

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)

District Name: Broward

Principal: Shannine Sadesky-Hunt

SAC Chair: Erik Gonzalez

Superintendent: James F. Notter

Date of School Board Approval: pending school board approval

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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

Somerset Academy Elementary 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.

SCHOOL PROFILE DEMOGRAPHICS

Somerset Academy Elementary Miramar has been open since July, 2006. Its new facility, housing 583 elementary students in grades K-5, was opened in August of 2007. It was rated as a "B" school during the 2006-2007 school-year and then rose to an "A" school during 2007 - 2008.

The student population mirrors the community: 42% Hispanic, 42% Black, 6% White, 5% Asian, 4% Multiracial, and less than 1% Indian.

The student population by grade level is 52 Kindergarten, 156 First Grade, 106 Second Grade, 116 Third Grade, 72 Fourth Grade and 81 Fifth Grade.

Approximately 279 students are girls and 304 are boys.

LEP students represent 17% of our population.

ESE Students Represent 5.6% of our population.

50% of our students are economically disadvantaged.

Of the 99% of students tested, 13% were Level 1, 16% were Level 2, 40% were Level 3, 25% were Level 4 and 6% were Level 5.

There are 2 administrators and 30 teachers at this school. Of these, approximately 19% are Black, 39% are White, and 42% are Hispanic and 10% are male and 90% are female.

Teacher/Student ratio equals 1:18. Average class size is 24.

The staff daily attendance rate is 95%. The students daily attendance rate is 95%.

Our feeder pattern is Somerset Academy Middle Miramar.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Principal

Shannine Sadesky-Hunt has a B.A. in Elementary Education from American University cum laude and a M.S. in Educational Leadership from Nova Southeastern University summa cum laude. She holds Florida certification in the areas of Elementary Education, Educational Leadership and School Principal, and she has an ESOL endorsement. Mrs. Sadesky-Hunt taught at Somerset Neighborhood School for four years, serving three years as a Lead Teacher, SAC Chair, and Inservice Facilitator. She then served as an Assistant Principal at Somerset Academy for three years, and became Principal at that school. During her years there, the school consistently earned an "A" grade and met AYP. She is now serving her fourth year as a Principal and her third year as Principal at Somerset Academy Miramar, where she has been since its inception. Mrs. Sadesky-Hunt led the school from a "B" to an "A" and students met AYP both years. Under her leadership, Somerset Academy Elementary Miramar also earned SACS-CASI's award of Accreditation. Mrs. Sadesky-Hunt is also an annual conference presenter at both state and national charter school conferences, has received an Outstanding Leadership Award from the Tri-County Charter School Annenberg Grant Partnership, and has written and earned grants for the schools totaling over \$450,000.00.

Assistant Principal

Mrs. Lara Silva has a B.S. in Education from Bridgewater State College and an M.S. in Educational Leadership from Nova Southeastern University. Mrs. Silva has been a teacher for 10 years and has taught at public, private, and charter schools. She is certified in Primary Education K-3, Elementary Education, and Educational Leadership. She is also Gifted endorsed. Mrs. Silva has held a variety of education-related roles during which she has taught all grade levels, including an ESE inclusion classroom; such roles included Inservice Facilitator, Testing Chair, and Science Taskforce Chair, Lead Teacher, Curriculum Specialist, and SAC Chair. All schools she has worked at in South Florida have earned an "A" grade. Mrs. Silva is now serving her first year as an Assistant Principal.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Recruitment efforts include newspaper advertisements, internet advertisements, job fairs, referrals, word of mouth, and collaboration with local universities and their education programs, students, and staff. We also offer signing bonuses to teachers certified in critical need areas.

Retaining teachers is done through ongoing professional development, establishment of learning communities, merit pay programs, tuition-reimbursement opportunities, morale-building activities, fringe benefits, New Educator Support Systems, and by providing opportunities for professional growth.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

NCLB Public School Choice

Note: Required for Title I

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:

All student subgroups met AYP targets.
75% of our students are at or above grade level in reading.
70% of students made a year's worth of progress in 2007 - 2008.
78% of struggling students made a year's worth of progress in reading.

Third and fourth grade students performed below state and district averages while fifth grade students performed above state and district averages.

Reading areas of struggle seemed fairly even across the board, with Reference/Research being the lowest area of proficiency. In third and fourth grade, Words/Phrases was another area lower in proficiency compared to Main Idea/Purpose and Comparisons.

The school moved from a "B" grade in 2006 - 2007 to an "A" in 2007 - 2008 primarily based on learning gains. The school quadrupled in size which must also be considered when evaluating year-to-year data. While the number of students proficient in reading in grades 3-5 went from 77% in 2006 - 2007 to 75% in 2007 - 2008, learning gains increased from 52% to 70% between the two school years, and the lowest 25% of students' learning gains increased from 52% to 78% between the two school years.

*Objective:

By May 2009, 78% of third, fourth and fifth grade students meeting the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3 or above on the FCAT Reading SSS.

*Strategies:

Double-dosing of lowest performing students.

Daily differentiated instruction and cooperative learning groups to allow students to master the SSS.

Daily focus lessons for students to practice mastery of knowledge of benchmarks.

Teachers will create Word Walls to promote vocabulary development.

Weekly pull-outs and/or push-ins for lowest performing students.

Before school, after school and Saturday tutoring for one six-week and one-eight week session for 4.5 hours per week students performing below proficiency levels to increase mastery of SSS.

Center-based instruction offering enrichment for students to increase opportunities for higher level thinking experiences.

Thematic projects to help students connect to the relevance of other academic areas and real life.

Teachers interested will write grants to enhance classroom instruction.

Interdisciplinary instruction and teaching of reading across the curriculum to increase opportunities for reading skills development, exposure to multiple genres and experiences with varying types of literature.

Bi-weekly library time allotted and opportunities for additional sign-up to use computer-based reading reinforcement and motivational programs and to develop reference/research-related skills.

BEEP mini-assessments will be administered at least once per month.

Regular district benchmark assessments (2x per year) will be administered to establish baseline data and determine quarterly progress.

Utilization of reading instructional frameworks such as Read Alouds, Shared Reading, Independent Reading, and Small Guided Group reading.

Data Talks between staff and students will occur quarterly.

An Instructional Focus Calendar by grade level will be developed and implemented based on data collected from previous year's test scores of SAT/FCAT.

Teachers will use high-yield teaching strategies in their instruction such as identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing recognition, providing opportunities for homework and practice of standards mastery, using non-linguistic representations as an instructional technique to address varying learning modalities, offering cooperative learning opportunities, setting objectives and providing feedback, generating and testing hypothesis, and using questions, cues and advance organizers to guide lessons.

The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor

and adjust the instructional program.

Teachers will use Bloom's Taxonomy in their instruction to expose students to concepts of both lower and higher order thinking, including applying, evaluating, and synthesizing reading information.

Teachers and staff will use the Continuous Improvement Model 8-Step Process as a data-driven framework to adjust instruction, curriculum and pacing to meet student needs.

The Effective Schools Correlates will be used as decision guidelines to ensure learning for all.

Dr. Theodore Sizer's Coalition of Essential School's nine guiding principals will be incorporated into all areas of instruction including presenting information in varying ways to address differing learning styles, providing small-group instruction, making students active participants in the learning process, setting high expectations for all students, and making students accountable for their behavior and learning.

BEEP will be used for lesson-planning.

Accelerated Reader will be used to increase comprehension.

Teachers will analyze student progress three times per year based on STAR assessments and plan for student instruction from the data observed.

"Vocabulary Challenge" will be implemented on the Morning Announcements to improve vocabulary for the entire school.

Sustained Silent Reading will be conducted for 15-30 minutes by all students daily.

Gifted students and high achievers will participate in differentiated curriculum using enrichment materials and activities.

ESE students will receive remediation adjustments as needed.

Students will participate in district benchmark testing.

Reading logs will be completed by each student weekly and signed by parents.

Students will use FCAT Explorer to enhance their reading achievement at least once per week.

Teachers and staff will host and present a reading workshop for parents as well as a family night for FCAT/SAT, and FCAT Writing so that parents can become familiar with these assessments and assist their children at home to reinforce skills.

Teachers will utilize flag reports indicated on Virtual Counselor as well as assessment tools to form skill groups based on need.

Students in all grades will complete quarterly book reports and/or thematic unit performance assessments to promote reading in all areas.

The school library will increase its resources by adding 1,000 or more additional books.

The Scholastic Book Fair will be held to encourage the love for reading.

Promethean Boards will be utilized to engage learners and make lessons interactive.

* Evaluation:

Pre/Post Testing in all subject areas.

Yearly FCAT/SAT Assessment (Feb/March)

Stanford Diagnostic Testing

Regular District Benchmark Assessments (September and November)

Ongoing - BEEP mini-assessments

Ongoing - Classroom assessments as needed based on instruction and student skills

Two mandatory parent-teacher conferences per year

One teacher-student data conference quarterly

STAR Reader Diagnostic Evaluations will be done 3 times per year.

Standards-based conference forms will be completed for each child twice per year.

AR Progress will be monitored by classroom teachers throughout the year

Progress Monitoring Plans flagged from BEEP will be created and discussed with parents.

Portfolios, Report Cards and Interim Reports for all students

Third Grade Portfolio Assessments

Diagnostic Assessment in Reading (DARs)

Individual Reading Inventories

Measuring Up Unit Assessments

Stanford Achievement Tests

- * Evidence-based Program(s): Voyager Reading Program
- State-Adopted Textbooks
- Classroom Libraries
- Library Books
- SRA Reading Kits
- Bloom's Taxonomy Skills Cards
- Reading Skills Cards
- Accelerated Reader
- STAR
- BEEP Mini-Assessments
- Safari Montage
- FCAT Explorer
- Computer Lab - on-line programs and thematic units
- Just Read Florida Resources & Guides
- Measuring Up

- * Professional Development: Reading Coach Assistance and Modeling
- Reading Professional Development workshops - in-house
- Critical Content Reading Workshops
- Data Talks and Workshops
- CRISS Training
- Clinical Educator Training
- NESS Program
- New Teacher Academy
- Promethean Board Training
- In-house professional development
- Scott-Foresman sponsored reading materials training
- Technology Training for use of BEEP and other technology-based resources
- High-Yield Teaching Strategies Training
- Differentiated Instruction Training
- 8-step process
- FCAT & SAT training for teachers in grades 1-5
- AR and STAR Training
- Effective Schools Correlates
- ESE Intervention strategies training
- ESOL Endorsement Training
- FCAT Specifications Training
- Bloom's Taxonomy Training and Tools
- Training for teachers on various reading tests (FCAT, SAT, IRI, DAR, ORF, DIBELS)
- Reading Endorsement Training
- Gifted Strategies Training
- Technology fluency Training
- Virtual Counselor Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks, Practice & Supplemental Materials	Operating	\$18,000.00
Voyager Reading	Operating	\$1,500.00
BEEP	Operating	\$750.00
Accelerated Reader & STAR Licenses	Operating & Walton Grant	\$3,500.00
Library Books & Classroom Libraries	Fundraising, Donations, and Walton Grant	\$600.00
		Total: \$24,350.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$13,000.00
Computer Stations and Laptops	Operating and Implementation Grant	\$500.00
Safari Montage	Operating	\$250.00
STAR Reader	Walton Grant	\$1,300.00
		Total: \$15,050.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based workshops	Operating	\$500.00
CS Conference	Operating	\$175.00

In-house professional development	Operating	\$750.00
NESS Support and Training	Operating	\$750.00
		Total: \$2,175.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	Aftercare	\$7,500.00
		Total: \$7,500.00
		Final Total: \$49,075.00

*Non-Highly Qualified Instructors: 100% of our Elementary Teachers and Administrators are Highly Qualified.

End of Reading Goal

Goal: Mathematics

*Note: Required for Title I
 Scroll down for school data

*Needs Assessment:

All student subgroups met AYP targets.
 75% of our students are at or above grade level in mathematics.
 76% of students made a year's worth of progress in 2007 - 2008.
 65% of struggling students made a year's worth of progress in mathematics.

Third grade students performed below state and district averages while fourth grade students performed below the district but above the state average. Fifth grade students performed above state and district averages.

Mathematics areas of struggle seemed fairly even across the board, with Data Analysis and Geometry being the lowest areas of proficiency.

The school moved from a "B" grade in 2006 - 2007 to an "A" in 2007 - 2008 primarily based on learning gains. The school quadrupled in size which must also be considered when evaluating year-to-year data. While the number of students proficient in mathematics in grades 3-5 remained at 77% both in 2006 - 2007 and in 2007 - 2008, learning gains increased from 48% to 76% between the two school years, and the lowest 25% of students' learning gains increased from 48% to 65% between the two school years.

*Objective:

By May 2009, 81% of third, fourth and fifth grade students meeting the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3 or above on the FCAT Reading SSS.

*Strategies:

Double-dosing of lowest performing students.

Daily differentiated instruction and cooperative learning groups to allow students to assist each other in mastery of SSS.

Daily focus lessons for students to practice mastery of knowledge of benchmarks.

Weekly pull-outs and/or push-ins for lowest performing students.

Before school, after school and Saturday tutoring for one six-week and one-eight week session for 4.5 hours per week students performing below proficiency levels to increase mastery of SSS.

Center-based, hands-on instruction offering reinforcement and enrichment for students to increase opportunities for higher level thinking experiences.

Thematic projects will be implemented with each math strand in order to help students connect to relevance of other academic areas and real life application of math skills.

Interdisciplinary instruction and teaching of mathematics across the curriculum to increase opportunities for application, skills development, and exposure to multiple "real-world" experiences.

Daily time of 30 - 45 minutes and home learning using Carnegie Cognitive Math Tutor to provide remediation, on-level work, and acceleration.

Carnegie incentives programs will be used to motivate students to progress in math skills proficiency.

BEEP mini-assessments will be administered at least once per month.

Regular district benchmark assessments (2x per year) will be administered to establish baseline data and determine quarterly progress.

Students will be exposed and become proficient in a print rich environment that includes Math vocabulary and key words during daily instruction including Math Word Walls.

Data Talks between teachers and students will occur quarterly.

Students will receive instruction in Calendar Math daily.

A school-wide "Shark Bucks" program will be instituted to teach students concepts of earning, spending, saving and investing, as well as supply and demand and basic math computation skills.

An Instructional Focus Calendar by grade level will be developed and implemented based on data collected from previous year's test scores of SAT/FCAT.

Students will have 60 to 90 minute math blocks to receive math instruction daily.

Students will receive instruction including, but not limited to, math manipulatives including base ten materials, geometric solids, tanagrams, fraction tiles, scales and balances and geoboards.

Teachers in K-5 will implement a 10 minute daily instruction focus lesson.

Students in grades 2-5 who scored below proficiency as measured by the FCAT/SAT will receive additional remediation/tutorial instruction.

Teachers will use high-yield teaching strategies in their instruction such as identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing recognition, providing opportunities for homework and practice of standards mastery, using non-linguistic representations as an instructional technique to address varying learning modalities, offering cooperative learning opportunities, setting objectives and providing feedback, generating and testing hypothesis, and using questions, cues and advance organizers to guide lessons.

The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor and adjust the instructional program.

Teachers will use Bloom's Taxonomy in their instruction to expose students to concepts of both lower and higher order thinking, including applying, evaluating, and synthesizing reading information.

Teachers and staff will use the Continuous Improvement Model 8-Step Process as a data-driven framework to adjust instruction, curriculum and pacing to meet student needs.

The Effective Schools Correlates will be used as decision guidelines to ensure learning for all.

Dr. Theodore Sizer's Coalition of Essential School's nine guiding principals will be incorporated into all areas of instruction including presenting information in varying ways to address differing learning styles, providing small-group instruction, making students active participants in the learning process, setting high expectations for all students, and making students accountable for their behavior and learning.

BEEP will be used for lesson-planning.

Teachers who are interested may apply for grants to enhance classroom instruction.

Students will complete a minimum of one math application word problem as part of the daily opener activity.

"Principal's Math Challenge" will be implemented on the Morning Announcements to increase learning opportunities for the entire school.

Students identified as gifted or high achieving will receive enrichment using gifted materials.

Gifted students and high achievers will participate in differentiated curriculum using enrichment materials and activities.

ESE students will receive remediation adjustments as needed.

Students will participate in district benchmark testing.

Students will use FCAT Explorer to enhance their math achievement at least once per week.

Teachers and staff will host and present a math workshop for parents as well as a family night for FCAT/SAT and homework help so that parents can become familiar with these assessments and assist their children at home to reinforce skills.

Parent Partners will work with teachers to hold a math night with community business partners during which students will apply real world math computation skills.

Banking programs will be brought into the school in order to teach students money management and computation skills.

Teachers will utilize flag reports indicated on Virtual Counselor as well as assessment tools to form skill groups based on need.

FCAT & SAT scores will be analyzed and instructional focus will be determined using the SSS; this will be monitored, maintained, and adjusted to meet individual needs.

Promethean Boards will be utilized to engage learners and make lessons interactive.

- *Evaluation:
- Pre and Post Testing for all students
 - Yearly FCAT & SAT Assessment (Feb/March)
 - Regular District Benchmark Assessments (September and November)
 - Ongoing - BEEP mini-assessments
 - Ongoing - Classroom
 - Assessments as needed based on instruction and student skills
 - Measuring Up Assessments
 - Two parent-teacher conferences per year
 - One teacher-student data conference quarterly
 - Standards-based conference forms will be completed for each child twice per year
 - Progress Monitoring Plans flagged from BEEP will be created and discussed with all parents.
 - Portfolios, Report Cards and Interim Reports will be prepared for all students and shared with parents in hard copy and via Powerschool.
 - Carnegie Cognitive Math Tutor Assessments
- *Evidence-based Program(s):
- State-Adopted Textbooks
 - Carnegie Cognitive Math Tutor Software and books
 - Stanford Diagnostics
 - Stanford Achievement Tests
 - SRA Math Kits
 - Bloom's Taxonomy Skills Cards
 - BEEP Mini-Assessments
 - Safari Montage
 - FCAT Explorer
 - Computer Lab - on-line programs and thematic units
 - Measuring Up FCAT Practice Books
- *Professional Development:
- Math Coach Assistance and Modeling
 - Math Professional Development workshops - in-house
 - Critical Content Math Workshops
 - Data Talks and Workshops
 - CRISS Training
 - Project M.I.N.D Training
 - Clinical Educator Training
 - NESS Program
 - New Teacher Academy
 - Promethean Board Training
 - In-house professional development
 - Harcourt sponsored math materials training
 - Technology Training for use of BEEP and other technology-based resources and programs
 - High-Yield Teaching Strategies Training
 - Differentiated Instruction Training
 - 8-step process
 - FCAT & SAT training for teachers in grades 1-5
 - Carnegie Cognitive Tutor Training
 - Effective Schools Correlates
 - ESE Intervention Strategies training
 - ESOL Endorsement Training
 - FCAT Specifications Training
 - Bloom's Taxonomy Training and Tools
 - Training for teachers on various standardized math tests (FCAT/SAT)
 - Gifted strategies Training
 - Calendar Math Workshop in-house

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks, Practice & Supplemental Materials	Operating	\$5,000.00
BEEP	Operating	\$750.00
		Total: \$5,750.00
Technology		
Description of Resources	Funding Source	Available Amount
Carnegie Cognitive Math Tutor	Operating	\$7,500.00
Safari Montage	Operating	\$250.00
Promethean Boards and LCD Projectors	Implementation Grant	\$13,000.00

Computer Stations and Laptops	Operating	\$500.00
		Total: \$21,250.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based workshops	Operating	\$500.00
CS Conference	Operating	\$175.00
In-house Professional Development	Operating	\$750.00
NESS Support and Training	Operating	\$750.00
		Total: \$2,175.00
Other		
Description of Resources	Funding Source	Available Amount
Supplemental Afterschool Tutoring	Aftercare	\$7,500.00
		Total: \$7,500.00
		Final Total: \$36,675.00

* Non-Highly Qualified Instructors: 100% of teachers are highly qualified.

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I
 Scroll down for school data

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- *Needs Assessment: Fourth grade students performed the same as the state average earning a combined score of 3.8 in Writing. The district performed higher than the school with a 4.1 combined score average. At the school level, 85% of students scored a 3.5 or higher and 64% earned a 4.0 or higher.
- Writing performance showed that expository writing proficiency (90% proficient) was slightly better than narrative (79% proficient); however in both areas, only 64% of students scores a 4.0 or higher.
- The school moved from a "B" grade in 2006 - 2007 to an "A" in 2007 - 2008 primarily based on learning gains. The school quadrupled in size which must also be considered when evaluating year-to-year data. While the number of students proficient in writing decreased in grade 4 from 100% scoring 3.5 or above in 2006 - 2007 to 88% in 2007 - 2008.
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- *Objective: By May 2009, 95% of fourth grade students meeting the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3.5 or above on the FCAT Writing Test.
- *Strategies: Student writing progress will be monitored throughout the year using writing samples to maintain an instructional focus.
- Students will receive daily hands-on/center activities in the classroom to reinforce and enhance lessons taught by classroom teachers.
- Double-dosing of lowest performing students will occur through small group pull-outs and push-ins at varying intervals.
- Daily differentiated instruction and cooperative learning groups to allow students to assist each other in developing writing proficiency.
- Daily focus lessons and modeling for students to practice mastery of knowledge of benchmarks.
- Teachers will create Word Walls to promote vocabulary development.
- Before school, after school and Saturday tutoring for one six-week and one-eight week session for 3 hours per week for all students interested to increase mastery of SSS.
- Center-based instruction offering enrichment for students to increase opportunities for higher level thinking experiences.
- Thematic projects to help students connect writing to relevance of other academic areas and real life.
- Teachers interested will write grants to enhance classroom instruction.
- Interdisciplinary instruction and teaching of reading across the curriculum to increase opportunities for reading skills development, exposure to multiple genres and experiences with varying types of writing.
- BEEP mini-assessments will be administered at least once per month.
- Writing binders will be used daily to promote the six traits of writing.

Regular district benchmark assessments (2x per year) will be administered to establish baseline data and determine quarterly progress.

Utilization of writing instructional frameworks such as Great Beginnings, Showing Sentence, Figurative Language, outlining, brainstorming, and editing techniques will be taught in both whole group and small group settings.

Data Talks between teachers and students will occur quarterly.

Mock writing timed tests will be given four times per year to determine writing proficiency using the six-point scale.

An Instructional Focus Calendar by grade level will be developed and implemented based on data collected from previous year's test scores of SAT/FCAT.

Teachers will use high-yield teaching strategies in their instruction such as identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing recognition, providing opportunities for homework and practice of standards mastery, using non-linguistic representations as an instructional technique to address varying learning modalities, offering cooperative learning opportunities, setting objectives and providing feedback, generating and testing hypothesis, and using questions, cues and advance organizers to guide lessons.

The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor and adjust the instructional program.

Teachers will use Bloom's Taxonomy in their instruction to expose students to concepts of both lower and higher order thinking, including applying, evaluating, and synthesizing reading information.

Teachers and staff will use the Continuous Improvement Model 8-Step Process as a data-driven framework to adjust instruction, curriculum and pacing to meet student needs.

The effective schools correlates will be used as decision guidelines to ensure learning for all.

Dr. Theodore Sizer's Coalition of Essential School's nine guiding principals will be incorporated into all areas of instruction including presenting information in varying ways to address differing learning styles, providing small-group instruction, making students active participants in the learning process, setting high expectations for all students, and making students accountable for their behavior and learning.

BEEP will be used for lesson-planning.

"Vocabulary Challenge" will be implemented on the Morning Announcements to improve vocabulary for the entire school.

Gifted students and high achievers will participate in differentiated curriculum using enrichment materials and activities.

ESE students will receive remediation adjustments as needed.

Writing journals and pen pals will be done by each student weekly.

Teachers and staff will host and present a writing workshop for parents as well as a family night for FCAT Writing so that parents can become familiar with this assessment and assist their children at home to reinforce skills.

Students in all grades will complete quarterly book reports and/or thematic unit performance assessments to promote writing in all areas.

Promethean Boards and Safari Montage will be utilized to engage learners and make lessons interactive.

Students will develop writing across the curriculum to include expository, narrative and persuasive writing using the six-traits of effective writing.

Individual student writing guide cards and writing focus posters identifying critical writing elements, examples, and graphic organizers will be utilized in all classrooms in grades 2-5.

Writing Portfolios will be maintained for each student.

LEP students, lowest quartile students and those not meeting writing standards will receive additional small group instruction using ESOL and/or remediation materials.

A uniform school-wide writing program with benchmarks and objectives will be implemented using consistent vocabulary and will be monitored, maintained and adjusted as needed to meet individual needs of all students (including ELL students, gifted students, ESE students, lower quartile students and those not meeting the standards).

Students will write research reports, book reports, and mini-projects on multicultural education topics such as the Holocaust and contributions of African-Americans, Hispanic-Americans or women of the United States.

Students will generate and publish classroom books for schoolwide projects.

Students will practice writing using graphic organizers such as the 4-square.

- * Evaluation:
 - Pre/Post Testing in all subject areas.
 - Yearly FCAT Assessment (February)
 - Ongoing - BEEP mini-assessments
 - Ongoing - Classroom assessments as needed based on instruction and student skills
 - Two mandatory parent-teacher conferences per year
 - One teacher-student data conference quarterly
 - Standards-based conference forms will be completed for each child twice per year.
 - Progress Monitoring Plans flagged from BEEP will be created and discussed with parents.
 - Portfolios, Report Cards and Interim Reports for all students
 - Measuring Up Unit Assessments
 - Ongoing- School-wide writing rubric evaluations
- * Evidence-based Program(s):
 - State-Adopted Textbooks
 - Classroom Libraries as authentic writing samples
 - Library Books
 - Bloom's Taxonomy Skills Cards
 - Writing Skills Cards
 - BEEP Mini-Assessments
 - Safari Montage
 - FCAT Explorer
 - Writing Binders
 - Computer Lab - on-line programs and publishing and writing
 - Just Read Florida Resources & Guides
 - Measuring Up
- * Professional Development:
 - Writing Coach Assistance and Modeling
 - Writing Professional Development workshops - in-house
 - 6-Traits of Writing Workshops
 - Mary Lewis Writing Training
 - Data Talks and Workshops
 - Uniform Writing-Rubric Training
 - NESS Program
 - New Teacher Academy
 - Promethean Board Training
 - In-house professional development
 - Technology Training for use of BEEP and other technology-based resources
 - High-Yield Teaching Strategies Training
 - Differentiated Instruction Training
 - 8-step process
 - FCAT training for teachers in grades 1-5
 - Effective Schools Correlates
 - ESE Intervention strategies training
 - ESOL Endorsement Training
 - FCAT Specifications Training
 - Bloom's Taxonomy Training and Tools
 - Training for teachers on various reading tests (FCAT, SAT, IRI, DAR, ORF, DIBELS)
 - Gifted Strategies Training
 - Technology Fluency Training
 - Virtual Counselor Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks, Practice & Supplemental Materials	Operating	\$18,000.00
BEEP	Operating	\$750.00
Library Books and Classroom Libraries	Fundraising, Donations, and Walton Grant	\$600.00
		Total: \$19,350.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards and LCD Projectors	Implementation Grant	\$13,000.00
Computer Stations and Laptops	Operating and Implementation Grant	\$500.00
Safari Montage	Operating	\$250.00
		Total: \$13,750.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based workshops	Operating	\$500.00
CS Conference	Operating	\$175.00

In-house professional development	Operating	\$750.00
NESS Support and Training	Operating	\$750.00
		Total: \$2,175.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring Program	Aftercare	\$7,500.00
		Total: \$7,500.00
		Final Total: \$42,775.00

End of Writing Goal

Goal: Science

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	<p>Fifth grade students performed above the state and district average with 49% of our students proficient in science.</p> <p>Science performance showed that students performed about the same in all domains of science across the board.</p> <p>The school moved from a "B" grade in 2006 - 2007 to an "A" in 2007 - 2008 primarily based on learning gains. The school quadrupled in size which must also be considered when evaluating year-to-year data. While the number of students proficient in science increased in grade 5 from 33% scoring at a level of proficiency in 2006 - 2007 to 49% proficiency in 2007 - 2008.</p>
*Objective:	By May 2009, 60% of fifth grade students meeting the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3 or above on the FCAT Science SSS.
*Strategies:	<p>Students will practice Science using Scott-Foresman Tests, Measuring Up Science, FCAT Science Coach and FCAT Science Dailies.</p> <p>Students will participate in hands-on science experiments.</p> <p>Teachers will refer to BEEP and Safari Montage for additional science lesson plans and assessment.</p> <p>Teachers will utilize selected Science Videos to enhance science instruction (Bill Nye, Magic Schoolbus, Science Alive, etc.).</p> <p>Teachers will be sent to district science FCAT training and will share this information with colleagues at structured staff meetings.</p> <p>Students in Grades K-8 will demonstrate their knowledge of the Scientific Method by participating in the schoolwide Science Fair.</p> <p>Students in grades 3-8 will utilize FOSS Science Kits to conduct hands-on lessons and experiments.</p> <p>Utilization of Measuring Up Science and FCAT Coach Science materials.</p> <p>Teachers will use FCAT Science Benchmark Lessons to target specific strands. Double-dosing of lowest performing students.</p> <p>Daily differentiated instruction and cooperative learning groups to allow students to master the Science SSS.</p> <p>Daily focus lessons for students to practice mastery of knowledge of benchmarks.</p> <p>Teachers will create Word Walls to promote vocabulary development.</p> <p>Before school, after school and Saturday tutoring for one six-week and one-eight week session for 3 hours per week for 5th grade students to increase mastery of SSS.</p> <p>Center-based and hands-on instruction offering science enrichment for students to increase opportunities for higher level thinking experiences.</p> <p>Thematic projects to help students connect to the relevance of other academic areas and real life.</p> <p>Teachers interested will write grants to enhance classroom instruction.</p> <p>Interdisciplinary instruction and teaching of reading across the curriculum to increase opportunities for reading skills development, exposure to multiple genres and experiences with varying types of literature.</p> <p>Bi-weekly library time allotted and opportunities for additional sign-up to use computer-based science reinforcement programs and motivational programs and to develop a love for science</p>

and a deeper science knowledge-base.

BEEP mini-assessments will be administered at least once per month.

Data Talks between staff and students will occur quarterly.

An Instructional Focus Calendar by grade level will be developed and implemented based on data collected from previous year's test scores of SAT/FCAT.

Teachers will use high-yield teaching strategies in their instruction such as identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing recognition, providing opportunities for homework and practice of standards mastery, using non-linguistic representations as an instructional technique to address varying learning modalities, offering cooperative learning opportunities, setting objectives and providing feedback, generating and testing hypothesis, and using questions, cues and advance organizers to guide lessons.

The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor and adjust the instructional program.

Teachers will use Bloom's Taxonomy in their instruction to expose students to concepts of both lower and higher order thinking, including applying, evaluating, and synthesizing reading information.

Teachers and staff will use the Continuous Improvement Model 8-Step Process as a data-driven framework to adjust instruction, curriculum and pacing to meet student needs.

The Effective Schools Correlates will be used as decision guidelines to ensure learning for all.

Dr. Theodore Sizer's Coalition of Essential School's nine guiding principals will be incorporated into all areas of instruction including presenting information in varying ways to address differing learning styles, providing small-group instruction, making students active participants in the learning process, setting high expectations for all students, and making students accountable for their behavior and learning.

BEEP will be used for lesson-planning.

Gifted students and high achievers will participate in differentiated curriculum using enrichment materials and activities.

ESE students will receive remediation adjustments as needed.

Students will use FCAT Explorer to enhance their science achievement at least once per week.

Teachers and staff will host and present a science workshop for parents as well as a family night for FCAT Science so that parents can become familiar with these assessments and assist their children at home to reinforce skills.

The school library will increase its nonfiction resources by adding 1,000 or more additional books.

Promethean Boards will be utilized to engage learners and make lessons interactive.

Students will use appropriate technology throughout the science curriculum to enhance science process skills and content reinforcement.

*** Evaluation:**

Pre/Post Testing in science

Yearly FCAT (March)

Ongoing - BEEP mini-assessments

Ongoing - Classroom assessments as needed based on instruction and student skills

Two mandatory parent-teacher conferences per year

One teacher-student data conference quarterly

Standards-based conference forms will be completed for each child twice per year.

Progress Monitoring Plans flagged from BEEP will be created and discussed with parents.

Portfolios, Report Cards and Interim Reports for all students

Measuring Up Unit Assessments

*** Evidence-based Program(s):** State-Adopted Textbooks
Classroom Libraries
Library Books
Bloom's Taxonomy Skills Cards
BEEP Mini-Assessments

Safari Montage
 FCAT Explorer
 Computer Lab - on-line programs and thematic units
 Just Read Florida Resources & Guides
 Measuring Up

*Professional Development: Teachers will receive training in science strands, methods and materials to create focus lessons to meet the needs of all students including ELL students, Gifted, ESE, lowest quartile and those not meeting standards.

New teacher training in utilizing multimedia hardware and software

Science Professional Development workshops - in-house

Data Talks and Workshops

CRISS Training

NESS Program

New Teacher Academy

Promethian Board Training

In-house professional development

Scott-Foresman sponsored reading materials training

Technology Training for use of BEEP and other technology-based resources

High-Yield Teaching Strategies Training

Differentiated Instruction Training

8-step process

FCAT training for teachers in grades 3-5

Effective Schools Correlates

ESE Intervention strategies training

ESOL Endorsement Training

FCAT Specifications Training

Bloom's Taxonomy Training and Tools

Gifted Strategies Training

Technology Fluency Training

Virtual Counselor Training

FOSS Kit Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks, Practice & Supplemental Materials	Operating	\$9,000.00
BEEP	Operating	\$750.00
Library Books and Classroom Libraries	Fundraising, Donations and Walton Grant	\$600.00
		Total: \$10,350.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$13,000.00
Computer Stations and Laptops	Operating and Implementation Grant	\$500.00
Safari Montage	Operating	\$250.00
		Total: \$13,750.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based Workshops	Operating	\$250.00
CS Conference	Operating	\$175.00

In-house Professional Development	Operating	\$750.00
NESS Support & Training	Operating	\$750.00
		Total: \$1,925.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	Aftercare	\$7,500.00
		Total: \$7,500.00
		Final Total: \$33,525.00

*Non-Highly Qualified Instructors: 100% of our Elementary Teachers and Administrators are Highly Qualified.

End of Science Goal

Goal: Parental Involvement

*Note: Required for Title I

*Needs Assessment: In 2007 - 2008, 95% of parents completed their volunteer hours. We will continue to assist parents in accomplishing this goal by providing them with volunteer opportunities to accomplish this goal of 30 volunteer hours per year per family.

Due to the number of working families, we will increase volunteer opportunities for parents to participate in evening and weekend events in order to increase hands-on involvement among our student families.

100% of parents signed parent-student contracts, Parent Compacts, and Code of Conduct Acknowledgement forms.

*Objective: 95% or more of student families will complete 100% of their volunteer hours in 2008 - 2009.

*Strategies: Create opportunities for existing parents to mentor and "induct" new parents on Somerset's programs, parent and school networks, and volunteer opportunities.

Opportunities for Parent's Involvement will be disseminated via email, flyers, websites, schoolnotes.com pages, and word of mouth.

Opportunities will be created through field trips, special events and activities, classroom assistance opportunities, and donations.

Additional opportunities will be created through homework assistance projects.

Parent Universities will be held to educate parents and get them involved in our school.

Powergrade, Virtual Counselor and schoolnotes.com will keep parents involved in their child's academic progress.

Quarterly Volunteer Hour Completion Updates for parents on Reports Cards.

Incentives, recognition and awards will be given to those parents who complete hours early or who complete more than the minimum requirement.

50% of Volunteer Hours must be completed mid-year in order to re-register.

*Evaluation: Tracking of volunteer hours through Powerschool will determine the parents who have completed their required Volunteer Hours.

Climate Surveys

*Evidence-based Program(s): N/A

*Professional Development: P.O.W.E.R. - The Art of Effective Communication

Technology Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Powerschool	Walton Grant	\$0.00
		Total: \$0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
P.O.W.E.R.	Operating	\$200.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
Incentive Programs and Parent Universities	Operating and Internal Special Purpose	\$350.00
		Total: \$350.00
		Final Total: \$550.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Textbooks, Practice & Supplemental Materials	Operating	\$18,000.00
Reading	Voyager Reading	Operating	\$1,500.00
Reading	BEEP	Operating	\$750.00
Reading	Accelerated Reader & STAR Licenses	Operating & Walton Grant	\$3,500.00
Reading	Library Books & Classroom Libraries	Fundraising, Donations, and Walton Grant	\$600.00
Mathematics	Textbooks, Practice & Supplemental Materials	Operating	\$5,000.00
Mathematics	BEEP	Operating	\$750.00
Writing	Textbooks, Practice & Supplemental Materials	Operating	\$18,000.00
Writing	BEEP	Operating	\$750.00
Writing	Library Books and Classroom Libraries	Fundraising, Donations, and Walton Grant	\$600.00
Science	Textbooks, Practice & Supplemental Materials	Operating	\$9,000.00
Science	BEEP	Operating	\$750.00
Science	Library Books and Classroom Libraries	Fundraising, Donations and Walton Grant	\$600.00
Parental Involvement	N/A		\$0.00
			Total: \$59,800.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards & LCD Projectors	Implementation Grant	\$13,000.00
Reading	Computer Stations and Laptops	Operating and Implementation Grant	\$500.00
Reading	Safari Montage	Operating	\$250.00
Reading	STAR Reader	Walton Grant	\$1,300.00
Mathematics	Carnegie Cognitive Math Tutor	Operating	\$7,500.00
Mathematics	Safari Montage	Operating	\$250.00
Mathematics	Promethean Boards and LCD Projectors	Implementation Grant	\$13,000.00
Mathematics	Computer Stations and Laptops	Operating	\$500.00
Writing	Promethean Boards and LCD Projectors	Implementation Grant	\$13,000.00
Writing	Computer Stations and Laptops	Operating and Implementation Grant	\$500.00
Writing	Safari Montage	Operating	\$250.00
Science	Promethean Boards & LCD Projectors	Implementation Grant	\$13,000.00
Science	Computer Stations and Laptops	Operating and Implementation Grant	\$500.00
Science	Safari Montage	Operating	\$250.00
Parental Involvement	Powerschool	Walton Grant	\$0.00
			Total: \$63,800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District-based workshops	Operating	\$500.00
Reading	CS Conference	Operating	\$175.00
Reading	In-house professional development	Operating	\$750.00
Reading	NESS Support and Training	Operating	\$750.00
Mathematics	District-based workshops	Operating	\$500.00
Mathematics	CS Conference	Operating	\$175.00
Mathematics	In-house Professional Development	Operating	\$750.00

Mathematics	NESS Support and Training	Operating	\$750.00
Writing	District-based workshops	Operating	\$500.00
Writing	CS Conference	Operating	\$175.00
Writing	In-house professional development	Operating	\$750.00
Writing	NESS Support and Training	Operating	\$750.00
Science	District-based Workshops	Operating	\$250.00
Science	CS Conference	Operating	\$175.00
Science	In-house Professional Development	Operating	\$750.00
Science	NESS Support & Training	Operating	\$750.00
Parental Involvement	P.O.W.E.R.	Operating	\$200.00
			Total: \$8,650.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Aftercare	\$7,500.00
Mathematics	Supplemental Afterschool Tutoring	Aftercare	\$7,500.00
Writing	Tutoring Program	Aftercare	\$7,500.00
Science	Tutoring	Aftercare	\$7,500.00
Parental Involvement	Incentive Programs and Parent Universities	Operating and Internal Special Purpose	\$350.00
			Total: \$30,350.00
			Final Total: \$162,600.00

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, junior high 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.

SAC Involvement

As its traditional role, our SAC serves the function of guiding our school toward improvement in all aspects, including budget, academics, safety, activities and special events, facilities, community relations, climate surveys and evaluation and overall school functioning. Currently, our SAC is also working on preparing for our SACS District Accreditation and our Gold Seal Pilot Accreditation.

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-Jacques 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 Torres, Parent
- 18) Edith Fluitt, Parent
- 19) Kan Mongwa, Parent
- 20) Edward Curington, Parent
- 21) Debra Johnson-King, Parent
- 22) Margie Salas, Parent
- 23) Marsha Toussaint, Parent
- 24) Jennifer Richard, Parent
- 25) Joselyn Roane, Parent
- 26) Tanya Milhomme-Simmons, Community Member
- 27) Mary Levinson, School Support Personnel
- 28) Lara Silva, Assistant Principal
- 29) Walkiria Bernal, Assistant Principal

IMPLEMENTATION EVALUATION

Plans for ongoing and final evaluation on the extent of successful implementation will be conducted by the SAC in June and by the entire school staff at an end-of-year workshop based on the release and evaluation of the FCAT Scores. We will also analyze SAT scores, Teacher Report Cards and Climate Surveys administered. Based on areas of weakness, we will revisit our strategies and frequency of evaluation to improve targeted areas of need. Ongoing evaluation will evolve from discussions with the Leadership Team, with our Parent and Community Partners, and with our staff and students. Other evaluations will include data-talks, teacher observations, and conferencing. Review of the SIP will be done by the SAC and SAF quarterly to determine how successfully the SIP is being implemented.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	66	34	78	22	38	62	43	57	0	0
Name of Assessment Used	BAT		BAT		In House Pre-Test		In House Pre-Test			

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	63	37	76	24	40	60	45	55	0	0
Name of Assessment Used	BAT		BAT		In House Pre-Test		In House Pre-Test			

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	57	43	57	43	62	38	52	48	0	0
Name of Assessment Used	BAT		BAT		In House Pre-Test		Textbook Pre-Test			

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
Subgroup(s) not making AYP	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery
Black	62	38								
Hispanic	59	41								
Economically Disadvantaged	59	41	66	32						
LEP	55	45								
Students with Disabilities	28	72	47	53						
Lowest 30th Percentile	27	73	41	59						

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) 5405													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)													Read: 253 Math: 253			2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress?			YES				
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	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	71	Y	72	Y			Y			NA	29	29	NA	27	28	NA	70	NA	72	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
BLACK	100	Y	100	Y	67	Y	63	Y			Y			NA	33	NA		37	NA		67	NA	66	NA		
HISPANIC	98	Y	98	Y	69	Y	78	Y		91	Y			NA	31	31	NA	31	22	NA	72	NA	73	NA		
ASIAN		NA		NA		NA		NA			NA			NA					NA		NA		NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA					NA		NA		NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	73	Y		94	Y			NA	31	36	NA	25	27	NA	70	NA	69	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	64	Y	79	Y			NA			NA		36	NA		21	NA	69	NA	83	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA					NA		NA		NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) 5405													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)													Read: 93 Math: 93			2006-2007 School Grade ¹ : B			Did the School make Adequate Yearly Progress?			YES				
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	2007	Y/N
TOTAL ⁴	99	Y	99	Y	71	Y	73	Y			Y			NA		33	NA		27	NA	73	NA	61	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
HISPANIC	98	Y	98	Y	69	Y	69	Y			NA			NA	34	NA		31	NA		70	NA	55	NA		
ASIAN		NA		NA		NA		NA			NA			NA					NA		NA		NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA					NA		NA		NA			
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	69	Y	75	Y			NA			NA	32	NA		25	NA		73	NA		NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA					NA		NA		NA			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA					NA		NA		NA			

SCHOOL GRADE DATA

Broward School District SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	75%	88%	55%	293	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	70%	76%			146	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?	78% (YES)	65% (YES)			143	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					582	

Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS) 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	77%	100%	48%	302	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	52%	48%			100	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?	52% (YES)	48% (NO)			100	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					502	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

School District 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%			Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% 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		Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0		
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested