

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN

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School Name: SOMERSET NEIGHBORHOOD SCHOOL

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 Neighborhood School's Vision is to provide equitable, high-quality education.

Somerset Neighborhood School'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 Neighborhood School has been open since August, 1997 and houses 77 kindergarten students.

The student population mirrors the community: 55% Hispanic, 26% Black, 6% White, 10% Asian, 3% Multiracial, and 0% Indian.

Approximately 42 students are girls and 35 are boys.

LEP students represent 21% of our population.

ESE students represent 3% of our population.

50% of our students are economically disadvantaged.

There is 1 administrator, 4 full time teachers, 1 part-time teacher, and 1 teacher assistant at this school. Of these, approximately 14% are Black, 14% are White, and 71% are Hispanic and 0% are male and 100% are female.

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

Both the staff and student daily attendance rate is 95%.

Our feeder pattern is Somerset Academy Elementary Miramar.

Due to the fact that the Somerset Neighborhood School serves only 77 kindergarten students, no reporting is done regarding school grading or AYP.

## 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.

## Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

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

Retaining teachers is done through on-going 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

Our school uses the New Educator Support System program and materials. All new teachers attend the New Teacher Academy. New teachers are also assigned mentors and given opportunities to observe, co-teach and work with more experienced teachers. Additional teacher mentoring is done through using Harry Wong books and videos, CHAMPS training, and team planning. NESS meetings are held monthly to provide a venue for teaching the new educators and a forum for open discussion of successes and challenges in a non-threatening environment. New teachers are also assisted by the NESS Coordinator and met with to determine if they are on track and in compliance with certification standards. They are formally observed and provided with feedback a minimum of 4 times per year.

All teachers who are struggling are also provided with the aforementioned strategies as applicable and additional professional development is available through PDSS, on-site in-house training, and counseling with the instructional coach, the South Florida Charter School Consortium designees, and/or administrators.

[No Attached Teacher Mentoring List](#)

## Extended Learning Opportunities

Note: Required for Title I

Summer workshops include the Florida Charter School Leadership Conference, the NASSP and NAESP Conferences, the National Charter School Conference, August professional development workshops, and PDSS offerings.

Specific learning opportunities provided in the 2007 - 2008 school year include:

Learning community discussion and reflection of the book "What Great Teachers Do Differently: 14 Things that Matter Most" and the 9 High-Yield Teaching Strategies

Critical Content Reading

Florida Writing Training

P.O.W.E.R. in Communication

Clinical Educator Training

CHAMPS

New Teacher Academy

ESE Workshops

ESOL Endorsement Workshops

Reading Endorsement Workshops

## 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:	AYP: N/A
	Learning Gains: N/A
*Objective:	By May 2009, 95% of the kindergarten students will meet the criteria as outline within the Broward District Policy 6000.1 as well as the DOE Administrative Rule 6A-1.0998.
*Strategies:	<p>Double Dosing reading with lowest performing students.</p> <p>Daily differentiated instruction and cooperative learning groups to allow students to successfully master the Sunshine State Standards.</p> <p>Teachers will create Word Walls to promote vocabulary development.</p> <p>Weekly pull-out and push-ins for lowest performing students.</p> <p>Daily focus lessons for student practice mastery of knowledge of the benchmarks.</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>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>Teachers interested will write grants to enhance classroom instruction.</p> <p>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.</p> <p>Utilization of reading instructional frameworks such as Read Alouds, Shared Reading, Independent Reading, and Small Guided Group reading.</p> <p>Data talks between staff and students will occur quarterly.</p> <p>An Instructional Focus Calendar by grade level will be developed and implemented based on data collected from previous year's test scores.</p> <p>Teachers will use high-yield teaching strategies in their instruction such as; identifying similarities and differences, summarizing and note-taking, 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.</p> <p>The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor and adjust the instructional program.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The Effective Schools Correlates will be used as decision guidelines to ensure learning for all.</p> <p>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.</p> <p>BEEP will be used for lesson-planning.</p> <p>Accelerated Reader will be used to increase comprehension.</p>

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.

Teachers and staff will host and present a reading workshop for parents as well as a family night for reading, writing, and math so that parents can become familiar with academic expectations so they can assist in this process at home with their children to reinforce skills.

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.

Pre-tests, Mid-year tests, and Post tests will be administered to determine student reading progress. These will occur in September, January, and May.

FLKRS/DIBELS/Echoes will be administered in accordance with District Guidelines.

Ongoing-classroom assessments as needed based on instruction and student skill.

Two mandatory Parent/Teacher conferences per year.

One Teacher/Student data conference quarterly.

STAR Reader Diagnostic test administered three times per year.

Standards based conference forms will be completed for each child two times per year.

Accelerated Reader progress will be monitored by the classroom teacher throughout the year.

Progress Monitoring Plans will be created and discussed with parents.

Portfolios, report cards, and interim report cards will be created for all students.

Diagnostic Assessment in Reading will be administered if needed to struggling students.

\* Evaluation:

\* Evidence-based Program(s):

Classroom Libraries  
Library Books  
SRA Reading Kits  
Bloom's Taxonomy Skills Cards  
Reading Skills Cards  
Accelerated Reader  
STAR  
BEEP  
Computer Lab - Online programs and thematic units  
Safari Montage  
Just Read, Florida Resources & Guides  
Voyager Reading Program  
Super Kids, phonics based program

\* 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  
Super Kids 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  
AR and STAR Training  
Effective Schools Correlates  
ESE Intervention strategies training  
ESOL Endorsement 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 and Virtual Counselor

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks, Practice & Supplemental Materials	Operating	\$3,000.00
Accelerated Reader & STAR Licenses	Operating & Walton Grant	\$500.00
Library Books & Classroom Libraries	Fundraising, Donations, and Walton Grant	\$200.00
B.E.E.P.	Operating	\$100.00
Voyager	Operating	\$500.00
		Total: \$4,300.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
Safari Montage	Operating	\$25.00
STAR Reader	Walton Grant	\$100.00
		Total: \$1,625.00
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	\$100.00
CS Conference	Operating	\$50.00
		Total: \$650.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,575.00

\* 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:

AYP: N/A

Learning Gains: N/A

\* Objective:

By May 2009, 95% of the kindergarten students will meet the criteria as outline within the Broward District Policy 6000.1 as well as the DOE Administrative Rule 6A-1.0998.

\* Strategies:

Double Dosing with lowest performing students.

Daily differentiated instruction and cooperative learning groups to allow students to successfully master the Sunshine State Standards.

Teachers will create Word Walls to promote vocabulary development.

Weekly pull-out and push-ins for lowest performing students.

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

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.

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.

Teachers interested will write grants to enhance classroom instruction.

Data talks between staff 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.

Students will have a 60-90 minute math block to receive math instruction daily.

Students will receive instruction including, but not limited to, math manipulatives, including base 10 materials, including geometric solids, tangrams, fraction tiles, scales and balances, and geo boards.

Teachers will implement a 10 minute daily instruction focus lesson.

Teachers will use high-yield teaching strategies in their instruction such as; identifying similarities and differences, summarizing and note-taking, 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 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.

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

"Principal's Math Challenge" will be implemented on the morning announcements to increase learning opportunities throughout the school.

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

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

ESE students will receive remediation adjustments as needed.

Teachers and staff will host and present a reading workshop for parents as well as a family night for reading, writing, and math so that parents can become familiar with academic expectations so they can assist in this process at home with their children 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.

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

\* Evaluation:

Pre-tests, Mid-year tests, and Post tests will be administered to determine student math progress. These will occur in September, January, and May.

FLKRS/DIBELS/Echoes will be administered in accordance with District Guidelines.

Ongoing-classroom assessments as needed based on instruction and student skill.

Two mandatory Parent/Teacher conferences per year.

One Teacher/Student data conference quarterly.

Standards based conference forms will be completed for each child two times per year.

Progress Monitoring Plans will be created and discussed with parents.

Portfolios, report cards, and interim report cards will be created for all students.

- \*Evidence-based Program(s): State Adopted textbooks  
SRA Math Labs  
Bloom's Taxonomy skills cards  
Safari Montage  
Computer Lab and online thematic units

- \*Professional Development: Differentiated Instruction  
Harcourt sponsored math training  
Critical Content Math  
Math Coach assistance and modeling  
In-house math professional development  
Data Talks and workshops  
CRISS training  
Project Mind Training  
Clinical Educator Training  
NESS Training  
New Teacher Academy  
Promethean Board Training  
Technology training for BEEP and other technology based resources and programs  
High Yield Teaching Strategies Training  
8-Step Process training  
Effective Schools Correlates  
ESE Interventions  
ESOL Endorsement training  
Bloom's Taxonomy training and tools  
Gifted Strategies training  
In-house Calendar Math training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks, Practice, & Supplemental Materials	Operating	\$1,500.00
B.E.E.P.	Operating	\$100.00
		Total: \$1,600.00
Technology		
Description of Resources	Funding Source	Available Amount
Safari Montage	Operating	\$25.00
STAR Reader	Walton Grant	\$100.00
Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
		Total: \$1,625.00
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	\$100.00
CS Conference	Operating	\$50.00
		Total: \$650.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,875.00

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

*End of Mathematics Goal*

## Goal: Writing

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

* Needs Assessment:	Somerset Neighborhood School has a track-record of successful writing performance with nearly 100% of our students meeting "passing" criteria every year for the last 5 years. Since 2005-2006 the Somerset Neighborhood School only housed lower elementary level students, grades 1 and 2. These students continue to work to improve their writing skills, however, they are not formally tested on standardized state assessments.
* Objective:	By May 2009, 95% of the kindergarten students will meet the criteria as outline within the Broward District Policy 6000.1 as well as the DOE Administrative Rule 6A-1.0998.
* Strategies:	<p>Student writing progress will be monitored throughout the year using writing samples to maintain an instructional focus.</p> <p>Students will receive daily hands-on/center activities in the classroom to reinforce and enhance lessons taught by classroom teachers.</p> <p>Creative/Phonetic spelling will be taught during writing lessons.</p> <p>Daily differentiated instruction and cooperative learning groups to allow students to assist each other in developing writing proficiency.</p> <p>Daily focus lessons and modeling for students to practice mastery of knowledge of benchmarks.</p> <p>Teachers will create Word Walls to promote vocabulary development.</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 writing to 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 writing.</p> <p>LEP students, lowest quartile students, and those not meeting writing standards will receive additional small group instruction using ESOL and/or remediation materials.</p> <p>Writing binders will be used daily to promote the six traits of writing.</p> <p>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.</p> <p>Data Talks with students will occur quarterly.</p> <p>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.</p> <p>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.</p> <p>The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor and adjust the instructional program.</p> <p>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.</p> <p>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.</p> <p>The Effective Schools Correlates will be used as decision guidelines to ensure learning for all.</p> <p>A uniform school-wide writing program with benchmarks and objectives will be implemented using consistent vocabulary and will be monitored, maintained, and adjusted to meet individual needs of all students (including ELL students, gifted students, ESE students, lower quartile students and those not meeting standards).</p> <p>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.</p> <p>BEEP will be used for lesson-planning.</p> <p>Students will write book reports or mini projects on multi-cultural education topics such as: the Holocaust and contributions of African Americans, Hispanic Americans, or women of the United States.</p>

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

Students will practice labeling drawings or pictures.

"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.

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 the six-traits of effective writing. School-wide writing rubrics by grade level

\*Evaluation:

Pre-tests, Mid-year tests, and Post tests will be administered to determine student writing progress. These will occur in September, January, and May.

FLKRS/DIBELS/Echoes will be administered in accordance with District Guidelines.

Ongoing-classroom assessments as needed based on instruction and student skill.

Two mandatory Parent/Teacher conferences per year.

One Teacher/Student data conference quarterly.

Standards based conference forms will be completed for each child two times per year.

Portfolios, report cards, and interim report cards will be created for all students.

\*Evidence-based Program(s): Classroom Libraries as authentic writing samples

- Library Books
- Bloom's Taxonomy Skills Cards
- Writing skills cards
- Computer Lab - Online programs and thematic units and publishing writing
- Safari Montage
- Just Read, Florida Resources & Guides
- Super Kids, phonics based program
- District Created Writing Binder (from Learning Village)

\*Professional Development:

- Writing Coach Assistance and Modeling
- Writing Professional Development workshops - in-house
- Data Talks and Workshops
- 6-Traits of Writing Workshops
- Mary Lewis Writing
- Uniform Writing Rubric Training
- NESS Program
- New Teacher Academy
- Promethean Board Training
- In-house professional development
- Super Kids 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
- Effective Schools Correlates
- ESE Intervention strategies training
- ESOL Endorsement Training
- Bloom's Taxonomy Training and Tools
- Training for teachers on various reading tests (DAR, ORF, DIBELS)
- Gifted Strategies Training
- Technology Fluency training and Virtual Counselor

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Library Books & Classroom Libraries	Fundraising, Donations, and Walton Grant	\$200.00
B.E.E.P.	Operating	\$100.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
Safari Montage	Operating	\$25.00

Total: \$1,525.00		
<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	\$100.00
CS Conference	Operating	\$50.00
Total: \$650.00		
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
<b>Final Total: \$2,475.00</b>		

*End of Writing Goal*

## Goal: Science

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

*Needs Assessment:	Somerset Neighborhood School does not participate in any standardized tests based on science skills. We continue to teach the sunshine state standards and engage in hands-on science lessons and projects. We will continue to work toward building a solid foundation in science in order to increase proficiency on the FCAT administered in the 5th grade.
*Objective:	By May 2009, 90% of the students will demonstrate a complete understanding of the sunshine state standards for kindergarten as measured by science unit assessment tests.
*Strategies:	<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, Brain Pop, etc.).</p> <p>Students in Grades K-7 will demonstrate their knowledge of the Scientific Method by participating in the schoolwide Science Fair.</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>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 and a deeper science knowledge-base.</p> <p>Data Talks between staff and students will occur quarterly.</p> <p>An Instructional Focus Calendar by grade level will be developed and implemented.</p> <p>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.</p> <p>The Sterling Process of Plan, Do, Check, and Act will be used to develop, implement, monitor</p>

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.

Teachers and staff will host and present a science workshop for parents so that parents can 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:

Ongoing BEEP and Safari Montage assessments

Pre-tests, Mid-year tests, and Post tests will be administered to determine student reading progress. These will occur in September, January, and May.

FLKRS/DIBELS/Echoes will be administered in accordance with District Guidelines.

Ongoing-classroom assessments as needed based on instruction and student skill.

Two mandatory Parent/Teacher conferences per year.

One Teacher/Student data conference quarterly.

Standards based conference forms will be completed for each child two times per year.

Portfolios, report cards, and interim report cards will be created for all students.

\* Evidence-based Program(s): Classroom Libraries

Library Books

Bloom's Taxonomy Skills Cards

BEEP

Computer Lab - Online programs and thematic units and project ideas

Safari Montage

\* Professional Development: 9-High-Yield Teaching Strategies

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

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  
 Effective Schools Correlates  
 ESE Intervention strategies training  
 ESOL Endorsement Training  
 Bloom's Taxonomy Training and Tools  
 Gifted Strategies Training  
 Technology Fluency Training  
 Virtual Counselor Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
B.E.E.P.	Operating	\$100.00
Library Books and Classroom Libraries	Fundraising, Donations, and Walton Grant	\$200.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards & LCD Projectors	Impelementation Grant	\$1,500.00
Safari Montage	Operating	\$25.00
		Total: \$1,525.00
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	\$100.00
CS Conference	Operating	\$50.00
		Total: \$650.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,475.00

\* 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: Every year, 95% of parents complete their volunteer hours. We will continue to assist parents by providing them with volunteer opportunities accomplishing 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 weekend and evening events in order to increase hands-on involvement among our student families.  
 100% of parents returned and signed the parent/student contract, Parent Compacts, and Code of Conduct acknowledgement forms.
- \* Objective: 95% or more of student families will complete 100% of their volunteer hours as required in our Parent-School Contract.
- \* Strategies: 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.

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

Quarterly volunteer hour updates for parents on report cards.

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

50% of volunteer hours must be completed mid-year in order to reregister.

\* 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. Training	Operating	\$100.00
		Total: \$100.00
Other		
Description of Resources	Funding Source	Available Amount
Incentive programs & parent universities	Operating & Internal Special Purpose	\$150.00
		Total: \$150.00
		Final Total: \$250.00

*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	\$3,000.00
Reading	Accelerated Reader & STAR Licenses	Operating & Walton Grant	\$500.00
Reading	Library Books & Classroom Libraries	Fundraising, Donations, and Walton Grant	\$200.00
Reading	B.E.E.P.	Operating	\$100.00
Reading	Voyager	Operating	\$500.00
Mathematics	Textbooks, Practice, & Supplemental Materials	Operating	\$1,500.00
Mathematics	B.E.E.P.	Operating	\$100.00
Writing	Library Books & Classroom Libraries	Fundraising, Donations, and Walton Grant	\$200.00
Writing	B.E.E.P.	Operating	\$100.00
Science	B.E.E.P.	Operating	\$100.00
Science	Library Books and Classroom Libraries	Fundraising, Donations, and Walton Grant	\$200.00
Parental Involvement	N/A		\$0.00
			Total: \$6,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
Reading	Safari Montage	Operating	\$25.00
Reading	STAR Reader	Walton Grant	\$100.00
Mathematics	Safari Montage	Operating	\$25.00
Mathematics	STAR Reader	Walton Grant	\$100.00
Mathematics	Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
Writing	Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
Writing	Safari Montage	Operating	\$25.00
Science	Promethean Boards & LCD Projectors	Implementation Grant	\$1,500.00
Science	Safari Montage	Operating	\$25.00
Parental Involvement	Powerschool	Walton Grant	\$0.00
			Total: \$6,300.00
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	\$100.00
Reading	CS Conference	Operating	\$50.00
Mathematics	District-based workshops	Operating	\$250.00
Mathematics	In-house professional development	Operating	\$250.00
Mathematics	NESS Support and Training	Operating	\$100.00
Mathematics	CS Conference	Operating	\$50.00
Writing	District-based workshops	Operating	\$250.00
Writing	In-house professional development	Operating	\$250.00
Writing	NESS Support and Training	Operating	\$100.00
Writing	CS Conference	Operating	\$50.00
Science	District-based Workshops	Operating	\$250.00
Science	In-house professional development	Operating	\$250.00
Science	NESS Support and Training	Operating	\$100.00

Science	CS Conference	Operating	\$50.00
Parental Involvement	P.O.W.E.R. Training	Operating	\$100.00
			Total: \$2,700.00
<b>Other</b>			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Incentive programs & parent universities	Operating & Internal Special Purpose	\$150.00
			Total: \$150.00
			<b>Final Total: \$15,650.00</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 Whitingham, 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) Vikki Harper, Parent
- 22) Susan Uncapher, Parent
- 23) Debra Johnson-King, Parent
- 24) Margie Salas, Parent
- 25) Marsha Toussaint, Parent
- 26) Jennifer Richard, Parent
- 27) Joselyn Roane, Parent
- 28) Tanya Milhomme-Simmons, Community Member
- 29) Mary Levinson, School Support Personnel
- 30) Lara Silva, Assistant Principal
- 31) 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 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
	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
No data submitted					

# AYP DATA

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Broward SOMERSET NEIGHBORHOOD SCHOOL 5021							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)								Read: 34 Math: 34		2005-2006 School Grade <sup>1</sup> :			Did the School make Adequate Yearly Progress? <sup>5</sup>		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> ).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% 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
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006		Y/N	2005	
TOTAL <sup>4</sup>	100	Y	100	Y	85	Y	81	Y			NA			NA	43	15	NA	30	19	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA			NA			NA			NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA

## SCHOOL GRADE DATA

School District						
2007-2008						
	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						
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