

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN

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School Name: SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)

District Name: Broward

Principal: Shannine Sadesky Hunt

SAC Chair: Erik Gonzalez

Superintendent: James F Notter

Date of School Board Approval: Pending

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

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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.

## SCHOOL PROFILE DEMOGRAPHICS

Somerset Academy Middle Miramar has been open since July, 2006. Its new facility, housing 319 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: 44% Hispanic, 40% Black, 11% White, 3% Asian, 3% Multiracial, and 0% Native American.

The student population by grade level is 133 Sixth Grade, 133 Seventh Grade, and 53 Eighth Grade.

Approximately 175 students are girls and 144 are boys. LEP students represent 14% of our population and ESE Students Represent 7% of our population. 50% of our students are economically disadvantaged.

Of the 99% of students tested, 13% were Level 1, 19% were Level 2, 40% were Level 3, 20% were Level 4 and 8% were Level 5.

There are 2 administrators, 13 full-time teachers and 7 part-time teachers at this school. 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.

## 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

Walkiria Soberon Bernal has a B.A. in English Literature from Florida International University and a M.S. in Educational Leadership from Nova Southeastern University. She holds Florida certification in the areas of 6-12 English, and Educational Leadership. Mrs. Bernal has taught for ten years at both the Middle and High School level. Throughout her teaching career, she taught High School Language Arts, Reading, Critical Thinking, Middle School and High School Journalism. Mrs. Bernal also served as the Language Arts Department Chair, Reading and Writing Coach for the last Institution in which she worked. During her her time at this institution the school consistently maintained high marks and recently went up to a triple "A" status. Mrs. Bernal is now serving her first year as an Assistant Principal at Somerset Academy Miramar.

### Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Recruitment efforts include newspaper and 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 for those educators who are certified in critical shortage 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 system, 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

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- \*Needs Assessment: Somerset Academy Middle Miramar did not meet AYP. The subgroup who did not meet AYP was the Economically Disadvantaged students. In 6th grade, 65% of our students are at or above grade level in reading, while in 7th grade, 77% of our students are.
- 69% of our students made a year's worth of progress in 2007-2008 while 63% of struggling students made a year's worth of progress in reading.
- Sixth and Seventh grade students performed at or above state and district averages in the FCAT.
- In the first year of grading our school scored 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. The number of students proficient in reading in grades 6-8 was 72% in 2007 -2008, while the learning gains in reading were at 69%. In 2006-2007, the middle school did not receive a school grade because of limited enrollment.
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- \*Objective: By May 2009, 75% of our 6th, 7th, and 8th 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 all 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 for 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.

Reading and Language Arts for all students

Pre/Post Testing in all areas

Yearly FCAT (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 student-teacher data conference per year

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 parents

Portfolios, Report Cards and Interim Reports for all students

Diagnostic Assessment in Reading (DAR)

Individual Reading Inventories

Measuring Up Unit Assessments

\* Evaluation:

\* 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 training for teachers in grades 6-8  
 AR and STAR Training  
 Effective School 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, BAT)  
 Reading Endorsement Training  
 Gifted strategies Training  
 Technology fluency training and virtual counselor training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP	Operating	\$300.00
Textbooks, Practice and Supplement Materials	Operating	\$8,000.00
Accelerated Reader & STAR Licenses	Operating & Walton Grant	\$1,500.00
Library Books & Classroom	Fundraising, Donations, and Walton Grant	\$500.00
Voyager Reading	Operating	\$1,500.00
		Total: \$11,800.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Safari Montage	Operating	\$125.00
STAR Reader	Walton Grant	\$500.00
		Total: \$13,375.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based workshops	Operating	\$250.00
In-house professional development	Operating	\$250.00
NESS Support and Training	Operating	\$250.00
CS Charter School Conference Training	Operating	\$125.00
		Total: \$875.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	After Care	\$7,500.00
		Total: \$7,500.00
		Final Total: \$33,550.00

**\*Non-Highly Qualified Instructors:**

List of out-of-field teachers

Nicole Jones -Reading: One course left to complete Reading Endorsement.

Tameka Williams-Walker -Reading: Will take elementary education K-6 certification test.

Carrie Sneed -Reading: Will be begin reading coursework and has a mentor teacher.

Liz Cuevas - Reading: Will begin reading endorsement courses. It is her first year placed in this course and will take the certification exam for Middle Grades Integrated Curriculum 5-9.

Michelle Rojas -Reading: Will be beginning reading coursework and has a mentor teacher.

Professional Development provided:

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 School 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, BAT)

Reading Endorsement Training

Gifted Strategies Training

Technology fluency training and virtual counselor training

*End of Reading Goal*

## Goal: Mathematics

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

**\*Needs Assessment:**

Somerset Academy Middle Miramar did not meet AYP. The subgroup who did not meet AYP was the Economically Disadvantaged students.

In 6th grade, 56% of our students are at or above grade level in reading, while in 7th grade, 75% of our students are.

65% of our students made a year's worth of progress in 2007-2008 while 63% of struggling students made a year's worth of progress in math.

Our seventh grade students are 10% points or more above state and district averages in the FCAT, however, the sixth grade is slightly above state and slightly below district average.

Number sense, measurement, and algebraic thinking are the areas that need to be targeting for improvement.

In the first year of grading our school scored 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.

**\*Objective:**

By May 2009, 67% of our 6th-8th grade students meeting the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3 or above on the FCAT Math 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.

A schoolwide "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, tangrams, fraction tiles, scales and balances, and geoboards.

Teachers in 6-8 will implement a 10 minute daily instruction focus lesson.

Students in grades 6-8 who scored below proficiency as measured by the FCAT 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.

Intensive Math will be offered

Pre/Post Testing in all areas

Yearly FCAT (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 student-teacher data conference per year

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

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

Portfolios, Report Cards and Interim Reports for all students

Measuring Up Unit Assessments

- \* Evidence-based Program(s): State-Adopted Textbooks
- Carnegie Cognitive Math Tutor Software and books
- Stanford Diagnostics
- 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
- 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 training for teachers in grades 6-8
- Carnegie Cognitive Tutor Training
- Effective School 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/BAT)
- Gifted strategies Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Textbooks, Practice and Supplemental Materials	Operating	\$10,000.00
BEEP	Operating	\$300.00
		Total: \$10,300.00
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
Carnegie	Operating	\$9,500.00
Safari Montage	Operating	\$125.00
Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
		Total: \$22,375.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
District-based workshops	Operating	\$250.00
In-house professional development	Operating	\$250.00
NESS Support and Training	Operating	\$250.00
CS Charter School Conference Training	Operating	\$125.00
		Total: \$875.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Tutoring	After Care	\$7,500.00
		Total: \$7,500.00
		<b>Final Total: \$41,050.00</b>

\*Non-Highly Qualified Instructors:

Liz Cuevas - Intensive Math: She is working on taking the 5-9 Integrated Curriculum Certification.

Professional Development offered:  
 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 School 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, BAT)  
 Reading Endorsement Training  
 Gifted strategies Training  
 Technology fluency training and virtual counselor training

*End of Mathematics Goal*

## Goal: Writing

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

\*Needs Assessment: This is the first year that Somerset Academy Middle Miramar has an 8th grade class.  
 N/A

\*Objective: By May 2009, 95% of our 8th grade students will meet the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3.5 or above on the FCAT Writing.

\*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 the FCAT Writing.

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.

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.

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 objective 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 lower quartile students, and those not meeting the standards).

Students will write research reports, book reports, or many projects of multicultural education. Topics such as the Holocaust, contributions of African Americans, Hispanic Americans, or women of the United States.

Students will generate and publish classroom books for school wide projects.

Students will publish a school newspaper.

Students will practice using graphic organizers such as the four square graphic organizer. Pre/Post Testing in all areas

\* Evaluation:

Yearly FCAT (February)

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 student-teacher data conference per year

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

Progress Monitoring Plans flagged from BEEP will be created and discussed 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  
Safari Montage  
Writing Skills cards  
Just Read, Florida! Resources & Guides  
Measuring Up  
Computer Labs for publishing works  
Bloom's taxonomy task cards

\* Professional Development:

Writing Coach Assistance and Modeling  
Writing Professional Development workshops - in-house  
6 traits of Writing Workshops  
Data Talks and Workshops  
Uniform Writing Rubric Training  
NESS Program  
Mary Lewis Writing Training  
New Teacher Academy  
Promethean Board Training  
In-house professional development  
Technology Training for use of BEEP and other technology-based resources  
Differentiated Instruction Training  
8-step process  
Effective School Correlates  
ESE Intervention strategies training  
ESOL Endorsement Training  
FCAT Specifications Training  
FCAT Training for teachers in grades 6-8  
Bloom's Taxonomy Training and Tools  
Gifted strategies Training  
Technology fluency training and virtual counselor training

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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP	Operating	\$300.00
Textbooks, Practice and Supplement Materials	Operating	\$560.00
Library Books & Classroom	Fundraising, Donations, and Walton Grant	\$500.00
		Total: \$1,360.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Safari Montage	Operating	\$125.00
		Total: \$12,875.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based workshops Operating \$1,000.00	Operating	\$250.00
In-house professional development	Operating	\$250.00
NESS Support and Training	Operating	\$250.00
CS Charter School Conference Training Operating \$500.00	Operating \$500.00	\$125.00
		Total: \$875.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	After Care	\$7,500.00
		Total: \$7,500.00
		Final Total: \$22,610.00

End of Writing Goal

## Goal: Science

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

*Needs Assessment:	We have no baseline Data as this is the first year that Somerset Academy Middle Miramar has an 8th grade class.  N/A
*Objective:	By May 2009, 50% of our 8th grade students will meet the criteria of DOE Administrative Rule 6A-1.0998 will score at a level 3 or above on the FCAT Science.
*Strategies:	<p>Daily differentiated instruction and cooperative learning groups to allow students to master the 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 4.5 hours per week for any students interested in increasing mastery of SSS.</p> <p>Center-based instruction offering 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 and motivational programs and to develop a love and a deeper knowledge base for Science.</p> <p>BEEP mini-assessments will be administered at least once per month.</p>

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.

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 Science 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 Science 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.

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

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

Students will participate in hands-on science experiments.

Teachers will refer to BEEP and Safari Montage for additional science lesson plans and assessment.

Teachers will be sent to district science FCAT training and will share this information with colleagues at structured staff meetings.

Students in grades 6-8 will utilize FOSS Science Kits to conduct hands-on lessons and experiments.

Utilization of Measuring Up Science materials.

Students will participate with hands on experiments in the Science Labs.

\*Evaluation:

Pre/Post Testing in all areas

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 student-teacher data conference per year

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

Progress Monitoring Plans flagged from BEEP will be created and discussed 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
- SRA Reading Kits
- 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, Gifted, ESE, lowest quartile, and those that don't meet the standards.
- Data Talks and Workshops
- CRISS 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 6-8
- Effective School Correlates
- ESE Intervention strategies training
- ESOL Endorsement Training
- FCAT Specifications Training
- Bloom's Taxonomy Training and Tools
- Reading Endorsement Training
- Gifted strategies Training
- Technology fluency training and virtual counselor training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP	Operating	\$300.00
Textbooks, Practice and Supplement Materials	Operating & Grants	\$8,000.00
Library Books & Classroom	Fundraising, Donations, and Walton Grant	\$500.00
		\$1,500.00
		Total: \$8,800.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Safari Montage	Operating	\$125.00
		Total: \$12,875.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District-based workshops	Operating	\$250.00
In-house professional development	Operating	\$250.00
NESS Support and Training	Operating	\$250.00
CS Charter School Conference Training	Operating	\$125.00
		Total: \$875.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	After Care	\$7,500.00
Two Science Labs	Implementation Grant	\$40,000.00
		Total: \$47,500.00
		Final Total: \$70,050.00

\* Non-Highly Qualified  
Instructors:

Carrie Sneed  
Tilat DeRoss

## Goal: Parental Involvement

**\*Note: Required for Title I**

*Needs Assessment:	<p>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.</p> <p>About 60% of our parents participated in our students choice of coursework.</p> <p>100% of parents signed Parent student contracts, Parent Compacts, and Code of Conduct acknowledgment forms.</p>
*Objective:	95% or more of student families will complete 100% of their volunteer hours in 2008-2009.
*Strategies:	<p>Opportunities for Parent's Involvement will be disseminated via email, flyers, websites, schoolnotes.com pages, and word of mouth.</p> <p>Opportunities will be created through field trips, special events and activities, classroom assistance opportunities, and donations.</p> <p>Additional opportunities will be created through homework assistance projects.</p> <p>Parent Universities will be held to educate parents and get them involved in our school.</p> <p>Powergrade, virtual counselor, and schoolnotes.com will keep parents involved in their child's academic progress.</p> <p>Create opportunities for existing parents to mentor and "induct" new parents on Somerset's programs, parent and school networks, and parent volunteer opportunities.</p> <p>Quarterly volunteer hour completion updates in report cards for parents.</p> <p>Incentives, recognition, and awards will be given to those parents who complete hours early or who complete more than the minimum requirement.</p> <p>50% of volunteer hours must be completed by mid-year in order to re-register.</p>
*Evaluation:	<p>Tracking of volunteer hours through powerschool will determine the parents who have completed their required volunteer hours.</p> <p>Climate surveys</p>
*Evidence-based Program(s):	N/A
*Professional Development:	<p>P.O.W.E.R. The Art of Effective Communication</p> <p>Technology training</p>

### 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 The Art of Effective Communication	Operating	\$150.00
Total: \$150.00		
Other		
Description of Resources	Funding Source	Available Amount
Incentive programs and Parent Universities	Operating & Internal Special Purpose	\$250.00
Total: \$250.00		
Final Total: \$400.00		

## Goal: Return on Investment

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Needs Assessment:

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# 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	BEEP	Operating	\$300.00
Reading	Textbooks, Practice and Supplement Materials	Operating	\$8,000.00
Reading	Accelerated Reader & STAR Licenses	Operating & Walton Grant	\$1,500.00
Reading	Library Books & Classroom	Fundraising, Donations, and Walton Grant	\$500.00
Reading	Voyager Reading	Operating	\$1,500.00
Mathematics	Textbooks, Practice and Supplemental Materials	Operating	\$10,000.00
Mathematics	BEEP	Operating	\$300.00
Writing	BEEP	Operating	\$300.00
Writing	Textbooks, Practice and Supplement Materials	Operating	\$560.00
Writing	Library Books & Classroom	Fundraising, Donations, and Walton Grant	\$500.00
Science	BEEP	Operating	\$300.00
Science	Textbooks, Practice and Supplement Materials	Operating & Grants	\$8,000.00
Science	Library Books & Classroom	Fundraising, Donations, and Walton Grant \$1,500.00	\$500.00
Parental Involvement	N/A		\$0.00
			Total: \$32,260.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Reading	Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Reading	Safari Montage	Operating	\$125.00
Reading	STAR Reader	Walton Grant	\$500.00
Mathematics	Carnegie	Operating	\$9,500.00
Mathematics	Safari Montage	Operating	\$125.00
Mathematics	Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Mathematics	Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Writing	Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Writing	Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Writing	Safari Montage	Operating	\$125.00
Science	Promethean Boards & LCD Projectors	Implementation Grant	\$3,750.00
Science	Computer Stations and Laptops	Operating & Implementation Grant	\$9,000.00
Science	Safari Montage	Operating	\$125.00
Parental Involvement	Powerschool	Walton Grant	\$0.00
			Total: \$61,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District-based workshops	Operating	\$250.00
Reading	In-house professional development	Operating	\$250.00
Reading	NESS Support and Training	Operating	\$250.00
Reading	CS Charter School Conference Training	Operating	\$125.00
Mathematics	District-based workshops	Operating	\$250.00
Mathematics	In-house professional development	Operating	\$250.00
Mathematics	NESS Support and Training	Operating	\$250.00

Mathematics	CS Charter School Conference Training	Operating	\$125.00
Writing	District-based workshops \$1,000.00	Operating	\$250.00
Writing	In-house professional development	Operating	\$250.00
Writing	NESS Support and Training	Operating	\$250.00
Writing	CS Charter School Conference Training Operating \$500.00	Operating	\$125.00
Science	District-based workshops	Operating	\$250.00
Science	In-house professional development	Operating	\$250.00
Science	NESS Support and Training	Operating	\$250.00
Science	CS Charter School Conference Training	Operating	\$125.00
Parental Involvement	P.O.W.E.R The Art of Effective Communication	Operating	\$150.00
			Total: \$3,650.00
<b>Other</b>			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	After Care	\$7,500.00
Mathematics	Tutoring	After Care	\$7,500.00
Writing	Tutoring	After Care	\$7,500.00
Science	Tutoring	After Care	\$7,500.00
Science	Two Science Labs	Implementation Grant	\$40,000.00
Parental Involvement	Incentive programs and Parent Universities	Operating & Internal Special Purpose	\$250.00
			Total: \$70,250.00
			<b>Final Total: \$167,660.00</b>

## 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 is 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 Torrez, Parent
- 18) Edith Fluitt, Parent
- 19) Kan Mongwa, Parent
- 20) Edward Curington, Parent
- 21) Marsha Toussaint, Parent
- 22) Jennifer Richard, Parent
- 23) Joselyne Roane, Parent
- 24) Debra Johnson-King, Parent
- 25) Margie Salas, Parent
- 26) Tanya Milhomme-Simmons, Community Member
- 27) Mary Levinson, School Support Personnel
- 28) Lara Silva, Assistant Principal
- 29) Walkiria Soberon, 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 evaluations will evolve from discussions with the Leadership Team with our Parent and Community partners, and 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
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

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
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

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
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

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
	66	34	58	42	68	39	48	52	0	0
Name of Assessment Used	BAT		BAT							

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
	68	32	59	41	62	38	49	51	0	0
Name of Assessment Used	BAT		BAT							

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
	64	36	79	21	63	37	45	55	0	0
Name of Assessment Used	BAT		BAT		BAT		BAT			

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
Asian	63	37								
White			65	35						
Black			58	42						
Hispanic			63	37						
Economically Disadvantaged	64	36	55	45						
ESOL	42	58	43	57						
Students With Disabilities	37	63	47	53						

Lowest 30%	25	75	24	76						
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*End of Baseline Data Report*

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# AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) 5406													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)														Read: 182 Math: 182		2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										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 <sup>3</sup> 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 <sup>4</sup>	100	Y	100	Y	68	Y	62	Y			NA			NA	8	32	NA	20	38	NA	62	NA	55	NA	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
BLACK	100	Y	100	Y	70	Y	57	N			NA			NA	30	NA		43	NA	64	NA	54	N		NA		
HISPANIC	100	Y	100	Y	63	Y	61	N			NA			NA	37	NA		39	NA	58	NA	53	N		NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	N	58	N			NA			NA	43	NA		42	NA	54	N	57	N		NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		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: (Click here to see the number of students in each group.)														Read: 26 Math: 26		2006-2007 School Grade <sup>1</sup> :				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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										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 <sup>3</sup> 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 <sup>4</sup>	96	Y	96	Y	92	Y	80	Y			NA			NA	8	NA		20	NA	45	NA	75	NA		NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	NA		

# SCHOOL GRADE DATA

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"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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
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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"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (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

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"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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