

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)

District Name: Broward

Principal: Shannine Sadesky-Hunt

SAC Chair: Erik Gonzalez

Superintendent: Mr. James F Notter

Date of School Board Approval:

Last Modified on: 09-21-2009

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Florida Department of Educat
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VISION and MISSION STATEMENTS

Somerset Academy Middle Miramar's Vision is to provide equitable, high-quality education.

Somerset Academy Middle Miramar's Mission is to set high academic and social expectations that together lead to the successful development of the whole child and create lifelong learners prepared to contribute in an ever-changing society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Somerset Academy Middle Miramar has been open since July, 2006. Its new facility, housing 419 middle school students in grades 6th-8th, was opened in August of 2007. It was not rated during the 2006-2007 school-year because there were only 26 6th grade students. In its first year of grading it obtained an "A" during 2007 - 2008 school year. The student population this year mirrors the community: 40.8 Hispanic, 44% Black, 8.6% White, 3.4% Asian, 3% Multiracial, and 0% Native American. The student population by grade level is 112 Sixth Grade, 168 Seventh Grade, and 146 Eighth Grade. Approximately 233 students are girls and 181 are boys. LEP students represent 12% of our population and ESE Students Represent 7% of our population. 50% of our students are economically disadvantaged. There are 3 administrators, and 13 full-time teachers. Of these, approximately 43% are Hispanic, 33% are White, 19% are Black, and 5% are Asian. The teachers are 20% male and 80% female. Teacher/Student ratio equals 1:22. Average class size is 24. Both the staff and student daily attendance rate is 95%. Our feeder pattern is Somerset Academy High School Pembroke Pines Campus and Miramar High School.

Unique School Strengths for Next Year

After earning a school record high of 610 accountability points on the 2008-2009 FCAT and demonstrating increases in each of the accountability areas, Somerset Academy Miramar Charter Middle has maintained a school grade of an (A).

This upcoming year, the school will work closely together with the Somerset Academy Chapel Trail High school to optimize academic excellence. The schools have aligned their curriculum, shared facilities, resources, and staff. This type of learning environment will help us offer additional courses and programs beneficial to both schools. This alignment will assist the schools in reducing their expenditures, while maintaining a quality educational program. Additionally, the schools' principal, assistant principals, lead teacher, instructional coach, as well as several teachers have successfully completed the requirements for the Clinical Supervision certification. This certification honed the leadership skills of each of the participants and culminated in an expansion of the professional learning community within the school.

Additionally, students will have the opportunity to participate in a Pre-AP program in Science and which feeds into a Scholar program at the high school level.

Unique School Weaknesses for Next Year

The school noticed a large shift in the student population which resulted in an increase of new instructional staff being hired. As a result, a mentor program has been developed for new incoming teachers. Also, a professional development plan has been designed to meet the needs of these developing professionals. Students' lacking the availability of computer access at home hinders them from accessing some of the instructional programs and in turn affects their student achievement rates.

Student Demographics

Somerset Academy Middle Miramar has been open since July, 2006. Its new facility, we are currently housing 419 middle

school students in grades 6th-8th, was opened in August of 2007. It was not rated during the 2006-2007 school-year because there are only 26 6th grade students. In its first year of grading it obtained an "A" during 2007 - 2008 school year. The student population mirrors the community: 40.8 Hispanic, 44% Black, 8.6% White, 3.4% Asian, 3% Multiracial, and 0% Native American. The student population by grade level is 112 Sixth Grade, 168 Seventh Grade, and 146 Eighth Grade. Approximately 233 students are girls and 181 are boys. LEP students represent 11% of our population and ESE Students Represent 7% of our population. 50% of our students are economically disadvantaged. Teacher/Student ratio equals 1:22. Average class size is 24.

Student Attendance Rates

Somerset Academy Miramar Charter Middle School has demonstrated an overall stabilization in attendance for the 2008-2009 school year with a 93.5 attendance rate. Somerset Academy Miramar Middle School will increase attendance rate to 94.0 for the 2009-2010 school year.

Student Mobility

Information was not available from district.

Student Suspension Rates

The suspensions have dramatically decreased during the past two years due to the behavior plan provided by our dean of discipline and administrators. The suspension rate went from 21.4 % to an astounding 3.80% for the 2008-2009 school year. Students are identified and monitored by individual teachers and referred to the administrative team for further consultation.

Student Retention Rates

The retention rate during the 2008-2009 school year was 2%. The District's retention rate is currently not available.

Class Size

A point has been made to reduce all class sizes in all subject areas and across grade levels. This will facilitate with discipline problems and strengthen the relationship with students and teachers. The actual class size ratio is 1:22

Academic Performance of Feeder Pattern

The elementary school that feeds to Somerset Academy Miramar Middle School has maintained their FCAT school grade of an A for the past 2 years. AYP status was met at 100% for the 2008-2009 school year. The Somerset Academy Miramar Middle School and Somerset Academy Miramar Elementary continue to work together to ensure academic excellence within both schools. The schools combine resources and programs in order to horizontally and vertically align their curriculum.

Partnerships and Grants

1. City of Miramar
2. Miramar Cultural Center
3. CVS Pharmacy
4. Double R Vending
5. Eastern Financial Florida Credit Union
6. Joe DiMaggio Children's Hospital
7. Joey the Baker
8. Minuteman Press of Miramar
9. Nova Southeastern University, Fishler School of Education
10. Sam's Club
11. SH Communities
12. SunTrust Bank, South Florida
13. Washington Mutual
14. AMF Pembroke Pines Lanes
15. Apolo's Martial Arts

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Shannine Sadesky-Hunt	B.A. in Elementary Education from American University M.S. in Educational Leadership from Nova Southeastern University	4	9	2008-2009: Somerset Academy Grade: A, Reading Mastery: 78 %, Math Mastery: 78%, Science Mastery: 60% ,Writing 100%: AYP: Yes 2007-2008: Somerset Miramar Grade: A, Reading Mastery: 72%, Math Mastery: 64% Writing Mastery 95 %, Science 43% Mastery: AYP: The following subgroups did not make AYP in Math Black, Hispanic, Eco Disadvantaged but all of the subgroups made AYP in Reading. 2006-2007: Somerset Miramar Grade: No grade data available Under the A+ Plan
Assis Principal	Alexandria Prieto	B.A. in Pre-K Primary Education from Barry University; M.S. in Reading from Barry University; ED. Specialist in Educational Leadership from Nova University	1	1	2008-2009: Somerset Academy Grade: A, Reading Mastery: 78 %, Math Mastery: 78%, Science Mastery: 60% ,Writing 100%: AYP: Yes
Assis Principal	Donyale McGhee	B.A. in Criminal Justice/Social Work from Florida A+M University M.S. in Educational Leadership from Nova Southeastern University	1	3	2008-2009: Somerset Academy Grade: A, Reading Mastery: 76 %, Math Mastery: 80%, Science Mastery: 52% , Writing 100%: AYP: Yes 2007-2008: Somerset Miramar Grade: A, Reading Mastery: 74%, Math Mastery: 74% Writing Mastery 97 %, Science 52% Mastery: AYP: No. The following subgroup did not make AYP Eco Disadvantaged in Reading but all of the subgroups made AYP in Mathematics.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Celeste Goltz	B.S. Elementary Education	1	1	Grade: A, Reading Mastery: 78 %, Math Mastery: 78%, Science Mastery: 60% ,Writing 100%: AYP: Yes

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teach in Florida web-site to advertise openings	Principal and Assistant Principal	Ongoing	
2. Teacher Mentoring program	Assistant Principals, Reading coach, and instructional staff.	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
20	2	14	4	0	0	20	2	0	14

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Veteran Teacher	Paul Mathos Christopher Farneserio	By subject area and/or experience	Observations, walkthroughs, bi-weekly meetings, professional development, data chats, mentee observations, and model lessons

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

We will provide support for those students who have not shown mastery by supporting our teachers during their direct instructional time. We will provide programs to better support our parents in providing the necessary academic strategies for the parents to utilize with their children at home such as Parent Universities.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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.

Counselors:

Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The 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, Intensive Reading+ and Intensive Math classes.

Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes.

Develop and monitor the FCAT morning tutoring that will be offered to all Level 1 and Level 2, ELL students.

Review progress of all students using FCAT Explorer as a supplement to the instruction.

Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science.

Ensure that the FCAT reading 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.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data:

Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment

Florida Assessments for Instruction in Reading (FAIR)

Progress Monitoring:

Progress Monitoring and Reporting Network (PMRN), Mini-assessments

Midyear:

Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR)

End of Year:

Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)

Frequency of Data Days:

Once a quarter for data analysis

Jamestown, Successmaker, Carnegie, Stop Drop and Test

Teacher made test

Describe the plan to train staff on RtI.

Professional development will be provided during first week of school. Small sessions are planned throughout the year. Professional development sessions entitled "What is RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

On average all middle school students (grade 6-8) performed above the district average in all subject areas.

Reading:

6th Grade

Strength: Main Idea/Purpose (70%)

Weakness: Words/Phrases (63%)

7th Grade

Strength: Comparisons (73%)

Weakness: Reference/Research (67%)

8th Grade

Strength: Reference/Research (75%) Words/Phrases (75%)

Weakness: Comparisons (60%)

Math

6th Grade

Strength: Geometry (78%)

Weakness: Number Sense, Data Analysis, and Measurement (67%)

7th Grade

Strength: Data Analysis (78%)

Weakness: Geometry (50%)

8th Grade

Strength: Number Sense (67%)

Weakness: Data Analysis, Algebraic Thinking, Geometry, Measurement (50%)

Writing

8th Grade

Strength: Expository (97%)

Weakness: Persuasive (95%)

Science

8th Grade

Strength: Life/Environment (69%)

Weakness: Physical/Chemical (62%)

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendar (IFC) will be created by the Leadership Team after all 2009 FCAT data has been attained and disaggregated. The IFC will be updated in October, after students have taken the school-wide diagnostic reading assessments and results will be disaggregated to identify the strengths and weaknesses of each student. Upon this, data instruction will be tailored so that the IFC can clearly address the areas of concern. This process will be applied to all core subjects including writing, mathematics, and science. The mini- interim assessments will also aid the school in updating the IFC throughout the year. The teachers and administrators will also continue to monitor progress throughout the year. This will ensure that students are exposed to all Benchmarks and are given the opportunity to practice within their area of weakness.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading will focus on benchmark LA.5.2.1: where the student will locate, explain, and use information from text features.
Writing will focus on benchmark LA.8.4.3.1: where the student will write persuasive text
Mathematics will focus on benchmark MA.8.G.2.1: where students will use triangles to solve problems that include height and distances.
Science will focus on benchmark SC.8.E.5.7: where students will compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of the Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Student met with teachers and counselors to discuss their individual scheduling needs. Emphasis was placed on identifying student strengths and addressing their weaknesses. Level 1 and 2 students have been identified and placed in Intensive courses. Within these courses, teachers will use standard school-made assessments to further guide their differentiated instruction to meet the individual needs of each student.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers elective courses in art, technology, and career study. Many of these courses focus on job skills and talent development. Teachers also incorporate current events and reading passages that relate to trends which allow students to create a connection between subject matter and daily lives.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Course selections are sent home to review with their parent. Then, students are scheduled to meet one-on-one with the counselors. At these meetings students' FCAT scores, interests, academic grades, and major of interest (ePEP) are reviewed to better meet student needs and interests.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers will meet weekly for grade level meetings to review curriculum pacing guides, benchmarks, and focus calendars. They will also meet monthly during the scheduled Professional Learning Communities to share best practices. Lesson plans will be created for differentiated instruction to provide individualized instruction for all students. These lesson plans are aligned with the strategies identified in the Instructional Focus Calendar.

How are instructional focus lessons developed and delivered?

Based on the diagnostic test issued at the beginning of the school year strengths and weaknesses are identified. Teachers, department chairpersons, and administrators, along with the RtI Leadership Team review the benchmarks where students were struggling and develop lessons aligned with the benchmarks and standards for each subject to ensure mastery.

How will instructional focus lessons be revised and monitored?

Student mastery is determined by school wide mini-assessment results. Results will determine if the focus lesson needs to be revised or re-taught. The effectiveness of these assessments will be ensured by teachers and administrators by analyzing data results throughout the year and comparing it to the focus calendar and instructional benchmarks.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on focus lessons. These assessments will be administered on a monthly basis. The RtI in conjunction with the instructional staff will create mini-assessments based on the instructional focus calendar.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Students not reaching mastery will receive additional instruction to meet their specific needs. Students reaching mastery will be given enriched/advanced instruction.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The RtI team will meet on a monthly basis to assess and maintain benchmark mastery for each grade level and to ensure it is infused into the instructional Focus Calendar. Also, students at and above mastery level will be able to enrich their skills by participating in the Pre-AP Program, hands-on activities, projects, and supplemental lessons.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers and the administrative team will meet on a monthly basis after school or before school to assess the data and make any recommended changes

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers during scheduled meetings. Student's progress and data will be discussed at these meetings. These meetings will focus on lesson plan development, data talks, and student's portfolios. These tools will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. After the meetings, departments will conduct data talks regarding assessments about specific content clusters per subject.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Teachers will provide instruction on the lessons using a variety of instructional techniques, computerized programs, and instructional software. State adopted resources have been acquired to supplement instruction. Additionally, the school will offer FCAT Saturday School review. Before and after school tutoring will be offered for levels 1 and 2.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from state adopted textbooks will be utilized as additional intensive instruction. Further instruction will be provided using Internet instructional programs such as FCAT Explorer, Success Maker, Jamestown Learning, and Carnegie Learning. Resources and best practices provided at professional development workshops will also be utilized to strengthen teacher skills. Students with targeted skill deficiencies will be required to participate in before and after school tutoring.

How does the school identify staff's professional development needs to improve their instructional strategies?

The Mentoring program, department chair observations, and instructional needs survey will provide feedback and resources necessary to facilitate the teacher's professional development needs. Administrative walkthroughs will also provide feedback to improve instructional strategies. At the beginning of the year, teachers will be required to complete a Professional Development Plan listing areas of improvement. During in-house professional development workshops, teachers are required to complete a follow up assignment as proof of completion and understanding.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (classroom assignments, data talks, and assessment results), students who do not meet mastery will be required to attend before and after school tutoring. Students will also be offered FCAT Saturday tutoring.

How will the effectiveness of the interventions be measured throughout the year?

Strategies and interventions will be reassessed to address the student's needs for achievement. Personnel providing services to students not achieving mastery will provide documentation of strategies and interventions that have previously been utilized.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who exceed mastery levels can participate in the school's GEM Program, Spring board and Pre-AP program. Students can also enroll in elective classes such as Band, Art, Business Keyboard and Foreign Languages to further their educational process.

Describe how students are identified for enrichment strategies.

FCAT results, prior specific course outcomes, stanines, percentiles, and counselor recommendations are reviewed for proper placement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Literacy Team	Instructional Coach	Monthly	After-school	Increase school-wide culture of reading.
SAC	Lead Teacher	Monthly	After-school	Work with all stakeholders to review and identify school-wide improvement

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, Given instruction based on the Sunshine Standards 73% of students in middle school achieved mastery on the 2009 administration of the FCAT Reading Test.		Given instruction based on the Sunshine Standards 76% of students in middle school will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will distribute FCAT Explorer passwords and usernames within the first two weeks of school.	. Reading Department Chair and classroom teachers	1. Administration will review parent communication log	1. Reading mini assessments will indicate student's progress.
2	2. Teachers will distribute FCAT Explorer passwords and usernames/ BEEP Portal	Department Chair	2. Track progress using FCAT Explorer reports.	2. Formal assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Instructional Focus Calendars will be used in all content areas that have integrated reading strategies across the curriculum. We will also incorporate the Sustain Silent Reading requirement which provides a block where every teacher will monitor our student's ability. All teachers are required to have a Word Wall which builds vocabulary inquires.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Given instruction based on the Sunshine Standards 76% of students in middle school achieved mastery on the 2009 administration of the FCAT Mathematics Test			Given instruction based on the Sunshine Standards 78% of students in middle school will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will distribute FCAT Explorer passwords and usernames within the first two weeks of school.	1. Mathematics Department Chair and classroom teachers	1. Review informal assessments	1. Pre-Test and Post-Test
2	2. Every math teacher calls parents within the first 3 weeks of school to discuss student's performance in class	2. Curriculum coach	2. Implemented the Carnegie	2. Mathematics mini assessments will indicate student's progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase Mathematic score with reading integration strategies.	Incorporate Reading Strategies into the Mathematics curriculum.	Curriculum Coach	12/09	Professional Development Plan	Administrative Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Given instruction based on the Sunshine Standards 59% of students in middle school achieved mastery on the 2009 administration of the FCAT Science Test.		Given instruction based on the Sunshine Standards 67% of students in middle school will achieve mastery on the 2010 administration of the FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Given instruction based on the Sunshine Standards 67% of students in middle school will achieve mastery on the 2010 administration of the FCAT Science Test.	1. Science Department Chair and classroom teachers.	2. Track progress using FCAT Explorer reports. Track the Safari Technology.	1. Science mini assessments will indicate student's progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Given instruction based on the Sunshine Standards 96% of students in middle school achieved mastery on the 2009 administration of the FCAT Writing Test.			Given instruction based on the Sunshine Standards 98% of students in middle school will achieve mastery on the 2010 administration of the FCAT Science Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Four Square Model	1. Admin. and Department Chairs.	1. Writing Samples	1. Writing Binders

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on parent surveys or noted parent involvement percentage, of parents utilizing Parent Portal needs to increase to 80%.		80% of parents will access the parent portal.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Parent Portal	1.Parent Portal	1. Percentage of parents with access on parent port	1. Parent Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

Reach out to business communities as a partnership.
 Increase parental involvement
 Discuss strengths and weakness as it relates to students achievement.
 Review School Improvement Plan

SAC Members

Members

1) Shannine Sadesky-Hunt, Principal

2) Erik Gonzalez, SAC Chair

- 3) Yohari Trabanino, Student
- 4) Savannah Jones, Student
- 5) Jasmine Ivy, Student
- 6) Pablo Alarcon, Student
- 7) Bruce Whittingham, Student
- 8) Tensy Rothman, Teacher
- 9) Nicole Nunez, Teacher
- 10) Angela Calvacca, Teacher
- 11) Jean Alexis, Business Member
- 12) Ruth Cash, Parent
- 13) Tovi Shoua, Parent
- 14) Yolanda Smith, Parent
- 15) Vikki Harper, Parent
- 16) Leslie Fuentes, Parent
- 17) Vilet Torrez, Parent
- 18) Edith Fluitt, Parent
- 19) Kan Mongwa, Parent
- 20) Edward Curington, Parent
- 21) Marsha Toussant, Parent
- 22) Jennifer Richard, Parent
- 23) Joselyne Roane, Parent
- 24) Debra Johnson King, Parent
- 25) Margie Salas, Parent
- 26) Tanya Simmons, Community Member
- 27) Mary Levinson, School Support Personnel
- 28) Alex Prieto, Assistant Principal
- 29) Donyale McGhee, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) 5406												
Number of students enrolled in the grades tested:														Read: 331		Math: 331		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES		
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N		
TOTAL ⁴	100	Y	100	Y	72	Y	77	Y			Y			NA	32	28	NA	38	23	NA	68	NA	79	NA		
WHITE	97	Y	97	Y		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	70	Y	70	Y			NA			NA	30	30	NA	43	30	NA	66	NA	76	NA		
HISPANIC	100	Y	100	Y	70	Y	80	Y			Y			NA	37	30	NA	39	20	NA	67	NA	81	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	68	Y	75	Y			Y			NA	43	32	NA	42	25	NA	63	NA	77	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) 5406												
Number of students enrolled in the grades tested:														Read: 182		Math: 182		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO		
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N		
TOTAL ⁴	100	Y	100	Y	68	Y	62	Y			NA			NA	8	32	NA	20	38	NA	62	NA	55	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	70	Y	57	N			NA			NA	30	NA		43	NA	NA	64	NA	54	N		
HISPANIC	100	Y	100	Y	63	Y	61	N			NA			NA	37	NA		39	NA	NA	58	NA	53	N		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	N	58	N			NA			NA	43	NA		42	NA	NA	54	N	57	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) 5406												
Number of students enrolled in the grades tested:														Read: 26		Math: 26		2006-2007 School Grade ¹ :				Did the School make Adequate Yearly Progress?		YES		
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL ⁴	96	Y	96	Y	92	Y	80	Y			NA			NA	8	NA		20	NA	NA	45	NA	75	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA			NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

SCHOOL GRADE DATA

Broward School District SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	78%	100%	60%	311	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	86%			159	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	78% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	64%	95%	43%	274	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	65%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	63% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

School District 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)		0	0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested