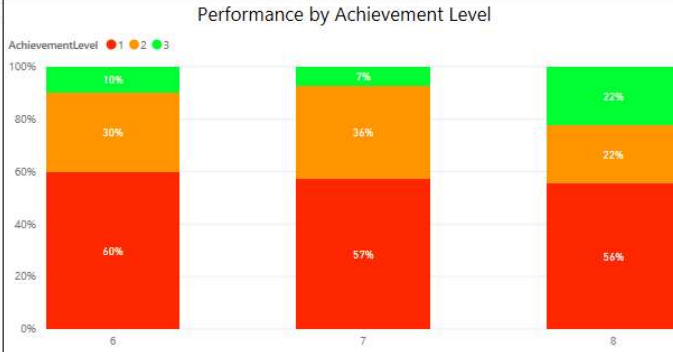
  

Overall % Level 3	
School/Year	Average of ...
2018	12.12



Score	Percentage
6	10%
7	7%
8	22%



Score	Level 1 (%)	Level 2 (%)	Level 3 (%)
6	60%	30%	10%
7	57%	36%	7%
8	56%	22%	22%

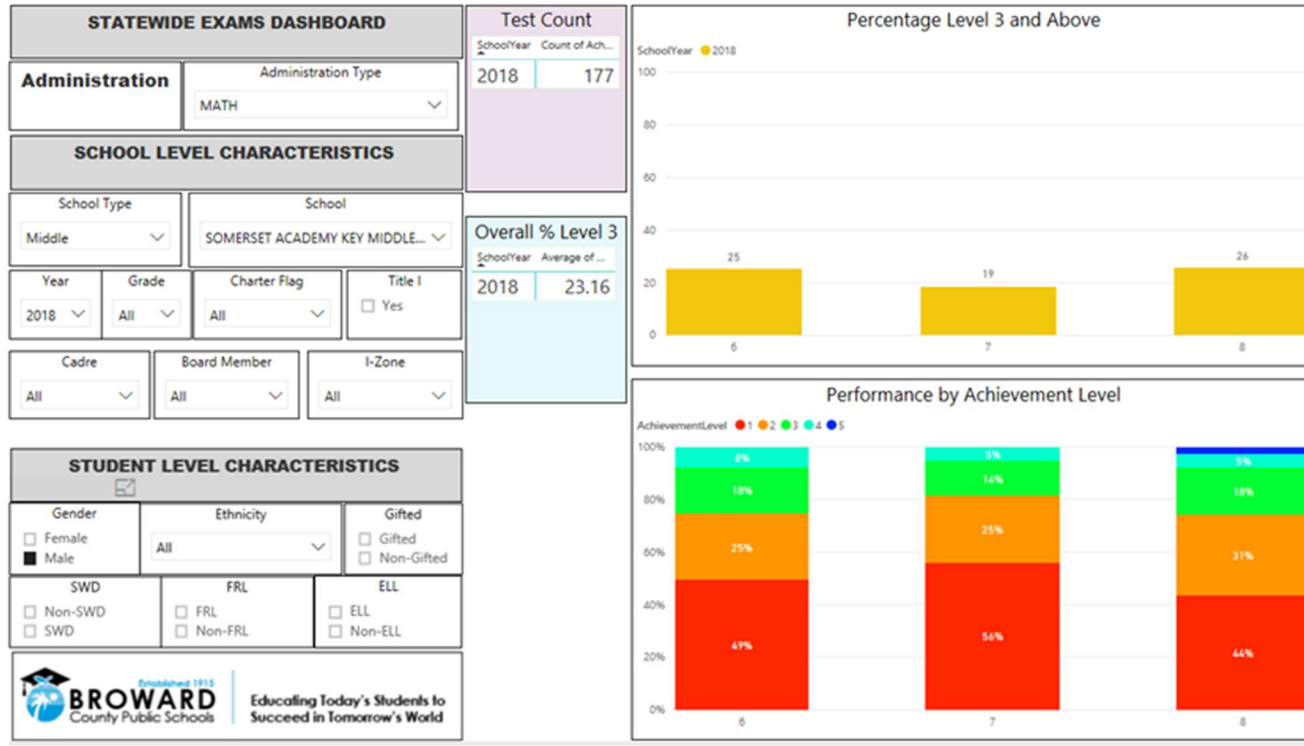
**Somerset Key Middle School 2018 FSA Mathematics Test Results- FRL Students**  
**Table 35: FSA Math FRL - Subgroup Data Performance by Achievement Level**



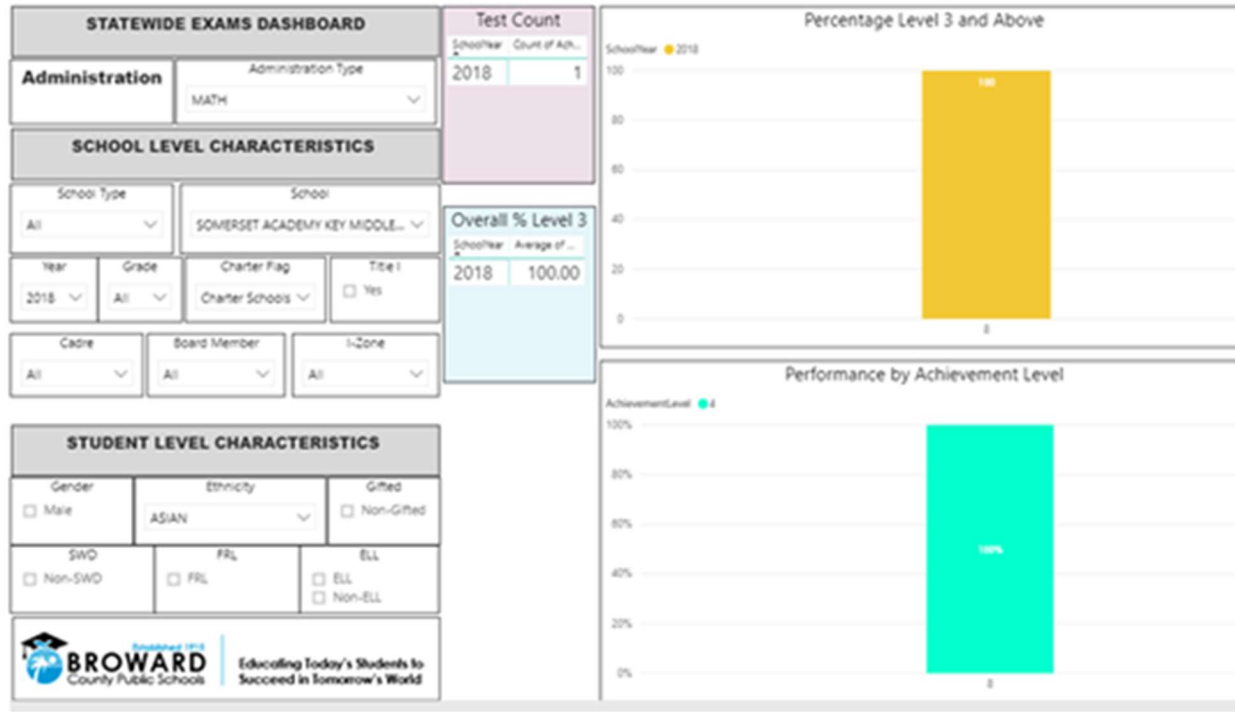
**Somerset Key Middle School 2018 FSA Mathematics ELA Test Results- Female Students**  
**Table 36: FSA Math Females- Subgroup Data Performance by Achievement Level**



**Somerset Key Middle School 2018 FSA Mathematics Test Results- Male Students**  
**Table 37: FSA Math Males - Subgroup Data Performance by Achievement Level**



**Table 38: FSA Mathematics Asian Subgroup- Ethnicity Subgroup Data Performance by Achievement Level**

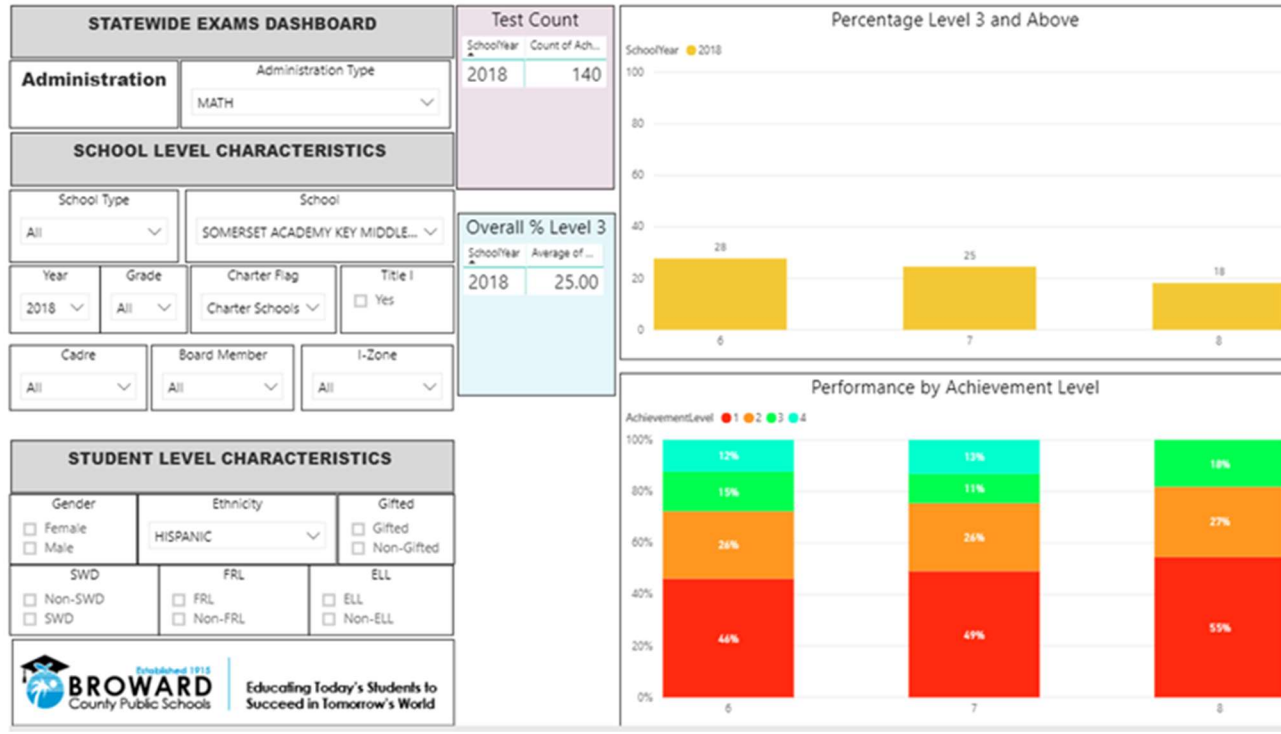




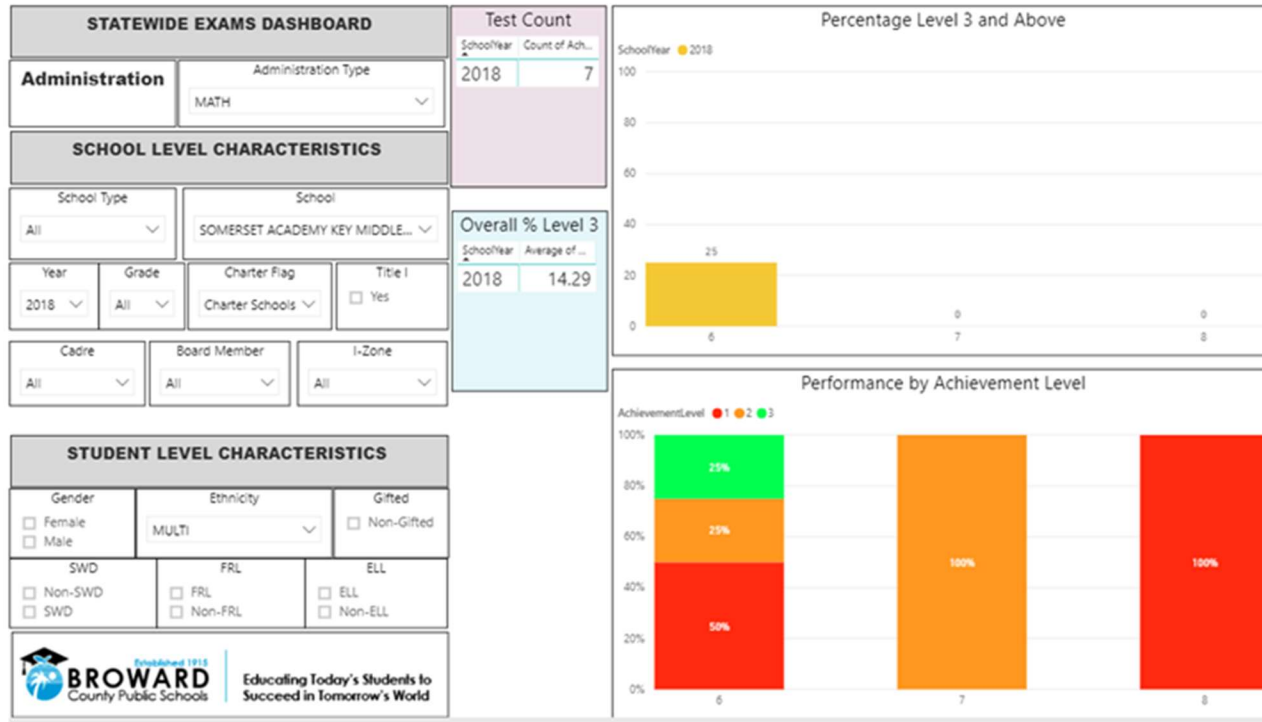
**Table 39: FSA Mathematics Black Subgroup- Ethnicity Subgroup Data Performance by Achievement Level**



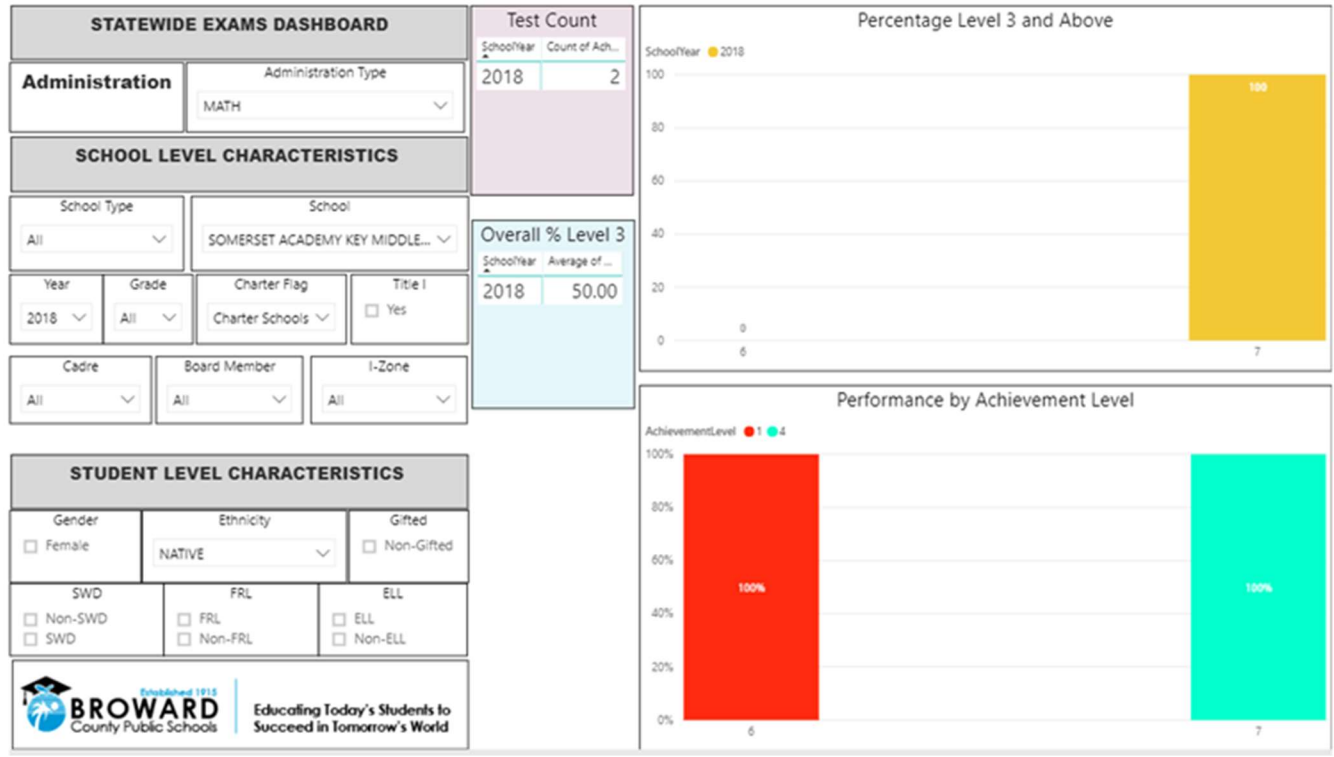
**Table 40: FSA Mathematics Hispanic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level**



**Table 41: FSA Mathematics Multi-Ethnic Subgroup- Ethnicity Subgroup Data Performance by Achievement Level**



**Table 42: FSA Mathematics Native American Subgroup- Ethnicity Subgroup Data Performance by Achievement Level**



**Table 43: FSA Mathematics White Subgroup- Ethnicity Subgroup Data Performance by Achievement Level**



**9-12 Academic Data:**  
Not Applicable

### 3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan.

By June 2019, the percentage of students that achieve proficiency in ELA will increase by at least 7% points.  
By June 2019, the percentage of students that achieve learning gains in ELA will increase by at least 10% points.  
By June 2019, the percentage of students that achieve proficiency in mathematics will increase by at least 20% points.  
By June 2019, the percentage of students that achieve learning gains in Mathematics will increase by at least 10% points.  
By June 2019, the percentage of students that achieve proficiency in science will increase by at least 10% points.  
By June 2019, the percentage of students in the SWD subgroup that achieve proficiency in reading and math will increase by 10% points.  
By June 2019, the percentage of students in the ELL subgroup that achieve proficiency in reading and math will increase by 10%points.

### 4. Student Performance Data Analysis

Provide a detailed analysis in narrative format of the student performance data including academic performance by each subgroup. If ESOL and/or ESE counts are too low to qualify as a subgroup, include the data for ESOL and ESE separately. **Organize student data analysis by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data Analysis:

**Not Applicable**

3-5 Academic Data Analysis:

**Not Applicable**

*6-8 Academic Data Analysis:*

**English Language Arts 6-8 Academic Data Analysis**

Somerset Academy Key ELA results improved from 2016 to the 2017 school year when it officially took over grades 6-8 in its new location in Deerfield Beach from its previous location as Somerset Academy Key Pompano. In 2015-2016, 39% of the student population received a proficiency score of a level 3 or higher compared to 46 in the 2016-2017 school year when it began as Somerset Academy Key. However, Somerset Key experienced a decrease of 3% points from the Florida Standards Assessment Results in ELA from 2017 to 2018. The number of students who scored a level 3 and above significantly dropped, specifically in seventh grade where 53% scored a level 3 and above in 2017 and only 41% scored a level 3 and above during the 2018 assessment. The number of students scoring a level of 3 or above dropped by 12 percentage points from one year to the next. When analyzing Somerset Key ELA results over three-year period, students consistently performed better in the Craft and Structure reporting categories than Key Idea and Details and Integration of Knowledge. Grades 6-8 show significant deficiencies in these areas based on the percent proficiency rates in each of the components. Language and Editing is and has been the strongest of the ELA reporting categories since the 2016 spring assessment. I-Ready on-going monitoring data results during the 2016-2017 and 2017-2018 school years indicate that students have most difficulty with comprehending information text. This was a reoccurring trend in Grades 6-8 over the two years. The FAIR assessment measured student performance on four areas that include word recognition, vocabulary knowledge, reading comprehension, and syntactic knowledge. Data results from 2014 indicate that students repeatedly were most deficient in the area of reading comprehension compared to the other components. Student data shows positive trends in the area of word recognition as assessed by the FAIR interim assessments.

**Mathematics Grades 6-8 Academic Data Analysis**

Somerset Academy Key Mathematics results improved from 2016 to the 2017 school year when it officially took over grades 6-8 in its new location in Deerfield Beach from its previous location as Somerset Academy Key Pompano. In 2015-2016, only 22% of the student population received a proficiency score of a level 3 or higher in the Mathematics FSA compared to 36 in the 2016-2017 school year when it began as Somerset Academy Key. However, Somerset Key experienced a significant decrease of 6% points from the Florida Standards Assessment Results in Mathematics from 2017 to 2018. The number of students who scored a level 3 or higher significantly dropped from 2017 to 2018. When analyzing Somerset Key Math results over a three-year period, students consistently performed better in the Ratios and proportional Relationships and Statistics and Probability reporting categories than Expressions and Equations and Geometry. Expressions and Equations holds a significant weight on the Mathematics FSA and that being one of the school's major areas of deficiency contributed to the decrease in student performance results. Over the course of several years, students have shown higher rates of proficiency in the area of Ratio and proportional Relationships. However, this component is not as heavily evaluated in the FSA compared to the other categories. I-Ready on-going monitoring data results during the 2016-2017 and 2017-2018 school years indicate that students have most difficulty with Algebra and Algebraic Thinking and Geometry which aligns to the deficiencies identified in the FSA data results.. This was a reoccurring trend in the progress monitoring data over a two-year period for grades 6-8.

**Grade 7 Civics Academic Data Analysis**

Fifty-nine percent of Somerset Academy Key seventh grade students scored proficiency in the Civics End-of-Course assessment in the Spring 2017 and 2018 assessment. Results remained consistent, although scoring a few percentage points below the district and state average of 62%. Reporting Category data comparison from 2017 and 2018 show similar results from one year to the next. Students demonstrated the highest proficiency in the area of Roles Rights and

Responsibilities and Organizations and Functions of Government compared to their more deficient areas of Origins and Purposed of Law and Government and Government Policies and Political Processes.

**Science Grade 8 Academic Data Analysis**

According to Table 14, twenty-two percent of students in 2017 and 2018 scored a level 3 or above in the Grade 8 Science Assessment. In 2018, students performed the same in Nature of Science and Earth and Space Reporting Categories at 51% of students mastering the specific areas. Fifty-five percent of students tested in Grade 8 Science, achieved mastery of physical science standards. Eighth grade advanced students taking Biology in 2018, outperformed their peers by scoring 71% proficiency on the Biology End-of-Course assessment. The students score 56% master of the Organizations, Populations and Ecosystems reporting category and were most deficient in Clarification, Heredity and Evolution, scoring only 48% mastery.

**Student Subgroup Academic Data Analysis**

**Students with Disabilities**

Thirty-three students were identified as students with disabilities during the 2018 school year. Only 21% of the students with disabilities scores a level 3 or higher in ELA. Students with disabilities scored twenty percentage points below the average percent proficiency scored by all students in the same year. Fifty six percent of students with disabilities in seventh and eighth grade scored a level 1 compared to 30% of students with disabilities in the sixth grade. Students with disabilities scored significantly lower in mathematics, with only 12% of students with disabilities scoring a level 3 or higher compared to a total of 27% of all students in grade 6-8 scoring a satisfactory proficiency score.

**English Language Learners**

Fifty-eight students were identified as English Language Learners (ELL) during the 2018 school year. Only 8.62% of the ELL student population scored a level 3 or higher in the ELA FSA. ELL students scored 34 % points below the average percent proficiency scored by all students in the same year. An average of 55% of ELL students scored a level 1 compared to 37% of ELL students who scored a level 2. ELL students scored only 5 percentage points (13.56%) higher in mathematics compared to English Language Arts. Although, the results are comparable, this results are significant because mathematics is universal and ELL students tend to have better scores in math than in ELA because of their limited English language development.

**Students Free or Reduced Lunch**

Eighty percent of the entire student population was eligible for Free or Reduced lunch during the 2017-2018 school year. Due to the large amount of students within this subgroup, Free or Reduced Lunch data was very comparable to the data of all students in our school. In English Language Arts, forty-one percent of the Students on Free or Reduced lunch scored proficiency on the FSA ELA. These results are identical to that of all students within the school who scored a satisfactory proficiency in the same area. Students on Free or Reduced Lunch scored twenty-six percent proficiency in mathematics compared to 27% for all students.



**Male Students/ Female Students**

One-hundred ninety two female students in the Somerset Key population participated in the FSA ELA assessment. Forty-nine percent of female students scored a level 3 or higher on the FSA ELA compared to that of 41% overall percent proficiency for the entire population. Of the 184 students male students, thirty-four percent of students scored a Level 3 or higher. Males scored 16 percentage points lower than females as per the ELA results. One hundred and eighty-two female students in the Somerset Key population participated in the FSA Mathematics assessment. Thirty-one percent of female students scored a level 3 or higher on the FSA Math compared to that of 27% overall percent proficiency for the entire population. Of the 177 male students, twenty-three percent of students scored a Level 3 or higher. Males scored 7 percentage points lower than females as per the ELA results. Somerset Academy key female students are outperforming male students in both ELA and Mathematics.

**Student Ethnicity Subgroup Data Analysis**

One hundred twenty nine Black students participated in the Florida Standards Assessment for English Language Arts during the 2018 administration. The Black population in Grades 6-8 received an overall percent proficiency of thirty-nine percentage points. There was minimal discrepancy in students scoring a level 3 or higher when comparing how Black students performed within each grade. Thirty-nine percent of sixth and eighth grade Black students scored a level 3 or higher on the FSA ELA while thirty-eight percent in seventh grade scored proficient.

Hispanic subgroup data showed there was a four-percentage point difference in performance in ELA proficiency to the Black subgroup data. Thirty-four percent of Somerset Key Hispanic students scored a level 3 or higher on the FSA ELA. Hispanics in Grade 6 (37%) outperformed Hispanic students in grade 7 (32%) by five percentage points and Grade 8 by one percentage point (36%).

*9-12 Academic Data Analysis:*

**Not Applicable**

**5. Student Performance Deficiency Plan**

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. Areas of deficiency are based on student performance data. See sample provided in appendices.

**Deficiency:**

**Based on FSA-ELA student achievement data, 61% of students in grades 6-8 are deficient in reading in the content area, specifically Integration of Knowledge and Ideas.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018-June 2019; August 2019-June 2020	Collections	Assessments from the Collections curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide teachers training on using the Collections curriculum.</li> <li>-Provide teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Teachers will use Collections to provide text-based writing instruction. Students’ writing will be progress monitored through the use of monthly writing generated by the Secondary English Language Arts SharePoint/ One Drive.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction</li> <li>-Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context.</li> <li>-Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections.</li> <li>-Students will participate in literature circles where they will research, discuss, analyze and dissect literature.</li> <li>-Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.</li> <li>-Students will participate in collaborative small group/differentiated lessons.</li> </ul>

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Reading	August 2018- June 2019; August 2019- June 2020	Inside	Assessments from the Inside curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide intensive reading teachers with training on how to most effectively use the Inside curriculum.</li> <li>-Enroll all FSA level 1 and 2 students in Intensive Reading class.</li> <li>-Provide Intensive Reading teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> </ul> <p>Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context.</p> <ul style="list-style-type: none"> <li>-Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections.</li> <li>-Students will participate in literature circles where they will research, discuss, analyze and dissect literature.</li> <li>-Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.</li> </ul>
English Language Arts and Reading	Bi-weekly progress monitoring	I-Ready Online Program	I-Ready Assessments	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Train all English Language Arts and Intensive Reading teachers in the use of the I-Ready online program.</li> <li>-Provide teachers with an assessment timeline for their courses.</li> <li>-Administer diagnostic assessments during three periods of the school year: beginning, middle, and end.</li> <li>-Ensure progress monitoring assessments are completed by students.</li> </ul>
English Language Arts (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning-Florida Coach English Language Arts Books	- Assessments from the Triumph Learning Florida Coach English Language Arts curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Recruit teachers to tutor afterschool</li> <li>-Enroll students who scored a level 1 or 2 in the FSA English Language Arts in afterschool tutoring program.</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> <li>-Students will participate in small group lessons aligned to their specific deficiencies.</li> <li>-Students will participate in close reading strategies where they will engage in identifying text features, genre, gathering text based evidence, drawing conclusions and using context clues to determine words and phrases.</li> <li>-Students will be responsible for bringing a tutoring notebook where they can refer back to their notes, strategies and vocabulary each week.</li> </ul>

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Reading	October 2018- May 2019; October 2019- May 2020	Ready Florida Reading	Assessments from the Ready Florida Reading curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide interventionists with appropriate lessons based on focus calendars</li> <li>-Provide interventionists with schedule and rosters for students serviced.</li> <li>-Provide interventionists with training on how to use the Ready Florida Reading curriculum.</li> <li>-Students will work on remedial skill activities in order to improve their Reading proficiency.</li> </ul>
SWD	August 2018- June 2019	Collections Inside I-Ready Online Program Triumph Learning- Florida Coach English Language Arts Books Ready Florida Reading ACCESS English ACCESS Newcomers	<p>Assessments from the Collections curriculum.</p> <p>Assessments from the Inside curriculum.</p> <p>I-Ready Assessments</p> <p>- Assessments from the Triumph Learning Florida Coach English Language Arts curriculum.</p> <p>Assessments from the Ready Florida Reading curriculum.</p> <p>ACCESS Newcomers Pre-Test</p> <p>ACCESS Newcomers Post Test</p>	ESE Specialist Teachers	<p>SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.</p> <p>Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.</p>
ELL	October 2018- May 2019	Collections Inside I-Ready Online Program Triumph Learning- Florida Coach English Language Arts Books Ready Florida Reading ACCESS English ACCESS Newcomers	<p>Assessments from the Collections curriculum.</p> <p>Assessments from the Inside curriculum.</p> <p>I-Ready Assessments</p> <p>- Assessments from the Triumph Learning Florida Coach English Language Arts curriculum.</p> <p>Assessments from the Ready Florida</p>	Curriculum Coach ESOL Contact Tutors	<ul style="list-style-type: none"> <li>-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery.</li> <li>-Provide training for teachers on the “WIDA Can-Do Descriptors”</li> <li>-Provide teachers training on heritage language resources available to them.</li> <li>-Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students.</li> <li>-Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.</li> <li>-Enroll students who are a level one in the ACCESS Newcomers tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.</li> <li>-Enroll students who are a level 2 or 3 in the ACCESS English tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled</li> </ul>

			Reading curriculum. ACCESS Newcomers Pre-Test ACCESS Newcomers Post Test		twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.
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**Based on FSA-ELA student achievement data, 51.5% of students in grades 6-8 are deficient in the area of Key Ideas and Details.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018- June 2019; August 2019- June 2020	Collections	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide teachers training on using the Collections curriculum.</li> <li>-Provide teachers with focus calendars and pacing guides.</li> <li>-Provide teachers with training on explicit instruction.</li> <li>-Provide teachers with training on close reading.</li> <li>-Provide teachers with training on the gradual release model.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Teachers will use Collections to provide text-based writing instruction. Students' writing will be progress monitored through the use of monthly writing generated by the Secondary English Language Arts SharePoint/ One Drive.</li> <li>-Teachers will be trained on how to use graphic organizers to foster the integration of knowledge.</li> <li>-Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context.</li> <li>-Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections.</li> <li>-Students will participate in literature circles where they will research, discuss, analyze and dissect literature.</li> <li>-Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.</li> <li>-Students will participate in collaborative small group/differentiated lessons.</li> </ul>
Reading	August 2018- June 2019; August 2019- June 2020	Inside	Assessments from the Edge curriculum	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide intensive reading teachers with training on how to most effectively use the Edge curriculum.</li> </ul>

					<ul style="list-style-type: none"> <li>-Provide teachers with training on explicit instruction.</li> <li>-Provide teachers with training on close reading.</li> <li>-Provide teachers with training on the gradual release model.</li> <li>-Enroll all FSA level 1 and 2 students in Intensive Reading class.</li> <li>-Provide Intensive Reading teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Teachers will be trained on how to use graphic organizers to help students identify Key Ideas and Details.</li> <li>-Teachers will be expected to incorporate small group instruction in order to implement tier 2 intervention to their students. Lesson planning for this will be required as well as progress monitoring.</li> <li>Students will participate in close reading activities where they will be asked to gather textual based evidence and synthesize and analyze information to apply understanding to context.</li> <li>-Students will engage in collaborative reading workshops and novel studies. The novels will be aligned to core curriculum – Collections.</li> <li>-Students will participate in literature circles where they will research, discuss, analyze and dissect literature.</li> <li>-Students will use interactive reading notebooks to engage in note-taking, complete graphic organizers, note key vocabulary, and participate in writing performance tasks in order to gather information and make connections within and across texts.</li> </ul>
English Language Arts (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning- Florida Coach English Language Arts Books	- Assessments from the Florida Coach English Language Arts curriculum	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Recruit teachers to tutor afterschool</li> <li>-Enroll students who scored a level 1 or 2 in the FSA English Language Arts in afterschool tutoring program.</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> <li>-Students will participate in small group lessons aligned to their specific deficiencies.</li> <li>-Students will participate in close reading strategies where they will engage in identifying text features, genre, gathering text based evidence, drawing conclusions and using context clues to determine words and phrases.</li> <li>-Students will be responsible for bringing a tutoring notebook where they can refer back to their notes, strategies and vocabulary each week.</li> </ul>
Reading	October 2018- May 2019; October 2019- May 2020	Florida Ready/ iReady Diagnostic and Instruction	-Florida Ready Assessments - iReady lessons/ benchmarks and Diagnostic Assessment	Curriculum Coach, Administrators, Interventionists	<ul style="list-style-type: none"> <li>-Provide interventionists with appropriate lessons plans</li> <li>-Provide interventionists with schedule and rosters for students serviced.</li> <li>-Provide interventionists with training on how to use the iReady curriculum.</li> <li>-Hold data chats with interventionists on the students in their intervention groups.</li> <li>-Provide interventionists with explicit instruction.</li> <li>-Students who are disfluent levels 1 and 2 will be enrolled in this intervention which will be implemented during elective courses.</li> <li>-Students will work on remedial skill activities in order to improve their Reading proficiency.</li> </ul>

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<p><b>SWD</b></p>	<p>August 2018- June 2019</p>	<ul style="list-style-type: none"> <li>-Collections</li> <li>-Inside</li> <li>-Triumph Learning Coach English Language Arts Books</li> <li>-iReady</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments from the Rewards curriculum</li> <li>-Assessments from the Collections curriculum.</li> <li>-Secondary English Language Arts Department Writing Prompts.</li> <li>- Assessments from the Edge curriculum</li> <li>- Assessments from the Florida Coach English Language Arts curriculum</li> </ul>	<p>ESE Specialist Teachers</p>	<p>SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.</p>
<p><b>ELL</b></p>	<p>October 2018- May 2019</p>	<ul style="list-style-type: none"> <li>-ACCESS English</li> <li>-ACCESS Newcomers</li> <li>-Collections</li> <li>-Inside</li> <li>-iReady</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments from the Rewards curriculum</li> <li>-Assessments from the Collections curriculum.</li> <li>-Secondary English Language Arts Department Writing Prompts.</li> <li>- Assessments from the Edge curriculum</li> <li>ACCESS Newcomers Pre-Test</li> <li>-ACCESS Newcomers Post Test</li> </ul>	<p>Curriculum Coach ESOL Contact Tutors</p>	<ul style="list-style-type: none"> <li>-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery.</li> <li>-Provide training for teachers on the “WIDA Can-Do Descriptors”</li> <li>-Provide teachers training on heritage language resources available to them.</li> <li>-Meet with all teachers to explain to them the rights of ESOL students, expectations, and resources available to them for ESOL students</li> <li>-Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.</li> <li>-Enroll students who are a level one in the ACCESS Newcomers tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.</li> <li>-Enroll students who are a level 2 or 3 in the ACCESS English tutoring program to improve their language acquisition. Tutors will be trained in Wida Can-Do Descriptors to help them differentiate their instruction in their tutoring groups. Students will be enrolled twice per week for one hour sessions. Tutors will take attendance and students who miss more than one session will have their parents contacted to encourage participation.</li> </ul>

**Based on FSA-ELA student achievement data, students in Grade 6 scored 50 percent proficiency in the area of text-based writing and only 60 percent proficiency in Grades 7 and 8.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
English Language Arts	August 2018- June 2019; August 2019- June 2020 <u>Training:</u> August 13, 2018	Collections Performance Assessment	-Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-All ELA teachers were provided in-depth curriculum training on the use and implementation of Collections curriculum in writing during pre-planning week (August 13, 2018) -Teachers will provide writing instruction to students during students Language Arts block using the Collection Performance Assessment curriculum. -Teachers will also incorporate text-based writing through the performance task activities in the Collections curriculum. -Teachers will conference with students on their writing and provide immediate feedback through teacher-student data chats. -The school began the implementation of monthly writing prompts to progress monitor student writing performance. The school uses district-writing prompts and created a tracker to include how each student performed overall and on each reporting category (Focus, organization/ Evidence and Elaboration/Conventions). -Administrators and curriculum specialists will review the writing data during data chats and monthly department meetings.
English language Arts (Training)	August 30, 2018	Collections Performance Assessment	Assessments from the Collections curriculum. -Secondary English Language Arts Department Writing Prompts. -Collections Performance Assessment	Curriculum Coach, Administrator, Teachers, ELA Specialist	-The Houghton Mifflin/Collections professional development coordinator reviewed how to best utilize the curriculum and the online components to maximize instruction. -Dr. Yesenia Cruz, a Somerset Academy reading specialist, was invited on August 30, 2018 to facilitate a Writing professional development workshop with the staff. Dr. Cruz, thoroughly evaluated and “unpacked” the writing standards with the teachers. She also reviewed the writing rubrics for informative and argumentative writing. -Dr. Cruz shared a variety of Writing resources with the staff and shared best practices for achieving writing success.
Reading	August 2018- June 2019; August 2019- June 2020	Inside Writing Workout Grammar & Writing Practice Books	Assessments from the Edge curriculum (eAssessments)	Curriculum Coach, Administrator, Teachers	-Students who scored a Level 1 or Level 2 on the FSA Reading will be scheduled for Reading in addition to their required Language Arts block. -National Geographic Inside representatives provided professional development for the Reading teachers on how to utilize all the components of the Edge curriculum, to include the Writing and Grammar component of the curriculum. -Teachers utilize the Edge Grammar and Writing component of the curriculum to reinforce writing skills.
English Language Arts (Writing Workshops)	January 2019-March 2019	Collections Performance Assessments	District Writing Prompts/ Unit Performance Tasks	Curriculum Coach, Administrator, Teachers, ELA Specialist	-The curriculum coach and ELA specialist will facilitate school-wide writing workshops. -The curriculum coach, ELA specialist and teachers will work collaboratively to identify groups for the workshops. -Students will be group based on the data collected from the district writing prompt assessments issued monthly to the students. Students will be grouped according to deficiencies in the varying reporting categories



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					<ul style="list-style-type: none"> <li>-The writing workshops will take place during 40 minutes of the English Language Arts block where students will rotate to a specified center that will target their individual need.</li> <li>-Teachers and coaches will teacher a mini-lesson for the first 5-10 minutes of the rotation and then show students how to implement the strategy/skill in their own writing.</li> </ul>
Writing Boot Camp (Tutoring Program)	Saturday, January 12, 2019- Saturday, March 16, 2019	Collections Performance Assessments	- Assessments from the Florida Coach English Language Arts curriculum	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Somerset Key will recruit ELA certified teachers within the school to participate in the implementation of Saturday Writing Boot camp.</li> <li>-Teachers will be paid \$100 per Saturday. An additional incentive will be provided for all teachers who attend all Saturday tutoring sessions.</li> <li>-Tutoring sessions will be conducted from 9:00-12:00 for eight Saturdays during the months of January through March.</li> <li>-Somerset Key will conduct writing Boot camp on 8 Saturdays during January and March. The first four Saturdays will emphasize skills and strategies related to mastering informative writing. The last four Saturdays of the boot camp calendar will focus primarily on Argumentative Writing.</li> </ul>
ELA/Writing Support	September 2018-April 2019	Collections Performance Assessments	District Writing Prompts/ Unit Performance Tasks	Administrators Curriculum Coach	<ul style="list-style-type: none"> <li>-Mrs. Sophia DePaola, ELA specialist was assigned to our school to provide literacy and writing support.</li> <li>-Administrators, curriculum coach, and teachers work closely with Mrs. DePaola to review student performance data and instructional practices.</li> <li>Mrs. DePaola uses the coaching model to observe, model, and provide feedback to the ELA teachers at Somerset Key. She also works with administrators and curriculum coach to organize and facilitate on-going progress monitoring for Writing, as well as providing teachers with mini-workshops during their planning and/or department meetings.</li> </ul>

**Based on FSA-Mathematics student achievement data, 72.5% of students in grades 6-7 are deficient in the area of the number system.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Mathematics (Intensive Mathematics)	August 2018- May 2020	Ready Florida MAFS	Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction</li> <li>-Provide intensive math teachers with training on how to most effectively use the Ready Florida MAFS curriculum.</li> <li>-Enroll all FSA level 1 students in Intensive Math class in addition to a general education mathematics class.</li> <li>-Provide Intensive Math teachers with focus calendars for the general education curriculum</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Provide teachers with the coaching model through Curriculum Coach ongoing observations.</li> <li>-Have the teacher incorporate instruction of the number system throughout the school year.</li> <li>-Students will use hands-on activities to help gain an understanding of the mathematical concepts.</li> </ul>
Mathematics (General Education)	August 2018- May 2020	Go Math Series HMH	- Assessments from the Go Math curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide teachers training on using the Go Math curriculum.</li> <li>-Provide teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Have teachers incorporate instruction of the number system in differentiated instruction.</li> <li>-Students will use hands-on activities to help gain an understanding of the mathematical concepts.</li> <li>-Students will engage in Real-World application activities of mathematical concepts throughout the school year.</li> </ul>
Mathematics (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning- Florida Coach Mathematics Books	Assessments from the Triumph Learning Florida Coach Mathematics curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Recruit teachers to tutor afterschool.</li> <li>-Enroll students who scored a level 1 or 2 in the FSA Mathematics in afterschool tutoring program. Tutoring sessions will take place 2 times per week.</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> <li>-The Curriculum Coach will be responsible for the successful implementation of the afterschool tutoring program.</li> <li>-Students who are unable to attend the after-school tutoring program, will still be given remedial instruction through Intensive Math class and/or interventions.</li> </ul>

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Mathematics (Interventions)	October 2018- May 2019; August 2019- August 2020.	Ready Florida MAFS Toolbox Ready Florida MAFS	Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach, Administrators, interventionists, RTI Coordinator	-Create an intervention schedule based on students who scored a level 2 on the FSA Mathematics. -Train interventionists on how to use the I-Ready toolbox -Use the focus calendars to guide interventionist instruction. -Students will use manipulatives to gain understanding of mathematical concepts.
SWD	August 2018- June 2020	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Mathematics in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

Based on FSA-Mathematics student achievement data, 77% of students in grades 6-8 are deficient in the area of Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Mathematics (Intensive Mathematics)	August 2018- May 2020	Ready Florida MAFS	Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction</li> <li>-Provide intensive math teachers with training on how to most effectively use the Ready Florida MAFS curriculum.</li> <li>-Enroll all FSA level 1 students in Intensive Math class in addition to a general education mathematics class.</li> <li>-Provide Intensive Math teachers with focus calendars for the general education curriculum</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Provide teachers with the coaching model through Curriculum Coach ongoing observations.</li> <li>-Have teachers use GoGebra online math tools during instruction.</li> <li>-Have teachers provide remedial instruction in the area of Geometry throughout the school year.</li> <li>-Students will use hands-on activities to help gain an understanding of the mathematical concepts.</li> </ul>
Mathematics (General Education)	August 2018- May 2020	Go Math Series HMH	- Assessments from the Go Math curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide teachers training on using the Go Math curriculum.</li> <li>-Provide teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Have teachers use GoGebra online math tools during instruction.</li> <li>-Have teachers provide differentiated instruction in the area of Geometry throughout the school year.</li> <li>-Students will use hands-on activities to help gain an understanding of the mathematical concepts.</li> <li>-Students will engage in Real-World application activities of mathematical concepts throughout the school year.</li> </ul>
Mathematics (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning- Florida Coach Mathematics Books	Assessments from the Triumph Learning Florida Coach Mathematics curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Recruit teachers to tutor afterschool.</li> <li>-Enroll students who scored a level 1 or 2 in the FSA Mathematics in afterschool tutoring program. Tutoring sessions will take place 2 times per week.</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> <li>-The Curriculum Coach will be responsible for the successful implementation of the afterschool tutoring program.</li> </ul>

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					-Students who are unable to attend the after-school tutoring program, will still be given remedial instruction through Intensive Math class and/or interventions.
Mathematics (Interventions)	October 2018- May 2019; August 2019- August 2020.	Ready Florida MAFS Toolbox Ready Florida MAFS	Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach, Administrators, interventionists, RTI Coordinator	-Create an intervention schedule based on students who scored a level 2 on the FSA Mathematics. -Train interventionists on how to use the I-Ready toolbox -Use the focus calendars to guide interventionist instruction. -Students will use manipulatives to gain understanding of mathematical concepts.
SWD	August 2018- June 2020	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Mathematics in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

**Based on FSA-Mathematics student achievement data, 72% of students in grade 8 are deficient in the area of Functions.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Mathematics (Intensive Mathematics)	August 2018- May 2020	Ready Florida MAFS	Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction</li> <li>-Provide intensive math teachers with training on how to most effectively use the Ready Florida MAFS curriculum.</li> <li>-Enroll all FSA level 1 students in Intensive Math class in addition to a general education mathematics class.</li> <li>-Provide Intensive Math teachers with focus calendars for the general education curriculum</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Provide teachers with the coaching model through Curriculum Coach ongoing observations.</li> <li>-Have teachers use GoGebra online math tools during instruction.</li> <li>-Have teachers provide remedial instruction in the area of functions.</li> <li>-Students will use hands-on activities to help gain an understanding of the mathematical concepts.</li> </ul>
Mathematics (General Education)	August 2018- May 2020	Go Math Series HMH	- Assessments from the Go Math curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide teachers training on using the Go Math curriculum.</li> <li>-Provide teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with item specifications and train them on how they should be incorporated in their instruction.</li> <li>-Have teachers use GoGebra online math tools during instruction.</li> <li>-Have teachers provide differentiated instruction in the area of functions throughout the school year.</li> <li>-Students will use hands-on activities to help gain an understanding of the mathematical concepts.</li> <li>-Students will engage in Real-World application activities of mathematical concepts throughout the school year.</li> </ul>
Mathematics (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	Triumph Learning- Florida Coach Mathematics Books	Assessments from the Triumph Learning Florida Coach Mathematics curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Recruit teachers to tutor afterschool.</li> <li>-Enroll students who scored a level 1 or 2 in the FSA Mathematics in afterschool tutoring program. Tutoring sessions will take place 2 times per week.</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> <li>-The Curriculum Coach will be responsible for the successful implementation of the afterschool tutoring program.</li> <li>-Students who are unable to attend the after-school tutoring program, will still be given</li> </ul>

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					remedial instruction through Intensive Math class and/or interventions.
Mathematics (Interventions)	October 2018- May 2019; August 2019- August 2020.	Ready Florida MAFS Toolbox Ready Florida MAFS	Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach, Administrators, interventionists, RTI Coordinator	-Create an intervention schedule based on students who scored a level 2 on the FSA Mathematics. -Train interventionists on how to use the I-Ready toolbox -Use the focus calendars to guide interventionist instruction. -Students will use manipulatives to gain understanding of mathematical concepts.
SWD	August 2018- June 2020	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Mathematics in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

**Based on NGSSS Science Assessment student achievement data, 51% of students in grade 8 were not proficient in the area of life science.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018- May 2020	Florida Science Fusion	Assessments from the Florida Science Fusion curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Train teachers on the most effective use of the science fusion curriculum</li> <li>-Provide teachers with a focus calendar for instruction</li> <li>-8<sup>th</sup> grade teacher will be given a focus calendar that will allow for review of content taught in 6<sup>th</sup> and 7<sup>th</sup> grade</li> <li>-Provide teachers with item specifications to incorporate into their instruction.</li> <li>--Provide teachers with the coaching model through Curriculum Coach ongoing observations</li> <li>-Students will engage in Science labs that will help them to apply their knowledge.</li> <li>-Student will participate in the Science fair to provide application of the scientific method.</li> <li>-Teacher will review all middle school life science standards.</li> </ul>
Science (Tutoring Program)	January 2019- May 2019; January 2020-May 2020	Florida Coach, Standards-Based Instruction, Science	- Assessments from the Florida Coach Standards-Based Instruction Science curriculum.	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Recruit teachers to participate in the Science Saturday Boot camp.</li> <li>-Based on student diagnostic data, administered in December, enroll students who are scoring at a percentage of 50% or lower.</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> <li>-The curriculum coach will be responsible for the successful implementation of the Science Saturday Boot Camp.</li> <li>-Incorporate instruction of the life science standards.</li> </ul>
Science	August 2018- May 2020	FloridaStudents.org	- Assessments from FloridaStudents.org	Curriculum Coach, Administrators, Teachers	<ul style="list-style-type: none"> <li>-Train teachers on how to use the FloridaStudents.org website</li> <li>-Have teachers assign science lessons from FloridaStudents.org and have them complete an assignment based on the lesson.</li> <li>-Students will complete lessons that are assigned by their teachers.</li> </ul>
SWD	August 2018- June 2020	<ul style="list-style-type: none"> <li>-Ready Florida MAFS</li> <li>-Go Math Series HMH</li> <li>-Triumph Learning-Florida Coach Mathematics Books</li> <li>-Ready Florida</li> <li>-MAFS Toolbox</li> <li>Ready Florida MAFS</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments from the Ready Florida MAFS curriculum.</li> <li>- Assessments from the Go Math curriculum</li> <li>- Assessments from the Triumph Learning Florida Coach Mathematics curriculum.</li> <li>-Assessments from the Ready Florida MAFS</li> </ul>	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.



			curriculum.		
ELL	October 2018- May 2019	-Florida Science Fusion -Florida Coach, Standards-Based Instruction, Science - FloridaStudents.org	-Assessments from the Florida Science Fusion curriculum - Assessments from the Florida Coach Standards-Based Instruction Science curriculum - Assessments from FloridaStudents.org	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

**Based on NGSSS Science Assessment student achievement data, 49% of students in grade 8 were not proficient in the area of the nature of science.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018- May 2020	Florida Science Fusion	Assessments from the Florida Science Fusion curriculum.	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Train teachers on the most effective use of the science fusion curriculum -Provide teachers with a focus calendar for instruction -8 <sup>th</sup> grade teacher will be given a focus calendar that will allow for review of content taught in 6 <sup>th</sup> and 7 <sup>th</sup> grade -Provide teachers with item specifications to incorporate into their instruction. --Provide teachers with the coaching model through Curriculum Coach ongoing observations -Students will engage in Science labs that will help them to apply their knowledge. -Student will participate in the Science fair to provide application of the scientific method. -Teacher will revisit standards throughout the year that cover the nature of science.
Science (Tutoring Program)	January 2019- May 2019; January 2020-May 2020	Florida Coach, Standards-Based Instruction, Science	- Assessments from the Florida Coach Standards-Based Instruction	Curriculum Coach, Administrators, Teachers	-Recruit teachers to participate in the Science Saturday Boot camp. -Based on student diagnostic data, administered in December, enroll students who are scoring at a percentage of 50% or lower. -Assign teachers lessons from tutoring curriculum based on focus calendars. -The curriculum coach will be responsible for the successful implementation of the Science Saturday Boot Camp. -Incorporate instruction of the nature of science.

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			Science curriculum.		
Science	August 2018- May 2020	FloridaStudents.org	- Assessments from FloridaStudents.org	Curriculum Coach, Administrators, Teachers	-Train teachers on how to use the FloridaStudents.org website -Have teachers assign science lessons from FloridaStudents.org and have them complete an assignment based on the lesson. -Students will complete assignments given to them.
SWD	August 2018- June 2020	-Ready Florida MAFS -Go Math Series HMH -Triumph Learning-Florida Coach Mathematics Books -Ready Florida -MAFS Toolbox Ready Florida MAFS	-Assessments from the Ready Florida MAFS curriculum. - Assessments from the Go Math curriculum - Assessments from the Triumph Learning Florida Coach Mathematics curriculum. -Assessments from the Ready Florida MAFS curriculum.	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-Florida Science Fusion -Florida Coach, Standards-Based Instruction, Science - FloridaStudents.org	-Assessments from the Florida Science Fusion curriculum - Assessments from the Florida Coach Standards-Based Instruction Science curriculum - Assessments from FloridaStudents.org	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

**Based on the Civics EOC achievement data, 56% of students in grade 7 were not proficient in the area of Government Policies and Political Procedures.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Civics (General Education)	August 2018- May 2020	Civics HMH curriculum	Assessments from the Civics HMH curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Provide teachers training on data-driven instruction.</li> <li>-Provide teachers training on differentiated instruction.</li> <li>-Provide teachers training on using the HMH Civics curriculum.</li> <li>-Provide teachers with focus calendars and pacing guides.</li> <li>-Hold data chats with teachers on a monthly basis.</li> <li>-Provide teachers with the Civics Item Specifications and teach them how to incorporate them into lesson plans.</li> <li>-Teachers will incorporate government policies and political procedure instruction during their differentiated instruction.</li> <li>-Students will engage in reading strategies that will assist in the understanding of critical social studies content.</li> <li>-Students will identify text structure and text features that will facilitate their understanding of the content.</li> </ul>
Civics (General Education)	August 2018- May 2020	Edgenuity Civics Online curriculum	- Assessments from the Edgenuity Online curriculum.	Curriculum Coach, Administrator, Teachers	<ul style="list-style-type: none"> <li>-Create Teacher and student accounts for all students enrolled in 7<sup>th</sup> grade.</li> <li>-Train teachers on how to assign online lessons to match the focus calendar.</li> <li>-Have teachers grade students on their successful completion of modules of various topics.</li> <li>-The curriculum coach will be responsible for the successful implementation of the Civics Saturday Boot Camp.</li> <li>-Teachers will incorporate instruction on government policies and political procedures.</li> </ul>
Civics (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	FloridaStudents.org	Assessments from FloridaStudent s.org curriculum.	Curriculum Coach, Administrators, Tutors	<ul style="list-style-type: none"> <li>-Recruit teachers to tutor in our Saturday Civics EOC boot camps.</li> <li>-Based on student diagnostic data, administered in December, enroll students who are scoring at a percentage of 50% or lower</li> <li>-Assign teachers lessons from tutoring curriculum based on focus calendars.</li> </ul>
SWD	August 2018- June 2020	<ul style="list-style-type: none"> <li>-Civics HMH curriculum</li> <li>-Edgenuity Civics Online curriculum</li> <li>-FloridaStudents.org</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments from the Civics HMH curriculum</li> <li>- Assessments from the Edgenuity Online curriculum.</li> <li>-Assessments from FloridaStudents.org curriculum</li> </ul>	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Social Studies in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.

ELL	October 2018- May 2019	-Civics HMH curriculum -Edgenuity Civics Online curriculum -FloridaStudents.org	-Assessments from the Civics HMH curriculum - Assessments from the Edgenuity Online curriculum. -Assessments from FloridaStudents.org curriculum	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.
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*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

**Based on the Civics EOC achievement data, 51% of students in grade 7 were not proficient in the area of Origins and Purposes of Law and Government.**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Civics (General Education)	August 2018- May 2020	Civics HMH curriculum	Assessments from the Civics HMH curriculum.	Curriculum Coach, Administrator, Teachers	-Provide teachers training on data-driven instruction. -Provide teachers training on differentiated instruction. -Provide teachers training on using the HMH Civics curriculum. -Provide teachers with focus calendars and pacing guides. -Hold data chats with teachers on a monthly basis. -Provide teachers with the Civics Item Specifications and teach them how to incorporate them into lesson plans. -Teachers will incorporate Origins and Purposes of Law and Government instruction during their differentiated instruction. -Students will engage in reading strategies that will assist in the understanding of critical social studies content. -Students will identify text structure and text features that will facilitate their understanding of the content.
Civics (General Education)	August 2018- May 2020	Edgenuity Civics Online curriculum	- Assessments from the Edgenuity Online curriculum.	Curriculum Coach, Administrator, Teachers	-Create Teacher and student accounts for all students enrolled in 7 <sup>th</sup> grade. -Train teachers on how to assign online lessons to match the focus calendar. -Have teachers grade students on their successful completion of modules of various topics. -The curriculum coach will be responsible for the successful implementation of the Civics Saturday Boot Camp. -Teachers will incorporate instruction on Origins and Purposes of Law and Government.

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Civics (Tutoring Program)	October 2018- May 2019; October 2019-May 2020	FloridaStudents.org	Assessments from FloridaStudent s.org curriculum.	Curriculum Coach, Administrators, Tutors	-Recruit teachers to tutor in our Saturday Civics EOC boot camps. -Based on student diagnostic data, administered in December, enroll students who are scoring at a percentage of 50% or lower -Assign teachers lessons from tutoring curriculum based on focus calendars.
SWD	August 2018- June 2020	-Civics HMH curriculum -Edgenuity Civics Online curriculum -FloridaStudents.org	-Assessments from the Civics HMH curriculum - Assessments from the Edgenuity Online curriculum. -Assessments from FloridaStudents.org curriculum	ESE Specialist Teachers	SWD are included and integrated in all remedial activities for Social Studies in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. Additionally, all teachers and staff will be provided professional development in meeting the needs of SWD so they are able to access their education.
ELL	October 2018- May 2019	-Civics HMH curriculum -Edgenuity Civics Online curriculum -FloridaStudents.org	-Assessments from the Civics HMH curriculum - Assessments from the Edgenuity Online curriculum. -Assessments from FloridaStudents.org curriculum	Curriculum Coach ESOL Contact Teachers Tutors	-Provide teachers training on how to use ESOL Instructional Strategies in their lesson delivery. -Provide training for teachers on the “WIDA Can-Do Descriptors” -Provide teachers training on heritage language resources available to them. -Meet with all teachers to explain to them their rights expectations, and resources available to them for ESOL students. - Hire Teachers’ Aides who are bilingual in English and Portuguese or English and Creole to assist ESOL students in heritage language when needed.

**6. Approved Educational Program**

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract.

All components of the school's approved educational program are currently being implemented.

**7. Addressing Identified Deficiencies**

Provide a **detailed** plan for addressing the identified **deficiencies** that would be resolved using the programs not yet implemented and listed in **part 6**, should those programs be implemented in the coming school year. Include specific actions, person responsible, resources needed, and timeline. Explain how each program will be implemented in the future. Explain how teachers will be prepared for implementation. Or, if the program(s) will not be implemented, confirm if another program will replace it. If no additional program(s) will not be implemented, confirm this in the space provided below.

All components of the school's approved educational program are currently being implemented.

**Deficiency (from Section 6):**

**Based on (identify specific student achievement data), students in grade(s) (fill in the blank) are deficient in (fill in the blank).**

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:

*\*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately*

**8. Barriers to Student Success**

Identify other **barriers** to student success by providing a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, and/or limited professional development. See sample provided in appendices.

**Barrier:**

**The school has identified the number of novice teachers as a barrier.**

Area	Barrier	Person Responsible	Action Steps:
Instructional Staff	Teachers on staff that are new to education and/or to their content area.	Curriculum Coach	The curriculum coach is implementing a professional development community for new teachers where she will review best practices, data analysis, curriculum, grading and more.
Instructional Staff	Teachers on staff that are new to education and/or to their content area.	Curriculum Coach	The curriculum coach will conduct the coaching model to assist teachers (observing, modeling, providing support).
Instructional Staff	Ongoing professional development	Administrators	Administrators will use iObservation for walk-throughs and professional growth monitoring.
Instructional Staff	Ongoing professional development	Administrators Curriculum Coach	Giving quality PDs will assist in building teacher skill sets. If teachers feel confident in their ability, they will perform at higher rates.
Instructional Staff	Lack of motivation.	Administrators Curriculum Coach	The school will provide motivational tools like social hours, shout-outs, celebrations to create a positive and collaborative culture in the school.

*\*Copy/Paste the above chart as many times as needed to address each barrier separately.*

**Barrier:**

**The school has identified the lack of foundational skills in Mathematics.**

Area	Barrier	Person Responsible	Action Steps:
Mathematics	Incoming students are lacking foundational skills in mathematics.	Curriculum Coach Classroom Teachers	Grade-level math teachers will incorporate foundational skills in their differentiated instruction.
Mathematics	Incoming students are lacking foundational skills in mathematics.	Curriculum Coach Liberal Arts Teacher	Intensive Math Teachers will incorporate foundational skills in their instruction.
Mathematics	Incoming students are lacking foundational skills in mathematics.	Interventionists Curriculum Coach	Interventionists will incorporate foundational math skills during their intervention times.

Instructional Staff	Incoming students are lacking foundational skills in mathematics.	Tutors Curriculum Coach	Incorporate foundational math skills during the after-school tutoring program.
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**The school has identified classroom management as a barrier.**

Area	Barrier	Person Responsible	Action Steps:
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators Curriculum Coach	Administration and Curriculum Coach will provide professional development opportunities in the area of classroom management.
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Curriculum Coach	The curriculum coach will conduct the coaching model to assist teachers (observing, modeling, providing support).
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators	Administrators will use iObservation for walk-throughs and professional growth monitoring. Administrators will work with struggling teachers to help them improve in the areas of identified need.
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators Curriculum Coach	Provide every classroom with a telephone to facilitate parent-teacher communication.
Instructional Staff	Many teachers on staff that are new to education and as a result struggle with classroom management techniques.	Administrators Curriculum Coach Teachers	The school administration will work collaboratively with teachers to provide consequences for students who have not been responsive to classroom disciplinary measures.

**The school has identified motivation to take all tests seriously as a barrier.**

Area	Barrier	Person Responsible	Action Steps:
Motivation to Put Forth Maximum Effort	The on-going progress monitoring data results (iReady, FAIR) have not shown to be as accurate when comparing to student performance on formative assessments (FSA). Students lack motivation to take the assessments seriously, questioning the reliability of the results to use the data for use of instructional decisions and practices.	Administration Teachers	<p>The school will provide an incentive program for students who show the most growth from one assessment period to another. This will motivate students to take the assessment more seriously, thus getting more valid results.</p> <p>The administration team will also assign teacher assistants or support personnel to monitor students during testing sessions to ensure students are on task.</p>



**9. Student Achievement Outcomes**

Provide a description of specific student achievement outcomes to be achieved using the S.M.A.R.T. Goal(s) chart below.

<b>Specific</b> <i>(What outcomes do you want to achieve?)</i>	<b>Measurable</b> <i>(numbers and timelines to the goal)</i>	<b>Achievable</b> <i>(based on existing figures and research)</i>	<b>Relevant/Realistic</b> <i>(goal in line with school's broader goals)</i>	<b>Timely/Timeline</b> <i>(goal measurable over specific period of time)</i>	<b>Person Responsible</b>
Improve Learning Gains and Proficiency scores for SWD in the area of English Language Arts.	Increase number of students scoring proficient by 10% points in the area of Reading.	Number of proficient SWD will improve from 21% points to 31% points	Increasing the proficiency of SWD will improve the school's overall scores on the FSA ELA, EOC Exams, and NGSS Science.	August- May	ESE Specialist ESE Service Provider Classroom Teacher
Improve Learning Gains and Proficiency scores for SWD in the area of Mathematics.	Increase number of students scoring proficient by 10% points in the area of Mathematics	Number of proficient SWD will improve from 13% points to 23% points	Increasing the proficiency of SWD will improve the school's overall scores on the FSA Mathematics.	August- May	ESE Specialist ESE Service Provider Classroom Teacher
Improve Learning Gains and Proficiency scores for ESOL students in the area of Reading.	Increase number of students scoring proficient by 10% points in the area of Reading.	Number of proficient ESOL students will improve from 8.67% points to 18.67% points	Increasing the proficiency of ESOL students will improve the school's overall scores on the FSA ELA, EOC Exams and NGSS Science.	August- May	ESOL Contact ESOL Teacher Classroom Teacher
Improve Learning Gains and Proficiency scores for ESOL students in the area of Mathematics.	Increase number of students scoring proficient by 10% points in the area of Mathematics.	Number of proficient ESOL students will improve from 13% points to 23%	Increasing the proficiency of ESOL students will improve the school's overall scores on the FSA Mathematics.	August- May	ESOL Contact ESOL Teacher Classroom Teacher
Improve proficiency scores in English Language Arts.	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 43% points to 50% points.	Increasing the overall proficiency level in the area of Language Arts will improve the school's overall performance.	August-May	Administration Instructional Coach Classroom Teachers
Improve learning gains in English Language Arts.	Increase number of students showing learning gains.	The percentage of students showing learning gains will improve from 30% points to 40% points.	Increasing the overall number of students showing learning gains in the area of Language Arts will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers

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Improve proficiency scores in Mathematics.	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 30% points to 50% points.	Increasing the overall proficiency level in the Area of Mathematics will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve learning gains in Mathematics.	Increase number of students showing learning gains.	The percentage of students showing learning gains will improve from 41% points to 51% points.	Increasing the overall number of students showing learning gains in the area of Mathematics will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve proficiency scores in Science.	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 23% points to 63% points.	Increasing the overall proficiency level in the Area of School's will improve the school's overall performance.	August-May	Administration Instructional Coach Classroom Teachers
Improve proficiency scores in Social Studies	Increase number of students scoring at a level of proficiency.	The percentage of proficient students will increase from 60% points to 70% points.	Increasing the overall proficiency level in the Area of School's will improve the school's overall performance.	August- May	Administration Instructional Coach Classroom Teachers
Improve the scores of ESOL students on the WIDA ACCESS for ELLs 2.0 English Language Proficiency Test	Increase the number of students with an overall score of 4 or higher.	The percentage of students who have an overall score of 4 or higher will increase from 63.7 percentage points to 80 percentage points	Increasing the overall language proficiency level will improve the school's overall performance on the Florida Standards Assessment.	August- May	Administration Instructional Coach Classroom Teachers ESOL Contact

*\*Copy/Paste the above chart as many times as needed.*

**PART 3: Parent and Family Engagement Action Plan**  
**Strategies and Activities to Increase Parent Participation**

State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?). Address the needs of all subgroups and grade bands.

Parent and Family Engagement Goal: (Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)					
About 20% of Somerset Academy Key’s middle school parent population participated in the monthly parent and family engagement activities during the 2017-18 school. It is the goal of Somerset Key middle is to increase parent involvement by 10%. Somerset Key will offer a variety of engagement opportunities at varying times throughout the school year and will provide staff support for communicating the events in various languages. It is the goal of Somerset Academy Key Charter Middle School to involve parents in an organized, ongoing partnership that facilitates the growth of our students as well as the future growth and success of our school.					
Specific Action/Event	Timeline	Resources Needed	Evaluation Tool (questionnaires, sign-in sheets, etc.)	Person Responsible	Strategies and Activities to increase student Achievement (explain how this activity strengthens/impacts parental involvement efforts on student learning)
Annual Public Meeting/Open House	September (1x/ 2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Curriculum Coach Teachers ELL/ESE Chair	Parents will receive information on school/classroom procedures including school/home communication  Language interpretation will be available to parents who are not fluent in English.
Literacy Night 1- Identifying Reading Needs and Strategies	October (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home  Language interpretation will be available to parents who are not fluent in English.
Mindfulness Practices to Reduce Anxiety	October (1x/1.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Health Department Administration	Families will learn how to use mindfulness techniques to promote healthy mental and emotional mindsets.  Language interpretation will be available to parents who are not fluent in English.
Cyber Safety- Tips for keeping students cyber safe	November (1x/1.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Principal Curriculum Coach Lead Teacher	Parents will learn a variety of strategies to prevent students from the dangers of the internet, set privacy settings, and monitor use of technology at home.

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					Language interpretation will be available to parents who are not fluent in English.
Curriculum Fair/ Technology Resources	November (1x/2.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	The curriculum fair will allow parents to review information about the curriculum, technology, and other resources students are using in their classes.  Language interpretation will be available to parents who are not fluent in English.
Parent Conference Night/ Parent- teacher Individual Conferences	December (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Coaches Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals.  Language interpretation will be available to parents who are not fluent in English.
FSA Parent Night- Family Information Night for Testing	January (1x/2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Administration ESE/ELL Specialist	Discuss all the different standardized assessments- who, what, when and how of testing- strategies to prepare  Language interpretation will be available to parents who are not fluent in English.
Literacy Night 2- Reading for Comprehension	February (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home.  Language interpretation will be available to parents who are not fluent in English.
STEM Night- Math, Science and Technology Event	March (1x/3 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Science Department Chair Science/ Math teachers Curriculum Coach	Parents will gain information about the importance of STEM curriculum and related strategies. They will also interact with science projects and other STEM related activities  Language interpretation will be available to parents who are not fluent in English.
Nutrition/ Exercise Habits	March (1x/2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Health Department	Parents and students will learn ways to build a healthy and happy lifestyle.
Parent Conference Night	April (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals.

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Literacy Night #3- Summer Reading Strategies	May (3x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home.
District-wide events for parents of students with disabilities	Ongoing	Flyers and posting on school website.	Evidence of attendance	ESE Specialist	Parents will be invited to events for students with disabilities that would provide them with resources to improve their student's achievement.
District-wide events for parents of ESOL students	Ongoing	Flyers and posting on school website	Evidence of attendance	ESOL Contact	Parents will be invited to events for students who are enrolled in the ESOL program. These programs will provide resources for students to become more successful.
Title 1 Parent Resource Center	Ongoing	Flyers and posting on school website	Evidence of participation	Title 1 Liaison	Parents will be given information on how to access the Title 1 Parent Resource Center.
Student Advisory Committee Meetings	Quarterly	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	SAC Chair	Invite parents to participate in the School Advisory Council. This will give parents the opportunity to be involved in the school decision making process.
On-Site Parent Resource Center	Ongoing	Flyers, bulletin board	Evidence of participation	Activities Director Title 1 Liaison	Creating an on-site parent resource center located near the front office will allow parents to stay up to date on school events and happenings.
ESE Parent Advisory Board	Ongoing	Flyers, bulletin board	Evidence of participation	Activities Director ESE Specialist	Provide flyers to parents of students in the ESE program with upcoming events and place flyers on on-site parent resource center bulletin board.
ESE Parent Workshops	Ongoing	Flyers, bulletin board	Evidence of participation	Activities Director ESE Specialist	Provide flyers to parents of students in the ESE program with parent workshops provided through FDLRs and the district and place flyers on on-site parent resource center bulletin board
ESOL Parent Workshop	November 2018	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Activities Director ESOL Contact	Provide the parents of ELL students with strategies they can implement at home to help ensure their children are successful in school.
Learning strategies workshop	January 2018	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Activities Director Curriculum Coach	Provide parents of students with learning strategies and activities that can be implemented at home to help their students be successful at school.

***PART 4: Early Warning System Data (K-12)***

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	Grade 6	Grade 7	Grade 8		Totals
Attendance below 90 percent	1.9%	0.0%	3.1%	-	Sum of 5%
One or more suspensions	0.0%	0.7%	0.0%	-	Sum of 0.7%
Course failure in ELA or Math	0.0%	0.7%	2.1%	-	Sum of 2.8%
Level 1 on statewide assessment	44.8%	48.9%	36.5%	-	Average of 43.4
Students exhibiting two or more indicators	0.0%	1.4%	2.1%	-	Sum of 3.5%

Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:

The school will be implementing various academic interventions that will address the areas of concern of the Early Warning System data. These interventions include:

- Students who scored a level 1 on the FSA Mathematics will be enrolled in Intensive Math class and after-school tutoring which will commence in October.
- Students who scored a level 1 or 2 in the FSA ELA will be enrolled in Intensive Reading class and after-school tutoring which will commence in October.
- Students will be undergoing ongoing progress monitoring through bi-weekly assessments and the I-Ready Mathematics and Reading instructional program. This information will be used by the teacher for differentiated instruction to address the needs of all of their learners.
- Students who score less than a 50% on a diagnostic assessment in January for the Civics EOC exam will be enrolled in Saturday boot camp.
- Students who score less than a 50% on a diagnostic assessment in January for the NGSSS Science Exam will be enrolled in Saturday boot camp.
- The Guidance Counselor will be sending home quarterly notifications to parents of students who have an excessive amount of tardiness and/or absences.
- Students who are identified as having an excessive amount of tardiness and/or unexcused absences will not be permitted to attend school functions until there is significant improvement in their attendance.
- ESOL students whose language proficiency is a level 1 or A1 will be enrolled in an after-school program that will be geared towards improving their language acquisition and will use the ACCESS Newcomers curriculum.
- ESOL students whose language proficiency is a level 2 or 3 will be enrolled in an after-school program that will be geared towards improving their language acquisition and will use the ACCESS English curriculum.

**PART 5: MTSS/RtI Action Plan**

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students' academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1 and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support:						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention (how often and for how long will the intervention occur)	Timeline (over what span of time will the intervention take place)	Curriculum (what research-based resources will be used)	Progress Monitoring (what progress monitoring tool(s) will be used to assess the response to intervention)	Person Responsible (who will conduct/monitor the intervention)
Literacy	<b><u>Tier II through Intensive Reading</u></b> Small group intensive	40 min 2-3 times per week (block schedule) during differentiated instruction.	8 weeks; 10/1/18-12/1/18.	Inside	Inside Curriculum Assessments.	Implementation: Intensive Reading Teacher Monitoring: RtI Coordinator
	Small group intensive	Tier III Pull-Out from elective course 2-3 times a week (block schedule) in 40 minutes sessions	6 weeks; 10/1/18-11/16/18	Ready Reading Curriculum	Ready Reading Curriculum Assessments.	Implementation: 2 Reading Interventionist Monitoring: RtI Coordinator
	<b><u>Tier II through General Education Math Class</u></b> Small group intensive	40 min 2-3 times per week (block schedule) during differentiated instruction.	8 weeks; 10/1/18-12/1/18	Go Math RTI Curriculum	Go Math RTI Curriculum Assessments.	Implementation: Mathematics Teacher Monitoring: RtI Coordinator

Math	Small group intensive	Tier III Pull-Out from elective course 2-3 times per week for 45 minutes a session	6 weeks; 10/1/18-11/16/18	Ready Mathematics Curriculum	Ready Mathematics Curriculum Assessments	Implementation: 2 Reading Interventionist Monitoring: RtI Coordinator
	<b><u>Tier II through Intensive Math Class</u></b> Small group intensive	45 min 2-3 times per week (block schedule) during differentiated instruction.	8 weeks; 10/1/18-12/1/18	Ready Mathematics Curriculum	Ready Mathematics Curriculum Assessments.	Implementation: Intensive Math Teachers Monitoring: RtI Coordinator
Science	Small group intensive	Small Group Differentiated Instruction 3 times a week for 40 minutes each session.	8 weeks; 11/5/18-1/11/18	Floridastudents.org	C.A.R.E. Assessments from Secondary Science SharePoint	Implementation: Teacher Monitoring: Curriculum Coach
	Individual intensive	20 minutes once a week as needed	6 weeks; 11/5/18-1/11/18	Floridastudents.org	C.A.R.E. Assessments from Secondary Science SharePoint	Implementation: Teacher Monitoring: Curriculum Coach
	□ Small group intensive	Small Group Differentiated Instruction 3 times a week for 40 minutes each week (2 rotations at 20 minutes each rotation)	On-Going	Floridastudents.org	Floridastudents.org based assessment.	Implementation: Teacher Monitoring: Curriculum Coach



Social Studies	<input type="checkbox"/> Individual intensive	15 minutes once a week as needed	As needed	Floridastudents.org	Floridastudents.org based assessment.	Implementation: Teacher Monitoring: Curriculum Coach
Behavioral	<input type="checkbox"/> Small group intensive	Monthly for 30 minutes sessions	8 weeks; ongoing	Counseling Degree Courses- Solution Focused Therapy PBIS World Tier 2 Intervention Strategies	Student Behavioral Anecdotal Notes/ Observations PBIS World Tier 2 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
	<input type="checkbox"/> Individual intensive	Dependent on behavioral needs of the individual child	6 weeks; ongoing	Counseling Degree- Solution Focused therapy PBIS World Tier 3 Intervention Strategies	Student Behavioral Anecdotal Notes/ Observations PBIS World Tier 3 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
Social/Emotional Learning	<input type="checkbox"/> Small group intensive	Monthly for 30 minutes sessions	8 weeks; ongoing	Counseling Degree Courses- Solution Focused Therapy PBIS World Tier 2 Intervention Strategies	Student Behavioral Anecdotal Notes/ Observations PBIS World Tier 2 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
	<input type="checkbox"/> Individual intensive	Dependent on behavioral needs of the individual child	6 weeks; ongoing	Counseling Degree- Solution Focused therapy PBIS World Tier 3 Intervention Strategies	Student Behavioral Anecdotal Notes/ Observations PBIS World Tier 3 monitoring tools	Implementation: School Guidance Counselor Monitoring: RtI Coordinator
<p><u>Counseling Services for ESE</u> At the beginning of the school year, Counselor meets with ESE specialist to determine which students require counseling, consultation or collaboration services with the counseling department based on their IEP or 504. Using this information, Counselor creates and follows a schedule to meet with each student and/or their teachers to work towards their IEP/504 goals and accommodations.</p> <p><u>Counseling Services for Referrals</u> Throughout the year students refer themselves to the counselor or are referred to the counselor via other students, parents or school staff in order to help resolve social, emotional or bullying concerns. Counselor meets with these students within 48 hours of receiving a referral (or earlier when possible or required by circumstance) to discuss and help resolve the concern. Counselor sets up follow up services with referred students on an “as needed” basis.</p> <p><u>SWD and ESOL Students</u> Students in these programs will be included in all areas of the MTSS/RTI process. Staff members responsible for implementation of these interventions will be trained on the</p>						

use of ESOL strategies, WIDA Can-Do Descriptors, and ESE accommodation implementation. The ESOL contact and ESE Specialist will work closely with the RTI coordinator to ensure that these students' needs are being met.

### **Response to Intervention/ Multi-Tiered Student Support Team**

In order to facilitate the process of meeting the needs of all learners Somerset Academy Key Charter Middle School has established an MTSS/RtI Leadership Team. The roles, responsibilities and purpose of the team is as follows:

School-based MTSS leadership team:

Principal

Assistant Principal

Lead Teacher

Curriculum Coach

Special Programs Coordinator (ESE/ELL Specialist)

BRACE Advisor/ School Counselor

Social Science Department Chair

Math Department Chair Science Department Chair Language Arts/Reading Department Chair

**Principal:** Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RTI model.

**General Education Teachers (Reading and Math):** Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.

**Exceptional Student Education Teacher (ESE):** Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

**Special Program Coordinator for ESE and ELL Students:** Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stakeholders.

**BRACE Advisor/School Counselor:** Provides student support for students in need of additional counseling services. Monitors students' progress toward college and career readiness.

The MTSS/RTI Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies.

The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading and Intensive Math classes, monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes and regular curriculum classes.

Develop and monitor the FSA afterschool tutoring that will be offered to all Level 1 and Level 2, ELL students. Review progress of all students using iReady and data collected from the use of Bi-Weekly Assessment. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science. Ensure that all teachers throughout the school year will teach all FSA ELA benchmarks across the curriculum. Ensure that the Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the leadership team will determine the professional development and resources needed to optimize instruction and intervention. Data from the following sources will be used to provide clear and definite evidence of student progress and the effectiveness of strategies as they are implemented:

Florida Standards Assessment (FSA), School-wide Baseline Diagnostic Assessment, Florida Assessments for Instruction in Reading (FAIR). IReady Reading and Math Diagnostics.

Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Bi-Weekly benchmark assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), iReady Reading and Math Mid-Year.

Florida Standards Assessment (FSA), School-wide Baseline Diagnostic Assessment, Florida Assessments for Instruction in Reading (FAIR). IReady Reading and Math Diagnostics.

Frequency of Data Days: Once a quarter for data analysis of iReady Reading and Math, bi-weekly benchmark assessments, as well as Teacher created assessments

#### Reading Interventions

Tier II and Tier III reading interventions are different than that of the core reading required block because they are provided different curriculum, focus on phonics, fluency, vocabulary and language. The interventions through the intensive reading blocks are more differentiated to students' specific needs and have smaller class sizes to foster time for small-group/individual support when needed. Students in Tier II interventions are being provided additional instruction through their intensive reading blocks. Somerset Academy Key highly-qualified reading teachers will use National Geographic Inside as the comprehensive core literacy program used for students needing strategic intervention in grades 6-8. Intensive Reading teachers will use the resources provided by the supplemental curriculum to meet the students' specific needs. I-Ready Reading diagnostic assessments will be used to measure student progress and identify the areas for student growth that will be supported through differentiated instruction in the intensive classroom and/or, tutoring, or Tier III interventions.

The Response to Intervention process will support identifying students in need of Tier III support. Student data will be used to identify struggling students in need of Tier III interventions. Student data used to identify Tier III students will consist of statewide assessment results, benchmark assessments, Broward Standards Interim Assessments, I-Ready Reading results and classroom grades. Students with intensive needs across most or all of the essential components of reading (phonics, decoding, fluency, vocabulary, comprehension) who are seriously at risk for not making adequate progress in Tier 1 or Tier 2. Tier III interventions will be provided during electives where they will be pulled by an interventionist for 30 minutes, 3-4 times per week.. The interventionist will use individualized iReady Tool Box activities for Tier 3 students.er comprehension.

### ***PART 6: Graduation Rate Data***

*Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentages for both in-cohort and post-cohort students.*

Student Measurable Outcomes			
<b>Provide specific student achievement outcomes (based on student achievement data) for the following years:</b>			
<b>Baseline Data 2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>In- Cohort Student Achievement Data</b>			
<b>FSA/ End Of Course Examination Scores</b>		<b>Concordance/Comparative Scores</b> (i.e. ACT, SAT, PERT):	
<b>2018 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2019 <u>Expected</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2019 <u>Expected</u> Level of Performance (% and number of students)</b>
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
<b>Graduation Data:</b>			
2018 <b><u>Number</u></b> of Students That Graduated In-Cohort:	2018 <b><u>Percent</u></b> of Students That Graduated In-Cohort:	2019 <b><u>Expected Number</u></b> of Students That Will Graduate In-Cohort:	2019 <b><u>Expected Percent</u></b> of Students That Will Graduate In-Cohort:
<b>Post- Cohort Student Achievement Data</b>			
<b><u>Post-Cohort</u> FSA/End of Course Retake Assessments:</b>		<b><u>Post-Cohort</u> Concordance/Comparative Scores</b> (i.e. ACT, SAT, PERT):	

<b>2018 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2019 <u>Expected</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2019 <u>Expected</u> Level of Performance (% and number of students)</b>
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
<b>Graduation Data:</b>			
2018 <b>Number</b> of Students That Graduated Post-Cohort:	2018 <b>Percent</b> of Students That Graduated Post-Cohort:	2019 <b>Expected Number</b> of Students That Will Graduate Post-Cohort:	2019 <b>Expected Percent</b> of Students That Will Graduate Post-Cohort:

### ***Graduation Rate Action Plan***

*State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.*

<b>Strategies to Improve Graduation Rates:</b>			
<i>Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.</i>			
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources needed</b>	<b>Timeline</b>
<i>Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors</i>	<i>Literacy Coach Selected Content-Area Teachers</i>	<i>FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus</i>	<i>November 2018-May 2019</i>
Not Applicable			

Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:

## APPENDICES

- **Title 1 Addendum – page 13**
- **Deficiency Examples – page 16**
- **Barrier Examples – page 21**
- **Student Achievement Outcome Example – page 23**

### PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name:	Principal Name:
School Location Number:	Grade Levels Served:

#### 1. COMPREHENSIVE NEEDS ASSESSMENT:

**A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards**

*Provide a **detailed** description of the process used to conduct the comprehensive needs assessment for this school.*

At the beginning and end of each school year, all stakeholders are provided with a survey to determine the needs of the school. Once the evaluations are submitted the Title 1 Liaison collects the data. During the SAC meetings the committee members analyze and disaggregate the data and assist with the creation of the Parent and Family Engagement Plan where all stakeholders are given the opportunity to provide input.

## **2. STATE CERTIFIED TEACHERS**

Provide a ***detailed*** description of the strategies that will be used to attract state certified teachers.

- The school will be using platforms such as Indeed, Zip Recruiter, and Teachers-Teachers to recruit certified teachers for employment.
- The school will be issuing retention bonuses to teachers each year for continued employment.
- The school offers opportunities to make additional income through after-school tutoring programs, club sponsorships, and athletic coaching.
- The school offers attendance bonuses twice per year for teachers who maintain perfect attendance for each semester.

Provide a ***detailed*** description of the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.

- The school has a full-time instructional coach that assists teachers in professional growth.
- The school provides assistance to teachers to enroll in professional development opportunities through My Learning Plan.
- The school provides on-site training on various topics as they are identified through continuous progress monitoring.
- The school has scheduled monthly department meetings for professional growth.
- The school will be issuing retention bonuses to teachers each year of continued employment.
- The school coordinates social events to provide team building opportunities.

## **3. PARENTAL INVOLVEMENT**

Provide a ***detailed*** description of how parents will be involved in the design, implementation, and evaluation of the school-wide Title I program

Parents will be invited to the school for a series of varied activities and informational meetings highlighted in the Parent and Family Engagement Action Plan above. Additionally, they will be invited to be a part of the School Advisory Council which will involve parents in the execution of the Title 1 program. This will include parents of our SWD, ELL and Gifted populations. Information will be presented to all parents in their home language and access to any information, including the Parent Involvement Plan, will be provided in their home language as well.

Provide a ***detailed*** description of how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision-making opportunities about their child's education.

The school will be holding events throughout the school year that will invite parent participation these events are outlined above in the Parent and Family Engagement Action Plan. Parents will be notified of these events through Parent Link notifications, flyers, online website posting, and social media postings.

Provide a ***comprehensive*** list of specific training activities and decision-making opportunities for parents. Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.

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Specific Action/Event	Timeline	Resources Needed	Evaluation Tool (questionnaires, sign-in sheets, etc.)	Person Responsible	Strategies and Activities to increase student Achievement (explain how this activity strengthens/impacts parental involvement efforts on student learning)
Annual Public Meeting/Open House	September (1x/ 2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Curriculum Coach Teachers ELL/ESE Chair	Parents will receive information on school/classroom procedures including school/home communication
Literacy Night 1- Identifying Reading Needs and Strategies	October (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home
Mindfulness Practices to Reduce Anxiety	October (1x/1.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Health Department Administration	Families will learn how to use mindfulness techniques to promote healthy mental and emotional mindsets.
Cyber Safety- Tips for keeping students cyber safe	November (1x/1.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Principal Curriculum Coach Lead Teacher	Parents will learn a variety of strategies to prevent students from the dangers of the internet, set privacy settings, and monitor use of technology at home.
Curriculum Fair/ Technology Resources	November (1x/2.5 hour)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	The curriculum fair will allow parents to review information about the curriculum, technology, and other resources students are using in their classes.
Parent Conference Night/ Parent-teacher Individual Conferences	December (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Coaches Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals.
FSA Parent Night- Family Information Night for Testing	January (1x/2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Administration ESE/ELL Specialist	Discuss all the different standardized assessments- who, what, when and how of testing- strategies to prepare



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Literacy Night 2- Reading for Comprehension	February (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home.
STEM Night- Math, Science and Technology Event	March (1x/3 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Science Department Chair Science/ Math teachers Curriculum Coach	Parents will gain information about the importance of STEM curriculum and related strategies. They will also interact with science projects and other STEM related activities
Nutrition/ Exercise Habits	March (1x/2 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Health Department	Parents and students will learn ways to build a healthy and happy lifestyle.
Parent Conference Night	April (2x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Administration Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals.
Literacy Night #3- Summer Reading Strategies	May (3x/2.5 hours)	Flyer, Agenda, Sign In sheets, Power point Presentation	Sign In sheets	Curriculum Coach Lead Teacher ESE/ELL Specialist	Parents will learn a variety of strategies to support reading instruction at home.
District-wide events for parents of students with disabilities	Ongoing	Flyers and posting on school website.	Evidence of attendance	ESE Specialist	Parents will be invited to events for students with disabilities that would provide them with resources to improve their student's achievement.
District-wide events for parents of ESOL students	Ongoing	Flyers and posting on school website	Evidence of attendance	ESOL Contact	Parents will be invited to events for students who are enrolled in the ESOL program. These programs will provide resources for students to become more successful.

Provide a **detailed** description of the annual parental evaluation of the school-wide Title 1 program and how this information is will be used to improve the plan.

The school provides a hard-copy and electronic version of the Annual Title 1 School Engagement Parent Survey. Incentives are provided to classes who submit these completed evaluations. We also provide parents opportunities to complete these surveys at the school in computer labs and hard copies in the office. Once the evaluations are submitted the Title 1 Liaison collects the data. During the SAC meetings the committee members analyze and disaggregate the data and assist with the creation of the Parent and Family Engagement Plan where all stakeholders are given the opportunity to provide input.

Provide a **detailed** description of your school's volunteer and business community partnership programs.

The activities director and guidance counselors work diligently to create partnerships with community businesses and higher education institutes. The athletic department also creates fundraising opportunities to partner with local businesses to help fund athletic programs. School clubs also partner with local businesses to create fundraising opportunities. The school also regularly recruits volunteer community stakeholders to participate in school- beautification projects and to participate in school functions.

#### **4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL**

Provide a **detailed** description of the plan for assisting pre-school children transitioning from early-childhood programs to local elementary school programs, as applicable. The following information should be included:

- Informing parents of readiness skills during Kindergarten Round-Up
- Offering pre-school programs and collaborating with kindergarten teachers regarding grade level expectations
- Meeting with local pre-school programs to discuss readiness for transitioning students
- Implementing a staggered start schedule during the first week of school
- Allowing classroom visitations for transitioning students and their parents

Not Applicable.

#### **5. COORDINATION OF SERVICES**

Provide a **detailed** description of how **federal, state, and local services and programs** will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training. **Each section should be completed.**

Title I, Part A: The school will use Title 1 funds to provide supplemental instruction to students. This will be done through after-school tutoring, Saturday Boot camps, and evening events outlined above. The funds will also provide for the salary of support staff which will include 2 Curriculum Facilitators, 2 Resource Teachers, and 1 Paraprofessional. Title 1 funds was used to purchase I-Ready progress monitoring software.

Title I, Part C- Migrant: Migrant and Special Programs Department notifies school of migrant students. Additionally, the students' registration packets are reviewed once they are turned in. If any of the questions regarding Migrant students is answered "yes" they are referred to Title 1, Migrant and Special Programs Department. They will then be enrolled in the Migrant Education Program which assists us in providing support to migrant students.

Title I, Part D –Neglected and Delinquent: If students show signs of abuse or neglect, they are reported to the Department of Children and Families. Also, the guidance counselor monitors student attendance on a quarterly basis and reports and cases of truancy to Broward County Public Schools. Families are also offered available resources in the community to help meet their needs.

<p>Title II – Professional Development: Teachers will be provided professional development based on their needs that will be identified throughout the school years. Additionally, we have already planned several that include the following:</p> <ul style="list-style-type: none"> <li>-Data Driven Instruction</li> <li>-Instructional Best Practices</li> <li>-Classroom Management</li> <li>-Curriculum specific training</li> <li>-Special Programs Students: ESE, 504, ESOL</li> <li>-I-Ready Diagnostic Assessments</li> <li>-Differentiated Instruction</li> <li>-Title 1 and Effective Communication</li> <li>-Smart Board and Electronic Gradebook Training</li> </ul>
<p>Title III - ESOL:</p> <ul style="list-style-type: none"> <li>-Teachers have undergone training at the beginning of the school year on understanding Language Proficiency levels, assessing students based on “WIDA Can- Do Descriptors”, and implementing ESOL strategies in their instruction.</li> <li>-All students have been issued a heritage language dictionary and content glossaries for Language Arts, Science, and Mathematics.</li> <li>-Tutoring Program: Tutoring will be held Monday thru Thursday from 3:00- 4:00p.m. SAK teachers have signed up for this afterschool tutoring program. Based on our ACCESS scores, all ELL students are in need of reinforcement in the area of comprehension. Students who are a level one will use ACCESS Newcomers as their curriculum. Students who are a level 2 or 3 will use ACCESS English to improve their language acquisition in the domains of Reading, Speaking, Listening, and Speaking. The tutors will also use ESOL strategies in their instruction from the ESOL Strategies Matrix. Additionally, all ELL students will have access to a bilingual dictionary and content glossaries in their home language. Students will be dismissed from their last class to the cafeteria, where they will be meeting their tutor. Official attendance will be taken in the classroom using a roster, which they will turn in daily to the designated administrator. The administrator will contact parents once a student misses two tutoring sessions.</li> </ul>
<p>Title X- Homeless: The Student Services Department notifies school of homeless students. Additionally, the students’ registration packets are reviewed once they are turned in. If any of the questions regarding Migrant students is answered “yes” they are referred to the Homeless Education Assistance Resource Team. They will then be enrolled in the HEART Program which assists us in providing support to migrant students.</p>
<p>Supplemental Academic Instruction (SAI):</p> <ul style="list-style-type: none"> <li>-Students who scored below a level of proficiency on the ELA FSA the previous school year will be placed in an after school tutoring program.</li> <li>-Students who scored below a level of proficiency on the ELA FSA the previous school year will be placed in an after school tutoring program.</li> <li>-Students who are scoring at a proficiency level of 50% or lower in January will be enrolled in boot camps for the NGSSS Science and Civics exams.</li> </ul>
<p>Violence Prevention Programs: The school will be implementing the “See Something, Say Something” violence prevention program. Additionally, the school will be participating in the “It Starts With Hello” program from the Sandy Hook Promise. The school has also implemented an in-house anti-bullying program that is under the direction of the school’s guidance counselor.</p>
<p>Nutrition Programs: The school will continue to follow the National School Lunch Program.</p>
<p>Housing Programs: Not Applicable</p>

Head Start: Not Applicable.
Adult Education: Not Applicable
Career and Technical Education: Students are offered Digital Design and Networking 1 through Somerset Virtual Academy.
Job Training: Not Applicable
Other:

Provide a detailed description of how the school will utilize services and agencies to promote business and community involvement.

The school will use Parent Link, flyers, the school website, and social media services to promote business and community involvement.