

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2016-2017

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 Charter Middle School **School Location Number:** 5413

2016-2017 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: Somerset Academy Key Charter Middle School	District: Broward
School Location Number: 5413	
Principal: Dennis Mulrooney	District Superintendent: Robert Runcie
Governing Board Member(s): Lourdes Isla Marrero (Chair)	Date of School Board Charter Approval: 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/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%), and ambitious but achievable annual measurable objective (AMO) progress.

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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%), and AMO progress, along with the associated school year)			
Principal	Dennis Mulrooney	Masters of Science in Educational Leadership Bachelor of Arts in Elementary Education	1	5		2015- 2016	2014- 2015	2013- 2014
					School Number	6009	6009	5406
					School Grade	C	C	A
					FCAT/FSA Reading Proficiency	50%	46%	78%
					Lowest 25% Gains	68%		82%
					FCAT/FSA Math Proficiency	48%	45%	83%
					Lowest 25% Gains	54%		79%
					Writing Proficiency			60%
					FCAT Science Proficiency	52%	51%	50%

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, 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%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches 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	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)			
ELA/ Reading	Tannia Rodriguez	Bachelors Elementary Education (K-5)	1	1		2015-2016	2014-2015	2013-2014
		School Number			6047	6047	6047	
		School Grade			A	A	A	
		FCAT/FSA Reading Proficiency			70%	65%	64%	
		Lowest 25% Gains			62%		74%	
		FCAT/FSA Math Proficiency			70%	74%	69%	
		Lowest 25% Gains			72%		56%	
		Writing Proficiency					42%	
		FCAT Science Proficiency			46%	55%	40%	
Math/Science/ESE	Caridad Rodriguez	Masters of Exceptional Student Education	1	1		2015-2016	2014-2015	2013-2014

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		Bachelor of Science in Elementary Education			School Number	6013	6033	6033
		Reading Endorsed			School Grade	C	A	A
		Autism Endorsed			FCAT/FSA Reading Proficiency	54%	69%	74%
		ESOL Endorsed			Lowest 25% Gains	51%		78%
					FCAT/FSA Math Proficiency	47%	73%	80%
					Lowest 25% Gains	48%		71%
					Writing Proficiency			52%
					FCAT Science Proficiency	43%	53%	59%

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Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

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.

2. Academic Data

Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.O, FAIR-FS, BAS, etc.), if available:

The following data provided details MSID 5413, formerly known as Somerset Academy Pompano, and represents a yearly population of students in grade six. There is was no enrollment from 2013-2016 for students in grades seven and eight. Somerset Academy Key Charter Middle School (5413) currently services students in grades six through eight for the 2016-2017 school year.

Subgroup	Percent Tested English Language Arts (ELA)	Reading % Scoring Satisfactory 2014	ELA % Scoring Satisfactory 2015	ELA % Scoring Satisfactory 2016	ELA Learning Gains Lowest 25% 2016	Percent Tested Mathematics	Mathematics % Scoring Satisfactory 2014	Mathematics % Scoring Satisfactory 2015	Mathematics % Scoring Satisfactory 2016	Math Learning Gains Lowest 25% 2016
ALL STUDENTS	100	55	14	39	41	100	50	29	22	29
AMERICAN INDIAN										
ASIAN										
BLACK/AFRICAN AMERICAN	100	62	10			100	46	10		
HISPANIC										
WHITE										
ENGLISH LANGUAGE LEARNERS										
STUDENTS WITH DISABILITIES										
ECONOMICALLY DISADVANTAGED	100	52	6			100	48	18		

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3. Student Achievement Objectives

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

By June 2017, the percentage of students that achieve proficiency in reading will increase by at least 20%
By June 2017, the percentage of students that achieve proficiency in mathematics will increase by at least 20%
By June 2017, the percentage of students that achieve proficiency in science will be at least 50%
By June 2017, the percentage of students in subgroups that achieve proficiency in reading and math will increase by 5%.

4. Student Performance Data Analysis

Provide a **detailed** analysis of the student performance data including academic performance by each subgroup:

Since its opening in 2012, Somerset Academy Pompano operated under MSID 5413 with one sixth grade class in each year of operation. Somerset Academy Pompano did not operate in any school year with a seventh or eighth grade group of students because the facility that the school resided in could not support an increase in enrollment. During the 2015-2016 school year Somerset Pompano's sixth grade class consisted of 19 students. Therefore, data is limited with regards to student achievement within subgroups due to the fact that with such a small representation of students, the school did not operate with a wide variety of demographics.

In order to allow for the growth and success of the students associated with MSID 5413, the school moved locations and has undergone a name change to Somerset Academy Key Charter Middle School for the 2016-2017 school year.

Somerset Academy Key Charter Middle School currently services 360 students in grades six through eight.

The following data represents the *current* student population at Somerset Academy Key Charter Middle School (5413):

ELA Results								
Grade	Total # of Students	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3^	No Score
6th Grade	151	46 (30%)	37(25%)	21(14%)	16 (11%)	7(4%)	44 (29%)	24(16%)
7th grade	102	22(22%)	34(34%)	18(18%)	24(24%)	4(4%)	46 (46%)	9(9%)
8th grade	104	22(21%)	34(33%)	26(25%)	9(9%)	2(2%)	37(37%)	11(11%)

Mathematics Results								
Grade	Total # of Students	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3^	No Score
6th Grade	151	51(34%)	34(23%)	28(19%)	6(4%)	7(5%)	41(28%)	24(16%)
7th grade	102	31(31%)	34(34%)	23(24%)	11(11%)	3(3%)	38(38%)	9(9%)
8th grade	104	20(19%)	22(21%)	32(31%)	13(13%)	6(6%)	51(49%)	11(11%)

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EOC Results								
EOC	Total # Participated	Level 1	Level 2	Level 3	Level 4	Level 5	Passed	Not Passed
Algebra I	15	0	2(13%)	4(27%)	6(40%)	3(20%)	13(87%)	2(13%)

CURRENT SUBGROUP BREAKDOWN FOR 2016-2017		
Subgroup	Reading % Proficient	Math % Proficient
Black	25	22
White	39	40
Hispanic	38	39
ELL	36	34
SWD	13	11
FRL	22	21

Somerset Academy Key Baseline Data by Grade	
Average Percent Correct	
English Language Arts	
Grade	Grade Average
6	55.82
7	53.85
8	66.14
9	58
10	68

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

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Mathematics	
Grade	Grade Average
6	38.81
7	34.73
8	38.27
Algebra I	33.62
Science	
Grade	Grade Average
8	35.05
Biology	48.1
Social Studies	
Grade	Grade Average
Civics 7	37.31
Us History 11	49.57

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:

Somerset Academy Key (5413) was formerly known as Somerset Academy Key Pompano Middle. The school consisted of 19 sixth grade students under that ISBN. Somerset Academy Key took over 5413 in the summer of 2016 and opened its doors to sixth through eighth grade students in the community. Students' data results were analyzed and synthesized by the administrative staff and operating officials. The strategies and action plans described in this school improvement plan reflect that of the needs of the entire student body.

All students in grades 6-8 will receive ELA instruction aligned to the Florida State Standards through the Collections curriculum. Intensive readers will use National Geographic, Inside. Students will use Go Math as our math curriculum and Science Fusion for science. Daily bell ringers and exit slips will be used in all core subject areas in order to review and gauge skill acquisition for differentiated instruction. To help meet the needs of all students, technology programs have also been incorporated into the daily schedule. All grades will use iReady Reading and Math as both a diagnostic and as a means to assist us with progress monitoring throughout the RtI process. Benchmark assessments will be conducted to monitor student progress to meeting grade-level standards. Students will use these programs during the allotted technology within their classroom as well as at home. Resource teachers will assist with pulling small groups. These groups were formed based on the 2016 FSA results. Groups will be reformatted to meet student needs as data is compiled through iReady, benchmark assessments, BSA, and teacher input. After school tutoring will take place from October until April and will target students. This program will target those students who were below proficiency in reading and math and will be offered for free. In addition, pull-out and push-in

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sessions will begin in the month of October, continuing on until April. The program's objective is targeted to those students who need intensive reading assistance in a small ratio, 6 to 1, daily focusing on their specific areas of concern.

To assist with the increase demands of technology, computer labs will be accessible for the use of iReady and the online components of Go Math, Collections and Science Fusion.

1. All core subject area teachers will use content based materials (i.e. content specific leveled readers) with reading groups in order to practice informational text and research skills. Teachers have met with the administrative team for data chats. Teachers were debriefed on data trends and instructional implications to foster academic growth with students. Among these was the specific need of literacy-based learning throughout the curriculum. Teachers were provided SPADE strategy techniques where students are to Survey, Predict, Annotate and Analyze, Dissect, and find Evidence in order to rationalize information. Graphic organizers,
2. In order to meet the needs of proficient student scoring at or above a level 3 students will participate in novel studies through their Critical Thinking classes to meet College and Career Readiness objectives, students should complete short and/or extended literacy/research projects each semester incorporating a cross section of Florida State Standards in reading, writing, speaking and listening, and language. Through critical reading, writing, thinking, speaking, listening, and research, students engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the new FSA Standards.
3. Collections, Science Fusion and Go Math be used to practice skills and familiarize students with computer based testing. These online curriculums help students with individualized instruction for each student based on skill levels and abilities along with providing students with the opportunity to practice test taking skills and strategies to increase computer and keyboard fluency.
4. Professional development will be provided for all classroom teachers in vocabulary development, comprehension skills and strategies for struggling readers, Creating Independence through Student owned Strategies (CRISS), better use of block scheduling time, disaggregating data, Marzano's High-Yield Teaching Strategies, and differentiated instruction.
Creating Independence through Student owned Strategies (CRISS) empower learners to create and engage cognitively. The administrators along with several teachers on staff have been CRISS trained. Somerset Academy Key has decided to use the "train the trainer" technique to teach teachers CRISS strategies. Teachers will participate in a workshop that will review CRISS strategies. The training will occur on a teacher planning day and will be sponsored by the administrative staff. Administrators will monitor teacher implementation of the strategies throughout the school year. After the meeting, teachers will be evaluated on the use of CRISS strategies during walk-throughs and on the iObservation evaluation tool. Department leaders will discuss CRISS strategies and implementation during their team meetings and provide necessary feedback to the administrative team.
5. After school tutoring for level I and II students will take place from October until April. Sessions will take place from 3:00pm – 4:00pm. The program's objective is targeted to those students who need extended reading and mathematics instruction.
6. Incorporate a Stop, Drop and Assess system to evaluate students' progress, according to the benchmarks taught from the Instructional Focus Calendar, on a bi-weekly basis. Stop, Drop and Assess is a bi-weekly testing time to monitor student progress with the core curriculum and a way for teachers and administrators to modify or enhance instruction for those particular students.
7. Conduct individual student data chats to highlight and discuss specific student strengths and their areas of concerns based on information displayed in the instructors' data binders relating to specific skills gained from informal and formal testing. This will also include goal setting.

Student Grouping

Students will be grouped according to their specific needs based on different data points to include: FSA Statewide-assessment data, FAIR, Broward Standards Assessments (BSA), iReady Reading and Math diagnostics/growth monitoring assessments, and other progress monitoring data used internally at the school (Benchmark Assessments and Monthly Writing Prompts). The RTI/ MTSS team will meet monthly to review student data and monitor student progress to ensure they are making adequate progress towards year –end goals and Florida Standards. Analyzing achievement data is essential when determining intensive reading/intervention groups within all subgroups of the school.

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 growth monitoring 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 an extended reading block. The reading teacher will provide differentiated instruction to Tier III students. Tier 3 is Intensive Reading double block/extended block/period with a focus on phonics as a basis to promote fluency and later comprehension. The curriculum used for Tier III interventions is Rewards. Rewards is an exceptional program to target students that need remediation in phonics, vocabulary, comprehension, fluency and language.

Addressing Deficiencies

The Response to Intervention and Literacy Leadership Team is comprised of the administrators, ESE specialist, department heads, speech therapist and psychologist of the schools. The team meets once a month to review data and discuss various components of data, whether it be grade-level, class, or student specific. The team will analyze and synthesize data over time and identify the deficiencies which need particular focus. Together, the team will formulate an action plan on how to address the deficiency. The following deficiencies are based on 2016 FSA ELA data for grades 6-8 and in-house baseline data used for progress monitoring.

Somerset Academy Key eighth grade students had the lowest performance results of students in grades 6-8. Only 37% of eighth grade students scored a level 3 or above. Somerset Academy Key administrators will monitor the progress of students in eighth grade English Language Arts. Hermes Ortiz, Academica's data support specialist will provide a data spreadsheet that will identify specific trends in the data according to reporting categories and standards. This information will be given to the teachers to support best practices in the corresponding areas of need. The same process will be followed for sixth and seventh grade students.

Specific Deficiencies and Action Plans

1. FAIR data for sixth grade students show deficiencies in Vocabulary. We will address this deficiency by requiring teachers to establish vocabulary practices throughout all subject areas. Each teacher is responsible for having a class word wall. Teachers will review key vocabulary with students by using different vocabulary strategies to include: word mapping, shades of meaning, context clues, word sorting etc. The reading coach will be responsible for teaching vocabulary strategies. The persons responsible for implementation are the teachers and the administrative team along with the reading coach will monitor implementation by conducting classroom walk-throughs, noting vocabulary work in student work folders, and the exhibition of the teachers' word walls. The implementation and monitoring process will be on-going. Implementation progress will be discussed monthly during the Literacy Leadership meetings.
2. Thirty-three percent of our current eighth graders score proficient of the FSA Reading/ELA assessment. Data shows that students in 8th grade are deficient in the reporting category of Craft and Structure which is a significant portion of the assessment. In order to address this deficiency, teachers will focus on close reading through the SPADE strategy (Survey, Predict, Annotate and Analyze, Dissect, and Evidence). During close reading, teachers will provide numerous purposes for reading with a particular focus on text structure, determining meaning of words and phrases and use of language. Teachers will meet during common planning to discuss these strategies with administrators and coaches that will provide valuable support.
3. I-Ready Reading diagnostic results show that sixth through eighth graders are deficient in phonics. As mentioned above, students in intensive interventions will receive phonics instruction during this extended reading block. Teachers will focus on breaking words apart and decoding complex text to gain understanding using

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- the Rewards curriculum. Teachers will be trained on the curriculum with a specific focus on phonics support by the Rewards curriculum representative. The ELA department chair, coach and administrative team will monitor the implementation phonics instruction during observations (iObservation) and reflections during department meetings.
4. Key Ideas and Details- During classroom instruction, teachers will use explicit instruction while providing signal words that include but are not limited to: main idea, supporting details, implicit/explicit main idea, inferencing, drawing conclusions and summarizing. Teachers will focus on chunking the text to provide students with multiple opportunities to identify and better understand the key ideas and details of text. Strategies that will be implemented for the purpose of meeting the needs of the students regarding this particular deficiency are active reading strategies, directed reading thinking activities, as well as, close reading. Teachers will continue to provide explicit instruction while transitioning students to a more guided practice model where the teacher will be the facilitator of the lesson and students will be directly engaged with the content and identification of key ideas and details. This particular skill will be taught continuously throughout the year as it is important for students to identify the main idea in any text and it will be embedded in all content areas. It will be monitored on a daily basis by teacher led questioning sessions for the purpose of driving daily instructional practices and will be included during the teacher's warm-up/bell ringers. It will also be continuously assessed via the school's Stop, Drop, Test model, as well as, I Ready, FAIR and based on the data gathered a shift on the primary focus may occur. If students are still struggling with understanding key ideas and details, then teachers will focus more of their instructional practices on providing more learning opportunities on the skill. If students seem to be mastering the skill, then it will still be spiraled throughout upcoming lessons but at a lesser occurrence. The goal is to provide students with as many learning opportunities to practice the skill across all content areas, while teachers continuously monitor the level of mastery of key ideas and details.
 5. Craft and Structure- One of the strategies that will be implemented to increase the students' mastery level of craft and structure include utilizing word maps as a visual organizer that promotes vocabulary development. Graphic organizers will provide students the opportunity to think about vocabulary terms in different ways and provide a visual representation that will assist our ESE and ELL students as well. Teachers will pre-teach or review skill-related concepts, such as, rhyme scheme, meter and poetic devices in order to be able to have a better understanding of how to analyze the structure of texts. Students will be exposed to many comparison and synthesis activities where there will be a focus on comparing the structure of two works within a unit and analyze their relation to a common theme. Comparing texts will be a skill that will be implemented in all academic areas to provide multiple learning opportunities of the skill. Craft and Structure will be monitored similarly to key ideas and details based on teacher-led questioning sessions and based on the data of the Stop, Drop, Test and FAIR. Teachers will work closely with the Reading Coach, to review the data and determine the direction of the instruction. The data will drive the focus of the pacing guide and assist the teacher in identifying how to formulate groups based on the deficiency. The data will drive the teachers' instructional focus in an effort to identify the best strategies to utilize to maximize student understanding and achievement.
 6. Integration of Knowledge and Ideas- Teachers will emphasize the importance of analyzing details and content that may be presented in a variety of formats by using previously mastered skills such as: key ideas and details, along with craft and structure. In order for students to have a good understanding of the skill: integration of knowledge and ideas, students must be able to understand the main ideas and facts of content and interpret structure and purpose to be able to analyze text and draw conclusions about the text's meaning and also to compare and contrast to other texts. Some of the strategies that the teachers will utilize to help students achieve mastery are, talking to the text, using anticipation guides, chunking and graphic organizers. This particular skill will mostly be addressed when the majority of the students have reached mastery of the other deficiencies because it is critical for them to understand key ideas and details, as well as, craft and structure. Teachers will work in conjunction with other core academic areas to provide cross-curricular opportunities to apply the skill being taught. This skill will be monitored via the Stop, Drop, Test model and FAIR. Once it is identified that the areas of key ideas and details along with craft and structure have increased in the level of mastery, then the teachers will begin providing instruction focused on integration of knowledge and ideas. Teachers will use exit slips to monitor their daily instructional practice and determine the level of student understanding. They will continuously review the skill through the warmup/bell ringer activities to consistency monitor the students' level of understanding

Progress Monitoring and Data Driven Instruction

Somerset Academy Key will adopt the Stop, Drop, and Assess model that provides formative assessments used to monitor progress. The assessments to be used during Stop, Drop, and Assess will be benchmark assessments that the students will complete online in the computer labs. I-Ready diagnostic and growth-monitoring data will also be used for Stop, Drop, and Assess.

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Somerset Key will also adopt Broward Standards Assessments (BSA) to monitor student progress in the spring as per the Broward Schools testing calendar. This assessment, aligned to the Florida Standards and the item types found on the Florida Standards Assessment will be a valuable tool in making appropriate instructional and programmatic shifts during the “crunch time” month of March before the 2017 FSA assessment window begins.

The administrative team will collect student data, analyze trends, and meet individually with teachers to review the data, discuss class specific, and student specific instructional implications during school-wide data chats that will be conducted quarterly. Tutors will also participate in data chats using these data points so that they can help emphasize and review the skills during their scheduled time with the students.

Data Chats

Teacher and student data chats are essential for the performance and growth of all students. Teachers must be aware of the strengths and weaknesses of the students in their classes and open communication of progress monitoring and evaluation is essential. The community must be accountable for student performance and student goals for improvement must be created accordingly. Parent data chats is a valuable process that supports student achievement. Parents (with their children) will be invited to participate in data chats with teachers whom will share Stop, Drop, and Assess data in a way easy for the parents to understand. Teachers will share student progress from the baseline assessment to the varied assessments, identifying students’ strengths and weaknesses. Together, the teacher, parent and student will create a student-centered goal or target, based on the data that will be used to monitor the student specifically. The parents and students will be invited to do this each quarter. Teachers will make copies of data chat forms, and signed parent communication logs that will be filed in the students’ personal folders. Administrators will review data chat forms and procedures during formal and informal classroom observation walkthroughs.

Data Chats will be conducted for all subject areas alike. The administration team and coaches will provide content area teachers a clear insight on how to support reading and writing skills within their specific areas. Teachers will be provided content focus, test design summaries, item specifications and other resources to help identify strategies for instruction. The analysis of data will support the instructional implementations and fluidity between all teachers.

Literacy in the Content Areas

Students and teachers will have access to technology in the classroom and in our school’s computer labs. Content area teachers will participate in a professional development workshop Literacy in the Content Areas, where they will learn best practices in teaching literacy strategies through their content instruction. The lead teacher, will present the information to the teachers to enhance content area instruction through the use of literacy strategies that will improve student comprehension. Teachers have Promethean Boards and access to teacher and student computers where students will be able to research, analyze evidence, and highlight conclusions through content-related materials. Teachers will also have access to the different software programs and other Interim assessments that can be reviewed with students during bell-ringers and/or reviews and can be posted on the Promethean to be reviewed during guided instruction.

Novel Studies

Novel studies units that align to the Florida standards are created by the English Language Arts department head. The department head creates novel studies units that align with Florida State Standards specifically aligned to the different modes of literacy to include listening, speaking, reading and writing. The novels are selected from the State recommended reading list and approved book list. The department head selects novels that align to content covered in the ELA classes as a reinforcement. The department chair is responsible for training teachers on novel study implementation. She demonstrated how to approach novel studies in a manner that emphasizes the different literary standards and reinforces reading strategies and skills. The reading coach is responsible for monitoring the effectiveness and fidelity of the implementation of novel study units. Students will complete numerous assessments on the novel. Mid-Novel and End-of-novel assessments will be created by the department head and provided to the teachers for implementation. The teachers, department head and coach will use these assessments to monitor their progress in the different literary areas.

Professional Development

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Somerset Academy Key is dedicated to the success of the entire academic community. There is an understanding that teacher professional development is critical in the success of our teachers and directly impacts student achievement. Somerset Key adopted iObservation. iObservation is an instructional and leadership improvement system that focuses on the Marzano Art and Science of Teaching Framework. The Marzano framework is outlined by 4 domains: Classroom Strategies and Behaviors; Planning and Preparing; Reflecting on Teaching; Collegiality and Professionalism. Each domain is composed of elements, desired effects or instructional categories that happen in the classroom. iObservation collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year.

Teacher and administrators were trained on the observation framework. Administrators will follow an informal/formal observation schedule where they will visit classrooms and evaluate teacher performance. Teachers will have a pre-observation interview with an administrator that will delineate teachers' perceptions of their individual strengths and weaknesses and discuss an area of focus. Teachers will receive automatic feedback after the observation that details what was observed by the administrator and notes taken during the visit. This feedback will be used to create growth goals that will be monitored by the administrator that they completed the pre-observation interview.

Using the data collected through iObservation, the administrators will create a variety of professional development opportunities that will emphasize the varied needs of the teachers at the school. The calendar listed below is a proposed list of dates and topics that the administrative team selected for professional development by month.

Proposed Date	Grades	Common Planning/Professional Development Topic
August		
PP Week	6-12	New Staff to Somerset Training
PP Week	6-12	Technology Programs Training for New Teachers
PP Week	6-12	Learning Goals & Scales/iObservation Training
PP Week	6-12	ELA Instructional Focus Calendars
PP Week	6-8	Inside Training
PP Week		Admin - Gradebook Guidelines
8/30	6-8	<i>Collections</i> Training ELA teachers
8/29	6-8	Go Math Florida Standards Think Central Updates
September		
9/7	6-10	ELA Writing Instructional Focus Calendars/ <i>Strategies for Writers</i>
9/7	6-8	Science - Curriculum Pacing & Instructional Resources

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	9/8	6-8	Data Binders (PD)
	9/12	6-8	i-Ready Data Reports
	9/12	6-8	Item Test Bank
	9/15	6-8	Students in Danger of Failing (Early Release)
	9/17	6-8	Math - Intensive Curriculum
	9/19	6-8	Stop, Drop and Test Procedures
	9/20	6-8	Argumentative Writing for new teachers
	9/26	6-8	RtI: Reading & Math Interventions
	9/28	6-8	RtI: Interventions/Monthly Writing Meeting
October			
	10/4	6-8	Monthly Writing Meeting (PD)
	10/5	6-8	ELA Item Specifications & Test Breakdown
	10/10	6-8	Marzano Protocols Session #1
	10/13	6-10	FSA/FCAT Tutoring Program
	10/18	6-8	Optional PLC: Report Card Guidelines
	10/24	6-8	ELA Info. Text Standards & Inst. Strategies
November			
	11/1	6-8	Tier 2 & 3 Students
	11/2	6-8	Vocabulary Strategies
	11/11		School Closed
	11/14	6-8	Promotion Criteria (PMPs) (PD)
	11/21	6-8	Part 1 ELA Literature Standards & Strategies

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11/21		Thanksgiving Week
December		
12/5	6-8	Data Binders Review, due 12/9/CUPS (Lang. Standards)
12/19	6-8	Marzano Protocols Session #2
January		
1/9	6-10	FSA Training Test Tool Guide
1/17	6-8	i-Ready Data for intensive students
1/23	6-8	FSA Crunch Calendar
1/30	6-8	Part 2 ELA Literature Standards & Strategies
February		
2/6	6-8	Revisiting Close Reading
2/21	6-8	RtI Follow-up Meeting, Tier 3 Students
March		
3/6	6-8	Marzano Protocols Session #3
April		
		Vertical Planning Meetings
May		

Professional Development or trainings and workshops for parents are as essential for student achievement. For this reason, Somerset Academy Key will host a variety of Parent workshops designed to support student progress. Parents will fill out a needs assessment that will help identify topics of interest. Title I funds will be used to organize, prepare and implement parent workshops.

Academic Tutoring

Somerset Academy Key will begin its tutoring program on January 2017. Highly qualified teachers from Somerset Academy Key will have the opportunity to sign up to participate in the tutoring program after school. Each session will be 1 hour from 3:00 PM - 4:00 PM. Tutors will be paid per hour at a rate of \$20 per hour. Tutoring will be held 4 days per week, Monday through Thursday. The curriculum that will be used for tutoring is Triumph Learning's Performance Coach that is directly aligned to Florida

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State Standards and provides the Gradual Release of Responsibility (I Do, We Do, You Do) model of instruction that will guide students in developing the specific skills they lack. Students will complete a pre-test and post-test from the Performance Coach curriculum that will measure the effectiveness of the program. I-Ready diagnostics and benchmark assessments will be used to monitor student progress in tutoring as well.

Writing Plan

Writing that requires analysis and application, fosters critical thinking and other higher order thinking skills. Research studies have indicated that the process of analytic writing allows students to make connections, think critically, and organize thoughts that in turn will help them further comprehend the area of study. Using this strategy, students will be able to analyze, interpret, compare, and evaluate texts using clear and relevant evidence and incorporate problem solving into writing across all subject areas.

Reading and Writing are interlinking areas. Writing is a channel for communicating knowledge. The new standards for English Language Arts are placing a great emphasis on writing to respond to text. Teachers do not have sufficient experience in teaching constructed response/evidence based writing strategies and would benefit from additional professional development in this area. Students are also not equipped with the tools necessary to respond and cite evidence from text in writing and lack exposure to analytical writing across subject areas. Students who have difficulty in reading comprehension will find writing across the curriculum a struggle. Lack of teacher experience in writing instruction is also an anticipated barrier.

Teachers will participate in a professional development workshop that will focus on reading and writing strategies through the content areas. Teachers will implement evidence based writing and extended responses as part of an instructional framework to support students in the production of coherent writing. Students will have Constructed Response Journals where they will cite evidence, note observations, highlight main points, create graphic organizers, etc. to promote understanding in the specific curricular subject.

Students will be given monthly writing performance tasks to monitor student progress. The performance tasks will be retrieved from the Florida Department of Education (FLDOE) website from prior FSA Writing assessments. The new writing rubrics will be used to evaluate the performance tasks and will be part of the data chat process and a tool instructional decision-making. Teachers will use the writing rubrics to assess students writing skills in three domains: Purpose, Focus, and Organization (4-point Rubric) Evidence and Elaboration (4-point Rubric) Conventions of Standard English (2-point Rubric begins at score point 2. Teachers will upload the results in a spreadsheet that will show student performance results in each of the areas and send them to the administrators for review and feedback. The results will be discussed during the RTI/ Literacy Leadership meetings. Teachers will use exemplar models to support writing instruction. Exemplars can be retrieved from FLDEO and/or student text/curriculum.

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
Reading Coach (Lead Teacher)
Math/Science Coach (Lead Teacher)
ESE Specialist
Social Science Department Chair
Math Department Chair

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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.

Lead Teacher/ESE Specialist: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.

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 Stop, Drop and Test. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science. Ensure that all FSA ELA benchmarks will be taught across the curriculum by all teachers throughout the school year. 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), Mini-assessments (Stop, Drop, Test)

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, Stop Drop and Test, as well as Teacher made test.

Parent Involvement

Parents will be invited to the school for a series of varied activities and informational meetings highlighted in the Parent Involvement Plan. 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.

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Social Studies

Three middle grades or higher courses in social studies are required for promotion. Seventh grade students in Somerset Key are given two semesters of Civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.

To ensure students are prepared for social studies content, Somerset key will provide professional development to teachers that focus on close reading, reading strategies, analyzing primary source documents and other varied forms of media to gain social studies content through comprehension. Students in grade 6-8 will receive social studies content through a variety of instructional practices that require them to analyze and synthesize text, infer meanings of political cartoons and other media and write to communicate understanding. By the time students enter seventh grade, they will have been familiarized with these strategies that will facilitate their progress in Civics.

The use of graphic organizers is essential in Social Studies classes. Students are often required to analyze cause and effect relations, problem-solution, sequence of events etc. Graphic organizers and other visuals will be critical in student progress in Social Studies. Social studies teachers will also emphasize similar content across several stimuli. Students may view a video, read a biography, and hear a voice over all related to a certain topic in order to gather deeper understanding of the content. These strategies will be embedded in other content areas. The social studies department head will facilitate the process and the administrators will conduct teacher observations to ensure the implementation of the strategies.

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 and the rationale for **why** each component was not implemented:

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

7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:

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

8. Barriers to Student Success

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

1. **Student engagement**- Insufficient levels of rigor being implemented in daily lessons has caused students to be bored and showing lack of interest. Therefore, the levels of content rigor will be closely monitored by administration using the Marzano Evaluation system, iObservation. Teachers and administration will also enforce individual and school-wide Positive Behavior Systems to keep students motivated and engaged. Lessons will be more student centered, less teacher directed, and aligned with LAFS and MAFS and connected to real world experience. Through these collective efforts, along with hiring a new, highly qualified staff and pairing beginning teachers with a qualified, effective teacher as their mentor, coupled with improved academic assessment systems and standard based instruction, the learning needs of all students will be met. Not every student comes to school motivationally ready and able to learn. To facilitate and encourage increase in motivation, incentive based programs will be implemented such as Lion of the Month assemblies, academic competitions, and pep-rallies celebrating student achievement.

2. **Lack of data collection and analysis skills**- This barrier will be addressed by administration and coaches with regularly scheduled data analysis meetings. Teachers will provide every teacher with a data folders and forms to conduct data chats with each student where they will analyze prior assessment scores, track their own weekly data, and set goals to work toward improvement. This will allow students to take ownership for their work, allow teachers to gauge student progress, and give extra opportunities to

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show mastery. Weekly classroom walkthroughs will be conducted using I-Observation to provide immediate reflective feedback and ongoing support to ensure teachers are effectively implementing research based strategies. Student data will be analyzed and discussed with students, parents, administration, and the leadership team on an ongoing basis to ensure effective monitoring of student data is occurring. In addition, mini benchmark assessments will also be given, rotating between math and reading, on a weekly basis, in order to ensure all benchmarks are taught prior to state assessments. Stop, Drop and Assess will show student mastery based on specific standards covered in class on an on-going basis. Students, parents, and educators will meet individually to review the Student Data Chat form, analyze data, and set new goals, if previous goals have been mastered. This form documents pre and post assessment data and reports if the student has mastered the benchmark. Teachers and administrators are required to maintain data binders, using a data matrix, to track student data and mastery of benchmarks. Teachers will have common planning each week to develop rigorous goals and strategies, aligned to state standards, and discuss any issues, as well as exchange ideas. The Principal and Coaches will be responsible for reviewing weekly lesson plans to ensure evidence of data is in binders, used to plan instruction, and determine student needs are being met. Assessment data and progress monitoring data will be used to align differentiated instruction within Tier 1, 2, and 3, as well as to identify students' needs. Intervention time is built in to the school schedule weekly and students are pulled for small group instruction. Meetings will be held to review and analyze the existing problem and the available data. Plans will then be developed to share with students and parents to establish ongoing goals. The team will continue to meet throughout the school year to review and analyze new data. Resources will include Collections ELA Series, Go Math, Science Fusion, Think Central, and iReady Reading and Math, along with other research-based educational technology.

9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved:

By June 2017, the percentage of students that achieve proficiency in reading will increase by at least 20%
By June 2017, the percentage of students that achieve proficiency in mathematics will increase by at least 20%
By June 2017, the percentage of students that achieve proficiency in science will be at least 60%
By June 2017, the percentage of students in subgroups that achieve proficiency in reading and math will increase by 20%.

Parent Involvement 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?).

Parent Involvement Goal: *Our Parental Involvement goal at Somerset Academy Key Charter Middle is to involve parents in an organized, ongoing partnership that facilitates the growth of our students as well the future growth and success of our school.*

2015-2016 Current Level of Parent Involvement: *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

21% **Total number: 4**

2016-2017 Expected Level of Parent Involvement: *Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]*

50% **Total number: 188**

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Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
Develop workshops and other school-based programs to help parents learn about what goes on in classrooms and feel an overwhelming sense of belongingness.	Holding quarterly family literature events where educators can model for parents how to implement strategies with their children at home.	Quarterly based on availability of participating families	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	Title I
Host Parent Universities that focus on empowering parents with information regarding FSA/EOC Testing strategies, Homework strategies as well as school based initiatives. This includes families with students that are SWD and ELL.	By bridging the gap between home and school and unifying our families by introducing them to basic skills that will help foster the development of our school culture at home.	Monthly	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	N/A
Parent/teacher communication on a daily basis to informed of academic progress and behavior. All information and communication will be presented in the students home language.	Sending home "weekly work folders" and agendas will allow parents and teachers to keep in contact without the burden of time constraints and availability. Ongoing communicating with parents will allow them to know what to target at home.	Monthly or quarterly based on availability of participating families	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	N/A
Provide Parents with students that are SWD and Gifted Information for the ESE Parent Advisory Boards and a calendar of ESE Parent Workshops hosted through the district. All information will be available in the Main Office and presented at all SAC and Parent meeting	All parents should have equal opportunity to be involved with their students education and have the ability and information presented to them to better assist their children.	Monthly	Sign in sheets, post evaluation/survey, active involvement,	All staff members, administration, active members of the community who articulate interest in volunteering for hours	N/A

English Language Learners (ELLs) Action Plan

Student Strategies and Activities – All students will be engaged through the use of supportive technologies’ and implementation of 21st century life-long learning goals; Use of financial resources to support student achievement and success; Involve the full community and students’ families in supporting the district and school’s strategic plan

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The 2016-2017 is the first year of operation for the new Somerset Academy Key Middle School (5413). Effective for the 2016-2017 Somerset Academy Key school #5413 enrolled Middle School students from Somerset Academy Pompano. Data reflecting students that were at Somerset Pompano (Pompano Location) were received from the WIDA Access for ELL's 2.0 website (Table 1). For the Middle School Population currently at Somerset Key Academy location (5413) that did not come from Somerset Pompano Middle, but is now part of the English Language Learner population at Somerset Academy Key (5413) data derived from the county adopted on-line platform ELlevation Education (Table 2). For Somerset Key's ELL population, excluding the 3 students in the CELLA roster, ELlevation Education data from the IDEA IPT test and also the CELLA proficiency test to determine ESOL program eligibility and proficiency level. Somerset Key Academy (5413) currently has a total of 40 ELL students (data received from ELlevation) which are not included in the CELLA report, and 3 students of which were absorbed from Somerset Pompano Middle which are reflected in the online ACCESS data report.

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Goal: 60% of ELL students at or below a level of 4 (A1, A2, B1) will advance one or more levels in Writing & speaking proficiency using WIDA assessment tools (ACCESS in Spring 2017); 70% of all students will be proficient in reading comprehension						
Strategies and Activities to increase Student Achievement (i.e., <i>Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)	Target Group	Goal Domain (<i>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</i>)	Start-End Date	Select Applicable Option (i.e. <i>Before, During, After School Hours</i>)	Evaluation Tool (i.e. <i>Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)	Person or Position Responsible for Monitoring
Increase student participation and interest through connection of background knowledge and self-exploration through 90 minutes (block scheduling) of a Specialized Critical Thinking course; Increase ELL students' English language production and peer interaction; Cohesive class environment; tailoring lessons specifically to the interests of students; connecting core subject area standards applied to real world 21 century learning; supportive technology (computer labs); technology used as an enrichment tool in language acquisition; focus on vocabulary and evidence based support; Interactive classroom environment through Total Physical Response, Think-Pair-Share, peer interpretation, SMART board activities; structured opportunities to use and comprehend academic language; Print- rich environment	1-4 Entering to Expanding	<i>Listening/Speaking/ Reading Comprehension/Writing; life skills; literacy; Oral Language</i>	8/22/2016-6/9/2017	Before, During, and after School	Portfolios, formative assessments, Teacher surveys & observations; performance based tests/tasks; student work portfolios; Language Proficiency Accommodated tasks;	Principal, Assistant Principal, Reading Specialist
Optimize Intensive reading program incorporating differentiated language instruction based on student language proficiency levels; A	1-4 Entering-Expanding	<i>Reading/Comprehension/literacy, Writing/ Oral/ Speaking</i>	8/22/2016-6/9/2017	During School	Benchmarks and progress monitoring through platforms such as; District diagnostic tests data	Assistant Principal, ESOL Coordinator,

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variety of grouping strategies (whole-group, small-group, pair work, individual work) are used in the classroom to facilitate student-centered instruction; Reading Comprehension through read aloud and Total Physical Response strategy; Blended Learning; Centers/Stations; Journal writing; Instructional activities are varied so that different learning styles (aural, oral, visual, kinesthetic) of the students; Instructional activities which integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures; interactive textbook resources; Computer lab for multi-lingual student; collaboration; Data Driven Instruction; 90 minute classes on a block schedule					from the IPT, ACCESS, Florida FSA Assessment; Rubrics	Department Chairs
Tutoring program which Strengthens Literacy Development Across the Content Areas through a for all (ESOL) students who need additional and extra help to make gains in students' proficiency goals; use of common lesson templates and assessments; small group setting; certified teacher; Enhanced Focused Groups; Personalized instruction; additional scaffolding in literacy learning for all	ALL	<i>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)</i>	January 2017-April 2017 (tentative)	After school	Teachers follow the instructional cycle utilizing common assessments, unit tests; analyze student data, weekly teacher lesson review; student-teacher data chats,	Assistant Principal Teacher

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students; increased writing opportunities						
Full community involvement which supports student achievement; Provide the Parent quarterly student data updates; student and parent data chats updating families of student progress towards proficiency; Multi-lingual diverse staff; School wide multicultural events expanding students' learning; In class cultural activities increasing teacher-student background knowledge; School-wide cultural events	ALL	<i>Family Engagement; language proficiency; Listening/Reading/Writing; life skills; literacy; Oral Language</i>	8/22/2016-6/9/2017	Before/During/After school	parent volunteer hour commitment; Parent volunteer tracking data; parent surveys	Principal Assistant Principal ESOL Coordinator; Teacher
Increased Efficiency of the ESOL Program; Increased support to teachers in assisting the development of ESOL students' reading and writing; Technology infused lessons; ESOL Coordinator will meet one-on-one with ELLs (at least quarterly); Teacher access to English language learner specific media library and resources; multi-lingual signs; multi-lingual office and school staff; classroom libraries; multi-lingual informational packets; continuous teacher feedback; Bimonthly ESOL specialist and student data chats; Focus calendars; Teacher use and knowledge of WIDA can do descriptors; data walks; Provide teachers with theoretical framework for language development standards	ALL	<i>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</i>	8/22/2016-6/9/2017	Before/During/After school	Average growth on of students' English acquisition on the annual WIDA assessment; IPT L/S/RW (when applicable) Teacher Reports; Teacher made performance based assessments; continuous teacher; benchmark assessments; student work portfolios	ESOL Coordinator; Assistant Principal

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Professional Learning communities will have on going training regarding the successful implementation of the WIDA Can do descriptors and the use of the ESOL Instructional Matrix; One on one data chats between teacher and ESOL Specialist regarding ESOL student progress; monthly in class observations for teacher ELL instructional strategies; Collaborate and engage in teaching strategy conversations/meetings regarding language proficiency and academic progress of English language learners;		<i>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)</i>	102/24/2016-2/9/2017(tentative)	Before/ During/ After School Hours	Teachers follow the instructional cycle utilizing common assessments, unit tests; analyze student data, weekly teacher lesson review; student-teacher data chats, Informal/formal Observations	Assistant Principal; ESOL Coordinator; Team Leaders
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**Table 1: Reflects Somerset Pompano Middle student data retrieved from WIDA.org
=3 Students**

Access Information gathered from ELlevation Education data to develop an Action Plan.												
TABLE 1	Access Entering (1)		Access Emerging (2)		Developing (3)		Access Expanding (4)		Access Bridging (5)		Access Reaching (6)	
Domain	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening							0	0	2	66%	1	33%
Speaking							0	0	0	0	3	100%
Reading							2	66%	1	33%	0	10%
Writing							3	100%	0	0	0	0%
Oral Language							0	0	2	66%	1	33%
Literacy							3	100%	0	0	0	0%
Comprehension							1	33%	2	66%	0	0%
Overall Score							2	66%	1	33%	0	0%

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Goal: 60% of ELL students at or below a level of 4 will advance one or more levels in Writing & speaking proficiency using WIDA assessment tools (ACCESS and/or IPT).

**Table 2: Reflects IPT-II L/S score data from ELlevation Education (new students of 5413) *IPT L/S measures Oral Proficiency
11 Students Tested**

Access Information gathered from ELlevation Education data to develop an Action Plan.												
TABLE 2	Access Entering (1)		Access Emerging (2)		Developing (3)		Access Expanding (4)		Access Bridging (5)		Access Reaching (6)	
Domain	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	0	0	2	6%	3	10%	8	27%	8	27%	8	27%
Speaking	1	3%	5	17%	2	6%	1	3%	2	6%	19	63%
Reading	1	3%	5	17%	3	10%	7	23%	11		3	10%
Writing	1	3%	0	0	12	40%	16	53%	1	3%	0	0%
Oral Language	0	0	1	3%	6	20%	3	10%	11		9	30%
Literacy	0	0%	3	10%	9	30%	15	50%	3	10%	0	0%
Comprehension	0	0%	4	13%	3	10%	9	30%	8		6	20%
Overall Score	0	0%	2	6%	5	17%	13	43%	9	30%^	1	3%
Goal: 60% of ELL students at or below a level of 4 will advance one or more levels in Writing & speaking proficiency using WIDA assessment tools (ACCESS and/or IPT).												

Table 3
Reflects data from the IPT test reported on ELlevation Education. The correlation of the Access to scores to the IPT scores follows the Broward County

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IPT Information gathered from ELLevation Education data to develop an Action Plan.										
TABLE 3	IPT A1 Beginning		IPT A2 Early Intermediate		IPT B1 Intermediate		IPT B2 Early Advanced		IPT C1 or C2 Advanced	
Domain	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested
Listening N/A										
Speaking N/A										
Reading N/A										
Writing N/A										
Oral Language N/A	7	64%	2	18%	0	0	0	0	2	18%
Literacy N/A										
Comprehension N/A										
Overall Score										

ELL Inclusion in Various Subject Areas

Literacy- Design language teaching and learning with an emphasis on making learning meaningful and relevant; Data analysis of language demands of each ELL student; Language rich environment with adequate time for language practice and use; collaborative planning for language and content teaching; Elicit student thinking through elaboration; objectives aligned to content and language standards; Instructional and behavioral supports for whole group instruction;

Science- Identify language need for functional and applicable use in teaching and learning; Integration of language demands in lesson and class planning; strategically grouping students for peer interaction and interpretation; Prior Direct Instruction incorporating symbols and graphs to record understanding of solutions; Use of different level of depth of knowledge questions to evaluate ideas and proposals; Collaborative problem solving; student rubrics in student friendly language; self-assessments and peer evaluations;

Math- Scaffold content instruction; targeted instruction based on language proficiency; strategically grouping students for peer interaction and interpretation; knowledge and use of students' interest and experiences; Elicit and engage all levels of language proficiencies; teacher uses multiple

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strategies to preview knowledge of the pertinent topic involved in the mathematical problems and solutions; Direct Instruction that sets purpose and demonstrates understanding; Utilizes different forms of resources to differentiate and clarify lessons; Integrate new concepts with prior knowledge allowing for students to express ideas through authentic assignments;

Social Studies- Use students' cultural and linguistical background to connect and motivate students; multi-modal support integration; Universal Design principles to meet the wide range of language proficiencies; multi-media textbook enhancements; related content material in native language; group assignments according to language ability; explicit structures and models; oral, visual, auditory and kinesthetic modes of learning

Exceptional Student Education (ESE) Action Plan

Student Strategies and Activities – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE 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 instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

Exceptional Student Education (SWD) Reading Goal: 30% of SWD will increase a level of proficiency on the 2017 ELA FSA						
Include data for Proficient students with disabilities (SWD) for Reading (<i>i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA</i>):			Include data for Non-proficient students with disabilities (SWD) for Reading (<i>i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA</i>):			
ELA FSA			ELA FSA			
2016 Current Level of Performance 13%	2017 Expected Level of Performance 25%		2016 Current Level of Performance 87%	2017 Expected Level of Performance 75%		
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading performance target for SWD for the following years:						
Baseline Data 2013-14		2014-15 14%	2015-16 13%	2016-17 32%	2017-18 45%	2018-19 54% 2019-20 63%
Strategies and Activities to increase SWD Achievement in Reading (<i>i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)		Start-End Date	Select Applicable Option (<i>i.e. Before, During, After School Hours</i>)	Evaluation Tool (<i>i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)	Person or Position Responsible for Monitoring	Amount/Funding Source

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SAK ESE Program Professional Development: Understanding an IEP, differentiating instruction to meet needs of all students, ESE teacher folders, lesson planning, and ESE strategies/resources. (IEP goals are identified by the IEP team based on the individual SWD needs. Teachers will be documenting and consulting/collaborating throughout the year with ESE teacher and ESE program specialist on SWD's progress towards IEP goals. Services will be provided as listed on student's IEPs. Parent will be receiving quarterly reports from the ESE teacher on the students' progress towards their IEP goals. Parents are invited to attend all IEP meetings with a written 10 day notice and a follow up phone call.)	August 19, 2016	During Pre-Planning Week	Classroom observations, consult/collab. with teachers, communication/feedback of parents	ESE Teacher & ESE Program Specialist	N/A
Academic Reading Intervention: Students will receive appropriate accommodations as stated on their IEP which is found in teacher's ESE folder and in their lesson plan. Students will receive intensive reading daily.	September 2016-June 2017	Intensive Reading Course	iReady	Reading Coach/ ESE Specialist	\$17,000
Tutoring: Tutoring will be held Monday thru Thursday from 3:00-4:00p.m. SAK teachers have signed up for this afterschool tutoring and will be getting paid hourly for their service. The curriculum used is the Reading performance and instructional Florida coach books. SWD will be receiving their accommodations during tutoring as stated on their IEP since tutors have an ESE folder with all their IEPs.	January 2017 - April 2017	After School	Performance Coach Pre Test/ Posttests/ I Ready growth monitoring/ benchmark assessments	Administration/ESE Program Specialist	Title I Funding
Differentiated Instruction: Based on continuous progress monitoring and data from assessment, teachers will strategically group students based on their understanding of that particular standard(s). Teachers will use the Collections curriculum for whole group instruction, iReady for independent practice, and teacher made assignments while working with the teacher led group. All of these materials/curriculum will be used to address IEP goals. Using SWD accommodations as stated on their IEP in all classes/groups, teachers will work in smaller groups with students and implement classroom ESE strategies list provided in their ESE folders. Services provided to SWD will be the services stated on their IEP.	September 2016-June 2017	During School	Teacher-Made Assessments	Core Curriculum Teachers & ESE Program Specialist	N/A
I Ready Professional Development: How to implement iReady for Reading, interpret data, and individualize assignments based on student needs.	October 28, 2016	During Teacher Planning Day	iReady School Reports	Administration	Included in iReady purchase.

Exceptional Student Education (SWD) Math Goal:

30% of SWD will increase a level of proficiency on the 2017 Math FSA.

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Include data for Proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):		Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):				
FSA Math		FSA Math				
2016 Current Level of Performance	2017 Expected Level of Performance	2016 Current Level of Performance	2017 Expected Level of Performance			
11%	25%	89%	75%			
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for SWD for the following years:						
Baseline Data 2013-14	2014-15 12%	2015-16 11%	2016-17	2017-18	2018-19	2019-20
Strategies and Activities to increase SWD Achievement in Math (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)						
Start-End Date		Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring		Amount/Funding Source
SAK ESE Program Professional Development: Understanding an IEP, differentiating instruction to meet needs of all students, ESE teacher folders, lesson planning, and ESE strategies/resources. (IEP goals are identified by the IEP team based on the individual SWD needs. Teachers will be documenting and consulting/collaborating throughout the year with ESE teacher and ESE program specialist on SWD’s progress towards IEP goals. Services will be provided as listed on student’s IEPs. Parents are invited to attend all IEP meetings with a written 10 day notice and a follow up phone call.)		August 19, 2016	During Pre-Planning Week	Classroom observations, consult/collab. with teachers, communication/feedback of parents	ESE Teacher & ESE Program Specialist	N/A
Academic Math Intervention: Students will receive appropriate accommodations as stated on their IEP which is found in teacher’s ESE folder and in their lesson plan. Students will receive intensive math daily.		September 2016-June 2017	Intensive Math Course	iReady	Math Coach/ESE Specialist	\$17,000
Tutoring: Tutoring will be held Monday thru Thursday from 3:00-4:00p.m. SAK teachers have signed up for this afterschool tutoring and will be getting paid hourly for their service. The curriculum used is the Mathematics performance and instructional Florida coach books. SWD will be receiving their accommodations during tutoring as stated on their IEP since tutors have an ESE folder with all their IEPs.		January 2017 - April 2017	After School	Performance Coach Pre and Post Test/ I Ready/ Benchmark assessments	Administration	Title I Funding

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Differentiated Instruction: Based on continuous progress monitoring and data from assessment, teachers will strategically group students based on their understanding of that particular standard(s). Teachers will use the class curriculum (Go Math) for whole group instruction, iReady for independent practice, and teacher made assignments while working with the teacher led group. All of these materials/curriculum will be used to address IEP goals. Using SWD accommodations as stated on their IEP in all classes/groups, teachers will work in smaller groups with students and implement classroom ESE strategies list provided in their ESE folders. Services provided to SWD will be the services stated on their IEP.	September 2016-June 2017	During School	Teacher-Made Assessments	Core Curriculum Teachers & ESE Program Specialist	N/A
I Ready Professional Development: How to implement iReady for Math, interpret data, and individualize assignments based on student needs.	October 28, 2016	During Teacher Planning Day	iReady School Reports	Administration	Included in iReady purchase.

Literacy Action Plan

Actions Plans by Targeted Deficiencies:

1. FAIR data for sixth grade students show deficiencies in Vocabulary. We will address this deficiency by requiring teachers to establish vocabulary practices throughout all subject areas. Each teacher is responsible for having a class word wall. Teachers will review key vocabulary with students by using different vocabulary strategies to include: word mapping, shades of meaning, context clues, word sorting etc. The reading coach will be responsible for teaching vocabulary strategies. The persons responsible for implementation are the teachers and the administrative team along with the reading coach will monitor implementation by conducting classroom walk-throughs, noting vocabulary work in student work folders, and the exhibition of the teachers' word walls. The implementation and monitoring process will be on-going. Implementation progress will be discussed monthly during the Literacy Leadership meetings.
2. Thirty-three percent of our current eighth graders score proficient of the FSA Reading/ELA assessment. Data shows that students in 8th grade are deficient in the reporting category of Craft and Structure which is a significant portion of the assessment. In order to address this deficiency, teachers will focus on close reading through the SPADE strategy (Survey, Predict, Annotate and Analyze, Dissect, and Evidence). During close reading, teachers will provide numerous purposes for reading with a particular focus on text structure, determining meaning of words and phrases and use of language. Teachers will meet during common planning to discuss these strategies with administrators and coaches that will provide valuable support.
3. I-Ready Reading diagnostic results show that sixth through eighth graders are deficient in phonics. As mentioned above, students in intensive interventions will receive phonics instruction during this extended reading block. Teachers will focus on breaking words apart and decoding complex text to gain understanding using the Rewards curriculum. Teachers will be trained on the curriculum with a specific focus on phonics support by the Rewards curriculum representative. The ELA department chair, coach and administrative team will monitor the implementation phonics instruction during observations (iObservation) and reflections during department meetings.
4. Key Ideas and Details- During classroom instruction, teachers will use explicit instruction while providing signal words that include but are not limited to: main idea, supporting details, implicit/explicit main idea, inferencing, drawing conclusions and summarizing. Teachers will focus on chunking the text to provide students with multiple opportunities to identify and better understand the key ideas and details of text. Strategies that will be implemented for the purpose of meeting the needs of the students regarding this particular deficiency are active reading strategies, directed reading thinking activities, as well as, close reading. Teachers will continue to provide explicit instruction while transitioning students to a more guided practice model where the teacher will be the facilitator of the lesson and students will be directly engaged with the content and identification of key ideas and details. This particular skill will be taught continuously throughout the year as it is important for students to identify the main idea in any text and it will be embedded in all content areas. It will be monitored on a daily basis by teacher led questioning sessions for the purpose of driving

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daily instructional practices and will be included during the teacher's warm-up/bell ringers. It will also be continuously assessed via the school's Stop, Drop, Test model, as well as, FAIR and based on the data gathered a shift on the primary focus may occur. If students are still struggling with understanding key ideas and details, then teachers will focus more of their instructional practices on providing more learning opportunities on the skill. If students seem to be mastering the skill, then it will still be spiraled throughout upcoming lessons but at a lesser occurrence. The goal is to provide students with as many learning opportunities to practice the skill across all content areas, while teachers continuously monitor the level of mastery of key ideas and details.

5. Craft and Structure- One of the strategies that will be implemented to increase the students' mastery level of craft and structure include utilizing word maps as a visual organizer that promotes vocabulary development. Graphic organizers will provide students the opportunity to think about vocabulary terms in different ways and provide a visual representation that will assist our ESE and ELL students as well. Teachers will pre-teach or review skill-related concepts, such as, 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION Revised August 1, 2017 Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans 9 rhyme scheme, meter and poetic devices in order to be able to have a better understanding of how to analyze the structure of texts. Students will be exposed to many comparison and synthesis activities where there will be a focus on comparing the structure of two works within a unit and analyze their relation to a common theme. Comparing texts will be a skill that will be implemented in all academic areas to provide multiple learning opportunities of the skill. Craft and Structure will be monitored similarly to key ideas and details based on teacher-led questioning sessions and based on the data of the Stop, Drop, Test and FAIR. Teachers will work closely with the Reading Coach, to review the data and determine the direction of the instruction. The data will drive the focus of the pacing guide and assist the teacher in identifying how to formulate groups based on the deficiency. The data will drive the teachers' instructional focus in an effort to identify the best strategies to utilize to maximize student understanding and achievement.
6. Integration of Knowledge and Ideas- Teachers will emphasize the importance of analyzing details and content that may be presented in a variety of formats by using previously mastered skills such as: key ideas and details, along with craft and structure. In order for students to have a good understanding of the skill: integration of knowledge and ideas, students must be able to understand the main ideas and facts of content and interpret structure and purpose to be able to analyze text and draw conclusions about the text's meaning and also to compare and contrast to other texts. Some of the strategies that the teachers will utilize to help students achieve mastery are, talking to the text, using anticipation guides, chunking and graphic organizers. This particular skill will mostly be addressed when the majority of the students have reached mastery of the other deficiencies because it is critical for them to understand key ideas and details, as well as, craft and structure. Teachers will work in conjunction with other core academic areas to provide cross-curricular opportunities to apply the skill being taught. This skill will be monitored via the Stop, Drop, Test model and FAIR. Once it is identified that the areas of key ideas and details along with craft and structure have increased in the level of mastery, then the teachers will begin providing instruction focused on integration of knowledge and ideas. Teachers will use exit slips to monitor their daily instructional practice and determine the level of student understanding. They will continuously review the skill through the warmup/bell ringer activities to consistency monitor the students' level of understanding

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?).

Literacy Goal: By the end of 2016-2017, 54% of 6-8th grade students will be working on or above grade-level proficiency as measured by their FSA Reading scores.	
Include data for Proficient students (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA): FSA Reading	Include data for Non-proficient students (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA): FSA Reading

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2016 Current Level of Performance English Language Arts Achievement/ FSA Reading: 40%	2017 Expected Level of Performance English Language Arts Achievement/ FSA Reading: 55%	2016 Current Level of Performance English Language Arts Achievement/ FSA Reading: 59% Levels 1-2			2017 Expected Level of Performance English Language Arts Achievement/ FSA Reading: 45% Levels 1-2	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:						
Baseline Data 2013-14 55%	2014-15 14%	2015-16 39%	2016-17 60%	2017-18 70%	2018-19 80%	2019-20 85%
Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/ Funding Source	
After school tutoring program Somerset Academy Key will begin its tutoring program on January 2017. Highly qualified teachers from Somerset Academy Key will have the opportunity to sign up to participate in the tutoring program after school. Each session will be 1 hour from 3:00 PM - 4:00 PM. Tutors will be paid per hour at a rate of \$20 per hour. Tutoring will be held 4 days per week, Monday through Thursday. The curriculum that will be used for tutoring is Triumph Learning’s Performance Coach that is directly aligned to Florida State Standards and provides the Gradual Release of Responsibility (I Do, We Do, You Do) model of instruction that will guide students in developing the specific skills they lack.	January 2017 – April 2017	After School Hours	-Pre-Test -i-Ready Diagnostic -BSA	Ms. Tannia Rodriguez	\$16,000 Title I -Internal Account	

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Students will completed a pre-test and post-test from the Performance Coach curriculum that will measure the effectiveness of the program. I-Ready diagnostics and benchmark assessments will be used to monitor student progress in tutoring as well.					
Academic Intervention Tier II and Tier III reading interventions are different than that of the core reading required block because they are provided different curriculum. Students in Tier II interventions are being provided additional instruction through their intensive reading blocks. Our highly-qualified reading teachers will use National Geographic Inside during Tier II 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. Tier III interventions will be provided during an extended reading block and will cover the Rewards curriculum for instruction and practice	August-June	During School Hours	<ul style="list-style-type: none"> •iObservation •Student performance data (i-Ready/ Class Grades) 	Ms. Tannia Rodriguez	\$5,000 for materials -Internal Account
Professional Development: Reading Strategies Across Content Area Teachers will participate in a professional development session that will provide best practices in teaching literacy strategies across disciplines to enhance comprehension and mastery of skills.	October	Professional Development Days/ Department Meetings	<ul style="list-style-type: none"> •iObservation •Student performance data (i-Ready/ benchmark assessments/ Class Grades) 	Ms. Tannia Rodriguez	\$300 Materials and Beverages Internal Account PD Provided by T. Rodriguez
Professional Development: Writing Workshops Teachers will incorporate writing across the curriculum strategies in their classroom throughout all grade levels. Students will have numerous opportunities to write extensively in formal and informal formats that will act as	October- June	Professional Development Days/ Department Meetings	<ul style="list-style-type: none"> •iObservation •Student performance data 	Ms. Tannia Rodriguez	\$300 Materials and Beverages

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tools to engage in critical thinking and inquiry. This process will help students demonstrate what they know and acquire a greater understanding of the content and modes of communication specific to each of the disciplines.			•Monthly Writing Prompts		Internal Account PD Provided by T. Rodriguez
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Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan*

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?).

STEM/Math/Science Goal(s): Our goal is to expand STEM related educational opportunities from zero (0) students in higher level math and science coursework to a minimum of 40% of students by August of 2017 based on their progress during the 2016-2017 school year, in order to prepare students for career and technical educational opportunities

Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination):

FSA Data, EOC Data

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/Funding Source
Expand STEM-related educational opportunities by offering more virtual lab and hands-on lab experiences (a minimum of 5 per quarter), as well as, after-school related activities (clubs, field trips- 2 per school year) with a focus on Science, Technology, Engineering and Mathematics.	2016-2017 school year	During school and additional time as needed	Classroom walkthroughs, MAFS, formative/informative assessments, EOY FCAT Science	Curriculum Coaches, Specialists, Guidance Administrators, Educators, Technology Support	Operating/Donations
Increase career and technical educational knowledge by conducting lesson studies regarding a variety of careers in the Science, Technology, Engineering and Mathematics fields. Lesson studies will be conducted through the Science classes, where a rubric of expectations will be followed. Teachers will work with Science Chair to establish the goals and expectations for the lesson studies and create a time line of presentations to bring knowledge of the fields to all middle school students. SWD will receive an individualized rubric that will allow for his/her accommodations.	2016-2017 school year	During school and additional time as needed	Classroom walkthroughs, MAFS, formative/informative assessments, EOY FCAT Science	Curriculum Coaches, Specialists, Guidance Administrators, Educators, Technology Support	Operating/Donations
School will sponsor an after school STEM club.	2016-2017 school year	After school and additional time as needed	Classroom walkthroughs, MAFS, formative/informative	Curriculum Coaches, Specialists, Guidance Administrators,	Operating/Donations

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			assessments, EOY FCAT Science	Educators, Technology Support	
Science Goal (s): Students in Grade 8 will score at least 60% proficient on the 2016-2017 FCAT 2.0 Science test. Students taking the 2016-2017 Biology EOC will score at 80% proficient.					
Include data for Proficient students (i.e., FSA, End Of Course Examinations): FCAT/FSA Data, EOC Data			Include data for Non-proficient students (i.e. FSA, End of Course Examinations): FCAT/FSA Data, EOC Data		
2016 Current Level of Performance No Data	2017 Expected Level of Performance 60% 8 th Grade FCAT/ 80% Biology EOC	2016 Current Level of Performance No Data	2017 Expected Level of Performance 60% 8 th Grade FCAT/ 80% Biology EOC		
Mathematics Goal(s): Students in grades 6-8 will score at least 50% proficient on the 2016-2017 FSA Mathematics test. Students taking Algebra I will score at least 85% proficient on the 2016-2017 Algebra I EOC.					
Include data for Proficient students (i.e., FSA, End Of Course Examinations): FSA Data, EOC Data			Include data for Non-proficient students (i.e. FSA, End of Course Examinations): FSA Data, EOC Data		
2016 Current Level of Performance 22%	2017 Expected Level of Performance 50%	2016 Current Level of Performance 78%	2017 Expected Level of Performance 50%		
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math and science performance target for the following years:					
Baseline Data 2013-14	2014-15 29%	2015-16 22%	2016-17 50%	2017-18 60%	2018-19 70%
					2019-20 80%
Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Select Appropriate Subject Area (i.e. Mathematics- Algebra, Science – Chemistry)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring
Non proficient students will receive afterschool tutoring 2 times per week for an hour each session.	All FSA and EOC Mathematics and Science Courses	January 2017 – April 2017	After School as needed	MAFS, baseline assessment, informal and formal assessments, iReady, benchmark assessment data, FSA	Curriculum Coaches, Administrators, Teachers
					Amount/ Funding Source
					Operating Account

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Teachers will use targeted small group instruction based on Stop, Drop, Test data to focus on specific benchmark deficiencies using manipulatives and graphic organizers.	All Mathematics Courses	2016-2017 school year	Before, during, and after as needed	LAFS, MAFS, baseline assessment, informal and formal assessments, iReady, benchmark assessment data, FSA	Curriculum Coaches, Administrators, Teachers	N/A
I-Ready Mathematics diagnostic results show that sixth and seventh grade students have deficiencies in geometry compared to the other measured reporting categories. To address this concern, mathematics, keyboarding/technology, and art teachers will work on exposing geometric concepts during their core instruction.	All content area courses =	2016-2017 school year	Before, during, and after as needed	LAFS, MAFS, baseline assessment, informal and formal assessments, iReady, benchmark assessment data, FSA	Curriculum Coaches, Administrators, Teachers	N/A

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participant	Target Dates (e.g.: Early Release) and Schedules (e.g.: Frequency of meetings)	Person or Position Responsible for Monitoring	Strategy for Follow-up/Monitoring	Amount/Funding Source
Teachers will receive PD in RtI and Data analysis and Stop, Drop, Test Procedures	6-12	Lead Teacher	Math and Science Teachers	9/19/16 and 9/26/16	Lead Teacher	Classroom Walkthroughs	N/A

STEM/Math/Science Action Plan*: Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).