School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2018-2019

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

School Name: **Somerset Pines Academy**   **School Location Number: 5030**

Current Grades Served: K-5th grade   **Contract Grades Served: K-5th grade**   **Year School Opened: 2010**

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Somerset Pines Academy **School Location Number (MSID): 5030**	**District Name: Broward**
Principal: Dr. Donna Kaye	**District Superintendent: Robert Runcie**
Governing Board Member(s): Lourdes Isla, Chair / Director; Todd German, Vice-Chair / Treasurer; Ana Diaz, Secretary/Director; David Concepcion, Director; Jennifer Esquijarosa, Director; Dr. Bernard Kimmel, Director; Louis Marin, Director; Brian Matthew Cox, Director	**Date of School Board Charter Approval**: July 1, 2010 **Date of Most Recent School Board Charter Amendment:** May 5, 2015

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test/Statewide Assessment Trend Data
Florida Standards Assessment Portal
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan
School Accountability Reports

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage points data for achievement levels, learning gains, Lowest 25%).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	**Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)**

Principal	Dr. Donna Kaye	Doctorate in Education, Ed. Leadership Pre-K Primary Journalism	8	11	2007-10 Somerset Academy Elementary School 5141 • 07-08 Assistant Principal /School Letter Grade A; 81% of students in reading and 80% in math were at or above grade level; 70% of students in reading and 63% in math made a year's worth of gain; 68% of struggling students in reading and 64% in math made a year's worth of progress. • 08-09 Assistant Principal /School Letter Grade A; 85% of students in reading and 86% in math were at or above grade level; 74% of students in reading and 71% in math made a year's worth of gain; 64% of struggling students in reading and 72% in math made a year's worth of progress. • 09-10 Assistant Principal /School Letter Grade B; 86% of students in reading and 84% in math were at or above grade level; 70% of students in reading and 57% in math made a years' worth of gain; 47% of struggling students in reading and 42% in math made a year's worth of progress. 2010-18 Somerset Pines Academy 5030 • 10-11 Principal /School Letter Grade C; 57% of students in reading and 55% in math were at or above grade level; 66% of struggling students in reading and 49% in math made a year's worth of progress. • 11-12 Principal /School Letter Grade C; 57% of students in reading and 58% in math were at or above grade level; 66% of struggling students in reading and 63% in math made a year's worth of progress. • 12-13 Principal /School Letter Grade C; 58% of students in reading and 59% in math were at or above grade level; 74% of struggling students in reading and 50% in math made a year's worth of progress. • 13-14 Principal /School Letter Grade B; 58 % of students in reading and 61% in math were at or above grade level; 68% of struggling students in reading and 42% in math made a year's worth of progress. • 14-15 Principal/School Letter Grade C; 44 % of students in reading and 45% in math were at or above grade level • 15-16 Principal/School Letter Grade C; 42 % of students in reading and 42% in math were at or above grade level; 50% of struggling students in reading and 49% in math made a year's worth of progress. • 16-17 Principal/School Letter Grade C; 47 % of students in reading and 48% in math were at or above grade level; 61%

| | | | | | of struggling students in reading and 52% in math made a year's worth of progress. |
| | | | | | • 17-18 Principal/School Letter Grade D; 38 % of students in reading and 47% in math were at or above grade level; 49% of struggling students in reading and 46% in math made a year's worth of progress. |

2012-18 Somerset Academy Pompano 5388
- 12-13 Principal /School Letter Grade - not graded, 190 points earned; 29% of students in reading and 24% in math were at or above grade level;
- 13-14 Principal /School Letter Grade F; 33 % of students in reading and 34% in math were at or above grade level; 63% of struggling students in reading and 46% in math made a year's worth of progress.
- 14-15 Principal /School Letter Grade D; 35 % of students in reading and 45% in math were at or above grade level
- 15-16 Principal /School Letter Grade C; 41 % of students in reading and 52% in math were at or above grade level; 67% of struggling students in reading and 59% in math made a year's worth of progress.
- 16-17 Principal /School Letter Grade C; 35 % of students in reading and 43% in math were at or above grade level; 55% of struggling students in reading and 64% in math made a year's worth of progress.
- 17-18 Principal /School Letter Grade C; 45 % of students in reading and 61% in math were at or above grade level; 57% of struggling students in reading and 46% in math made a year's worth of progress.

2013-14 Somerset Academy Pompano Middle School 5413
- 13-14 Principal /School Letter Grade B; 55 % of students in reading and 50% in math were at or above grade level; 75% of struggling students in reading and 77% in math made a year's worth of progress.

Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):

List your school's Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage points data for achievement levels, learning gains, Lowest 25%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)
Reading	Marianna Lazzarino	Bachelors in Education NBCT Certifications: K-6 Elem Edu Gifted Endorsement	5	1	2017-18 • 3/4 G/HA Teacher (Reading) • School Grade- D 2016-17 • 3/4 G/HA Teacher (Reading) • School Grade- C 2015-16 • 3rd Grade Teacher (Reading) • School Grade- C
Math	Margaret Corbett	Masters in Curriculum and Instruction Certifications: K-6 Elem Edu 5-9 Math	8	2	2017-2018 • Elementary Math Coach • School Grade- D 2016-2017 • Elementary Math Coach • School Grade- C 2015-2016 • 7th and 8th grade EOC Math teacher • School Grade- C
ESE	Courtney Gray	Masters in Special Education Certifications: K-6 Elem Edu K-12 ESE	7	7	2017-2018 • ESE Specialist • School Grade- D 2016-2017 • ESE Specialist • School Grade- C 2015-2016 • ESE Specialist • School Grade- C 2014-2015 • ESE Specialist • School Grade- C

					2013-2014 • ESE Specialist • School Grade- B
ESE	Eva Guardascione	Master's degree-Teaching Students with Learning Disabilities K-12 ESE	5	3	2017-18 • ESE Teacher • School Grade- D 2016-17 • ESE Teacher • School Grade- C 2015-16 • ESE Teacher School Grade- C
ESOL	Folarinle Fasida	Bachelors Degree – Psychology SOE Social Sciences	3	1	2017-18 • Character Education/Library Resource • School Grade- D 2016-17 • Character Education/Library Resource • School Grade- C 2015-16 • Character Education/Library Resource • School Grade- C

PART 2: Required Components of the School Improvement Plan for Charter Schools

1. Mission Statement
Provide your school's mission statement as stated in the approved application or most recent charter programmatic renewal.

It is the mission of Somerset Pines Academy to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

2. Academic Data
*Provide **detailed** student academic data by subgroups for **the most recent three (3) years** that includes **state mandated assessments** (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and **progress monitoring assessments** that are required to be administered three times per year (FAIR-FS, BAS, iReady, etc.), if available. **Organize all student achievement data by grade band (K-2, 3-5, 6-8, 9-12).***

K-2 Academic Data:
Reading
The following chart represents the change in proficiency from AP1 to AP3 (2017-2018) on the Fountas and Pinnell BAS:

ELA Primary- Proficiency Increase from BAS AP1 to AP3

BAS Data	AP1 (Fall 17)		AP3 (Spring 18)	
	Proficient	**Nonproficient**	**Proficient**	**Nonproficient**
K (70 students)	18% (13 students)	82% (57 students)	79% (55 students)	21% (15 students)
1 (76 students)	19% (14 students)	81% (62 students)	67% (51 students)	33% (25 students)
2 (61 students)	51% (31 students)	49% 30 students)	77% (47 students)	23% (14 students)

The above chart shows that a significant portion of 1st graders (1/3) moved on to the following grade without demonstrating proficiency on the BAS. Almost ¼ of our students in K and 2 also moved on without being considered proficient.

The following chart represents proficiency levels from the STAR Assessment AP 1 (2018-2019)
ELA Primary- Students Proficiency Levels According to STAR Assessment 1 (August 2018):

	On Level	**On Watch**	**Intervention**	**Urgent Intervention**
Kindergarten (FLKRS- STAR Early Literacy)	32% (21 students)	12% (8 students)	21% (14 students)	35% (23 students)
1st	40% (28 students)	31% (22 students)	26% (18 students)	3% (2 students)
2nd	50% (36 students)	17% (12 students)	18% (13 students)	15% (11 students)

The following chart represents iReady data collected after our first diagnostic assessment for 2018-2019
ELA Primary- iReady Performance Tiers (Diagnostic #1) Fall 2018

	Tier 1: On or Above Level	Tier 2: One Grade Level Below	At Risk for Tier 3- 2 or More Levels Below
K (71 students)	13% (9 students)	87% (62 students)	x
1 (73 students)	8% (6 students)	82% (60 students)	10% (7 students)
2 (72 students)	18% (13 students)	49% (35 students)	33% (24 students)

The above 2 charts show that a significant portion of our primary students move to the next grade level unprepared. 1/3 of our primary students are currently identified as "on watch," "intervention," or "Tier 2" depending on the program.

Math

Data was collected from the i-Ready diagnostic, STAR diagnostic and end of the year assessment. Both i-Ready and STAR are computer-based programs designed to diagnose and track progress. The data reported is percentage points of students predicted to be performing at or above grade level. The End of Year Assessment results were based on the number of students that scored a 60% or higher on the assessment.

Grade Level	I-Ready diagnostic Beginning of the year 2017-2018	I-Ready diagnostic End of the year 2017-2018	Star Diagnostic End of the Year 2017-2018	End of Year Assessment 2017-2018	Beginning of the year I-Ready 2018-2019	Beginning of the year STAR diagnostic 2018-2019
Kindergarten	10%	56%	N/A	N/A	9%	N/A
1st Grade	4%	47%	87%	86%	1%	49%
2nd Grade	N/A	68%	79%	87%	14%	61%

ESE
DAR Results ESE Students K-1

	AP1 10/2017	*AP3 5/2018*
Kindergarten	*-A*	*-A*
First Grade Student A Student B Student C	B B A	No Data No Data C

ESOL

Students classified as English Language Learners are assessed on their proficiency of the English Language through the ACCESS for ELLs 2.0. ELL students are tested on the following domains of listening, speaking, reading, and writing. Students receive a score based on each domain, which is calculated into a composite score to determine overall level of English Language Proficiency. Scores are on a scale of 1-6, each numeric score is classified as a level of proficiency; 1- entering, 2- emerging, 3- developing, 4 - expanding, 5- bridging, and 6- reaching.

Overall Composite Level 2016

Overall Composite Level 2017

Overall Composite Level 2018
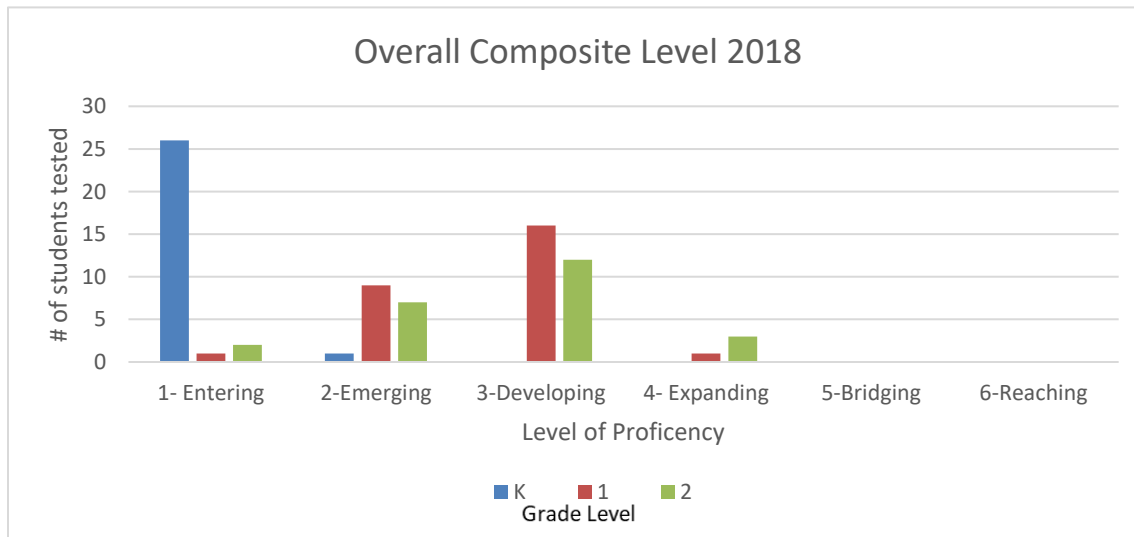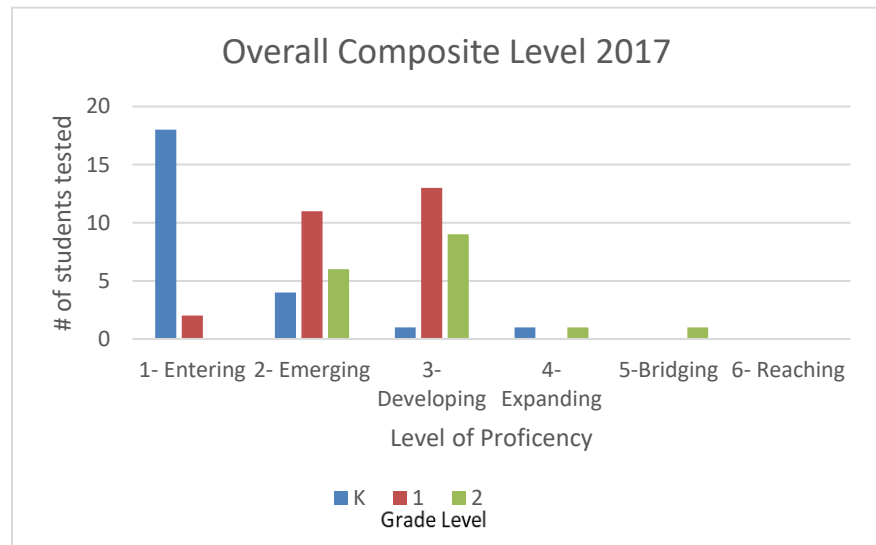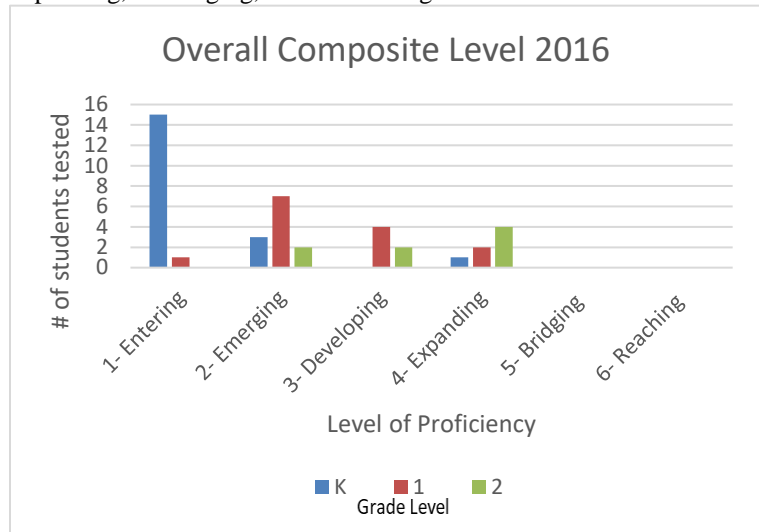
3-5 Academic Data:
Reading

ELA: FSA Data

The following chart represents intermediate students who scored Level 3 or above on the FSA

Year	2014–15			2015–16			2016–17			2017–18		
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)
Grade Level												
03–Third	50	38.0%	20.0%	51	39.2%	15.7%	66	42.4%	27.3%	71	32.4%	14.1%
04–Fourth	46	21.7%	0.0%	51	31.4%	13.7%	66	40.9%	22.7%	65	47.7%	27.7%
05–Fifth	52	44.2%	21.2%	51	33.3%	13.7%	70	57.1%	24.3%	72	34.7%	23.6%
06–Sixth	64	57.8%	25.0%	73	54.8%	31.5%	.	.	.	.	.	.
07–Seventh	63	44.4%	22.2%	72	41.7%	12.5%	.	.	.	.	.	.
08–Eighth	62	51.6%	33.9%	61	47.5%	26.2%	.	.	.	.	.	.

As evident in this chart, after making steady progress from 2015-2017, the number of 3rd graders scoring Level 3 or higher dropped significantly in 2018. Our 4th grade students have continuously made progress over the last 3 years, although we are still below state and district averages. Looking at the 5th grade data, scores have gone up and down over the last 3 years with a significant decrease from 2017 to 2018.

ELA: FSA Data

The following graph represents the percentage points of intermediate students who scored Level 3 and above on the FSA by grade level.
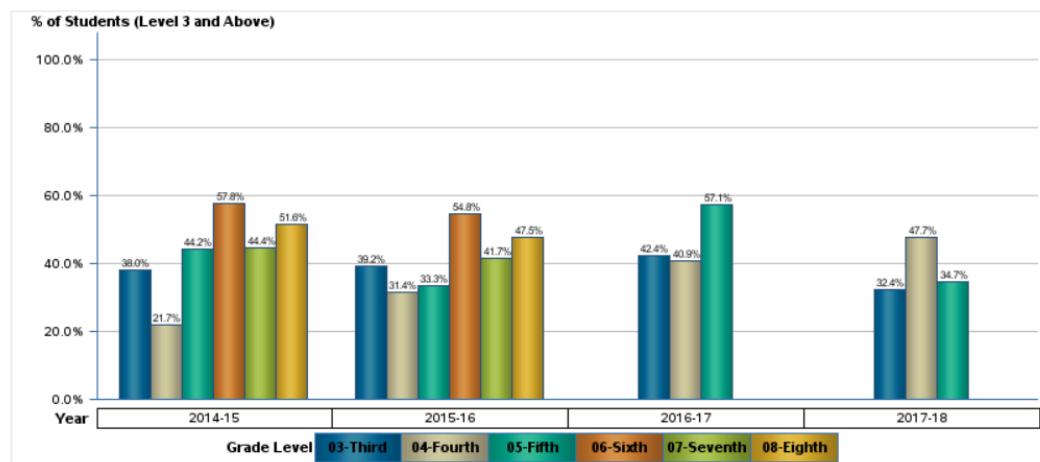
As evident in this chart, scores were on an upward trend and we were predicted to continue on that path. However, significant drops occurred in 3rd grade in 2017-2018.

ELA: FSA Data

The following graph represents an overall view of the percentage points of students who passed the FSA with a level 3 or higher for the past 4 school years.

The drop in scores in 3rd and 5th grade significantly impacted the overall percentage points of students scoring Level 3 or higher in 2017-18.

Student Performance (Level 3 and Above) by Year

Applied filters: District equal to 06-BROWARD
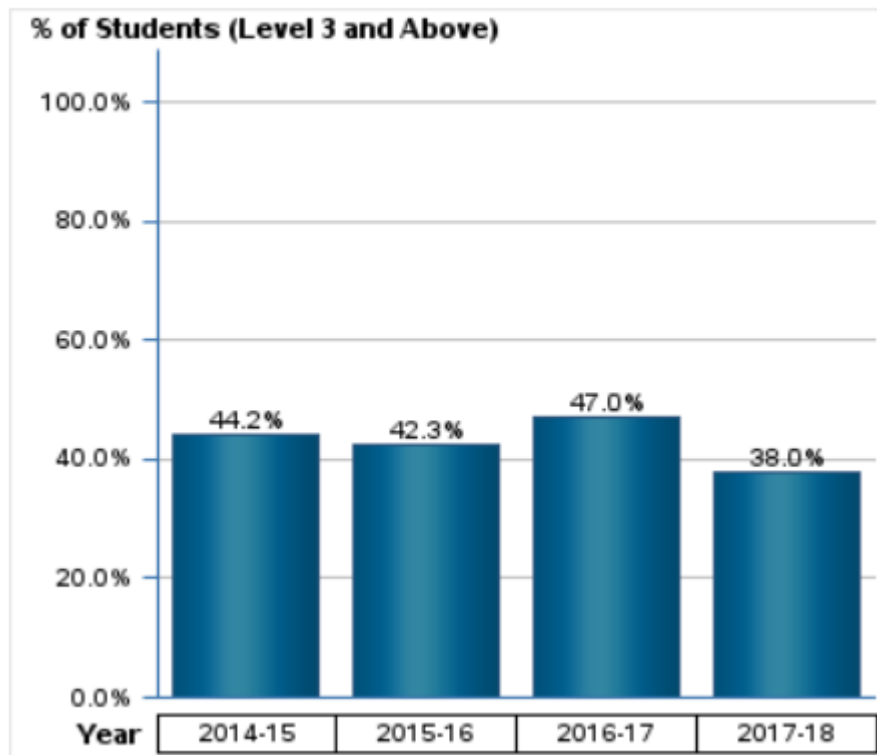
% of Students (Level 3 and Above)

Year	2014-15	2015-16	2016-17	2017-18
%	44.2%	42.3%	47.0%	38.0%

The drop in scores in 3rd and 5th grade significantly impacted the overall percentage points of students scoring Level 3 or higher in 2017-18.

ELA: FSA Data

The following graph shows ELA FSA proficiency by race/ethnicity

Student Performance by Race/Ethnicity

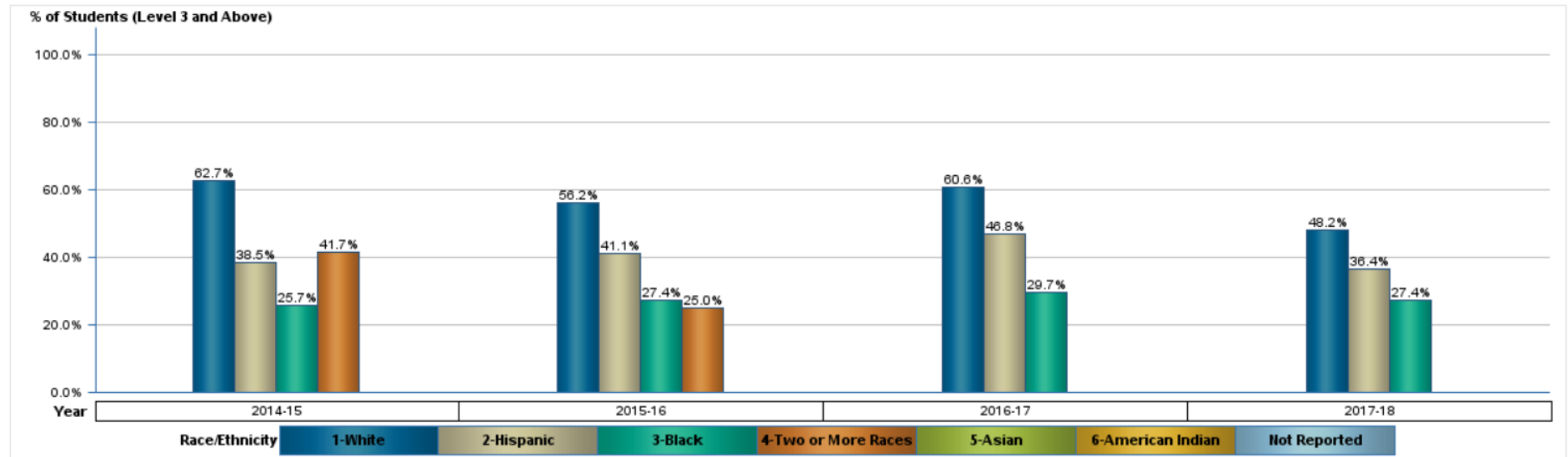Applied filters: District equal to 06-BROWARD

Our black and Hispanic students are consistently performing at a significantly lower level than our white students.

ELA- FSA Proficiency by Domain 2017/2018

The following chart represents the number of students who were proficient on domain-specific content on the 2017/18 ELA FSA

Domain	3rd Grade (71 Students)	4th Grade (65 Students)	5th Grade (72 Students)
Key Ideas and Details	44% (31 students)	47% (31 students)	47% (34 students)
Craft and Structure	51% (36 students)	55% (36 students)	62% (45 students)
Integration of Knowledge and Ideas	42% 30 students)	44% (29 students)	48% (35 students)
Language and Editing	63% (45 students)	68% (44 students)	72% (52 students)

The two areas where students scored the lowest across the board are Key Ideas and Details and Integration of Knowledge and Ideas.

ELA FSA- Text Based Writing Scores

4th Grade ELA Writing Proficiency (65 students tested)
Proficiency: 7 points or higher

C5 W Text Based Writing (Total Points Earned)										
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	2	0	3	0	2	14	24	9	10	0	1
%	3.1	0.0	4.6	0.0	3.1	21.5	36.9	13.8	15.4	0.0	1.5

Of the 65 students tested, 20 students (31%) are considered proficient and 45 students (69%) are considered non-proficient in the domain of Text-Based Writing.

C5 W Text Based Writing (Total Points Earned)										
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	3	0	1	6	9	13	24	3	13	0	0
%	4.2	0.0	1.4	8.3	12.5	18.1	33.3	4.2	18.1	0.0	0.0

Of the 72 students tested, 16 students (22%) are considered proficient and 56 students (are considered non-proficient in the domain of Text-Based Writing)

ELA Achievement Trends for 3rd-5th Grade					
Year	2015-16	2016-17	2017-18	Change 17-18	Change 16-18
ELA Achievement	42%	47%	38%	-9	-4
ELA Learning Gains	50%	61%	49%	-12	-1
ELA Lowest 25 Gains	46%	45%	35%	-10	-11

The scores of our 3rd and 5th grade students in 2017-18 greatly impacted the overall learning gains. There was a significant decrease in Lowest 25% Learning Gains.

The following table represents data obtained from STAR Assessment 1 for 2018-19

ELA STAR Assessment 1 Results

	On Level	On Watch	Intervention	Urgent Intervention
3rd (63 students)	51% (32 students)	15% (10 students)	17% (11 students)	21% (13 students)
4th (67 students)	43% (29 students)	31% (22 students)	31% (21 students)	10% (7 students)
5th (66 students)	42% (28 students)	15% (10 students)	26% (17 students)	17% (11 students)

The following table represents diagnostic results obtained from iReady Assessment 1 for 2018-2019

ELA iReady Suggested Tiers

	Tier 1: On or Above Level	Tier 2: One Grade Level Below	At Risk for Tier 3- 2 or More Levels Below
3rd (64 students)	34% (22 students)	31% (20 students)	34% (22 students)
4th (65 students)	18% (12 students)	51% (33 students)	31% (20 students)
5th (63 students)	29% (18 students)	27% (17 students)	44% (28 students)

The data indicates that this year's 3rd grade class shows significant deficiencies in reading, this year's 4th grade class continues to struggle, and while last year's 4th graders did relatively well on the FSA their iReady scores this year as 5th graders are showing them to be at risk.

**Math**

Data collected from the FSA result over the past 3 years were used in this section

Percentage points of student proficiency on the Math FSA over the past 3 years

Grade Level	3rd 2015-2016	3rd 2016-2017	3rd 2017-2018		4th 2015-2016	4th 2016-2017	4th 2017-2018		5th 2015-2016	5th 2016-2017	5th 2017-2018
% of proficiency	47%	42%	38%		47%	53%	55%		10%	37%	50%

There has been an increase in student proficiency for 4th and 5th grade over the past 3 years; however, 3rd grade proficiency rate went down in 2017/2018 school year.

Percentage points of math FSA achievement levels

Year	2015-2016				2016-2017				2017-2018		
	Level 1 and 2	Level 3 or above	Level 4 or above		Level 1 and 2	Level 3 or above	Level 4 or above		Level 1 and 2	Level 3 or above	Level 4 or above
3rd	53%	47%	14%		68%	42%	27%		62%	38%	7%
4th	53%	47%	16%		47%	53%	30%		45%	55%	24%
5th	90%	10%	0%		63%	37%	19%		50%	50%	26%

Over the past 3 years, the achievement levels for 4th and 5th grade have increased. Consequently, students scoring at a level 1 and 2 decreased. However, 3rd grade achievement levels have dropped in the 2017-2018 school year.

Comparison chart by domain for the past 3 years Grades 3-5 FSA Results

Math Domain Proficient 2015-2016	3rd Grade 2015-2016	3rd Grade 2016-2017	3rd Grade 2017-2018	Math Domain Proficient 2016-2017	4th Grade 2015-2016	4th Grade 2016-2017	4th Grade 2017-2018	Math Domain Proficient 2017-2018	5th Grade 2015-2016	5th Grade 2016-2017	5th Grade 2017-2018
Operations, Algebraic Thinking, and Numbers in *Base Ten	69%	69%	66%	Operations, Algebraic Thinking	53%	62%	68%	Operations, Algebraic Thinking			
Numbers and Operations-Fractions	58%	69%	46%	Numbers and Operations-Fractions	56%	75%	60%	Numbers and Operations-Fractions			
Measurement, Data and Geometry	62%	60%	41%	Measurement, Data and Geometry	58%	50%	63%	Measurement, Data and Geometry	27%	46%	40%
Numbers and Operations in Base Ten				Numbers and Operations in Base Ten	66%	67%	65%	Numbers and Operations in Base Ten	36%	38%	55%
Operations, Algebraic Thinking, and Fractions				Operations, Algebraic Thinking, and Fractions				Operations, Algebraic Thinking, and Fractions	34%	50%	49%

The data suggests that students in grades 3 -5 score lower in measurement, data, and geometry.

Math Achievement trend for 3rd -5th grade

The lowest 25% of students made the least amount of learning gains in math.

Year	2015-2016	2016-2017	2017-2018	Change 17-18	Change 16-18
Math Achievement %	42	48	47	-1	5
Math Learning Gains %	49	52	46	-6	-3
Math Low 25 Gains %	44	40	31	-9	-13

Sub Group Proficiency Trends taken from math FSA results

From 2016 to 2018 all subgroups showed an increase in proficiency in Mathematics. However, from 2017 to 2018 Hispanic students' and economically-disadvantaged students' proficiency dropped.

Sub Group	2015-2016	2016-2017	2017-2018
Black	20%	26%	32%
White	50%	61%	61%
Hispanic	44%	57%	51%
Multi Race	33%	N/A	N/A
Economically disadvantaged	35%	44%	42%
Non-economically disadvantaged	46%	63%	65%

Math Proficiency collected from STAR diagnostic assessment
The data represents the percentage points of student who are on or above level

Grade	STAR Diagnostic End of the Year 2017-2018	STAR diagnostic Beginning of current school year 2018-2019
3rd	42%	77%
4th	63%	52%
5th	40%	53%

The data demonstrates that our current 4th graders are entering the 2018-2019 with a 10 percentage point increase in proficiency in Mathematics over their 3rd grade end of year diagnostic score. However, our current 5th graders are entering the 2018-2019 school year with a 10 percentage point decrease in proficiency in Mathematics compared to their 4th grade end-of-year diagnostic score.

Science

Comparison chart by domain for the past 3 years Grade 5 Science FCAT

Science Domain Proficient	2015-2016	2016-2017	2017-2018
% of students proficient (level 3 or higher)	15	31	25
Nature of science	55	61	58
Earth and Space Sciences	47	62	52
Physical Science	52	64	63
Life Science	44	53	60

Over the past 3 years, the number of student's proficient in science have been low and the proficiency rate decreased in the 2017-2018 school year.

Science Achievement trend for past 3 years

Year	2015-2016	2016-2017	2017-2018	Change 17-18	Change 16-18
Science Achievement %	26	32	25	-7	-1

Sub Group	2015-2016	2016-2017	2017-2018
Black	5%	12%	12%
White	23%	35%	44%
Hispanic	13%	39%	13%
Economically disadvantaged	13%	29%	20%
Non-economically disadvantaged	18%	38%	38%

The subgroups showing the lowest rate of proficiency are Black, Hispanic, and Economically Disadvantaged.

ESOL Students
ACCESS for ELLs 2.0:

Students classified as English Language Learners are assessed on their proficiency of the English Language through the ACCESS for ELLs 2.0. ELL students are tested on the following domains of listening, speaking, reading, and writing. Students receive a score based on each domain, which is calculated into a composite score to determine overall level of English Language Proficiency. Scores are on a scale of 1-6, each numeric score is classified as a level of proficiency; 1- entering, 2- emerging, 3- developing, 4 -expanding, 5- bridging, and 6- reaching.
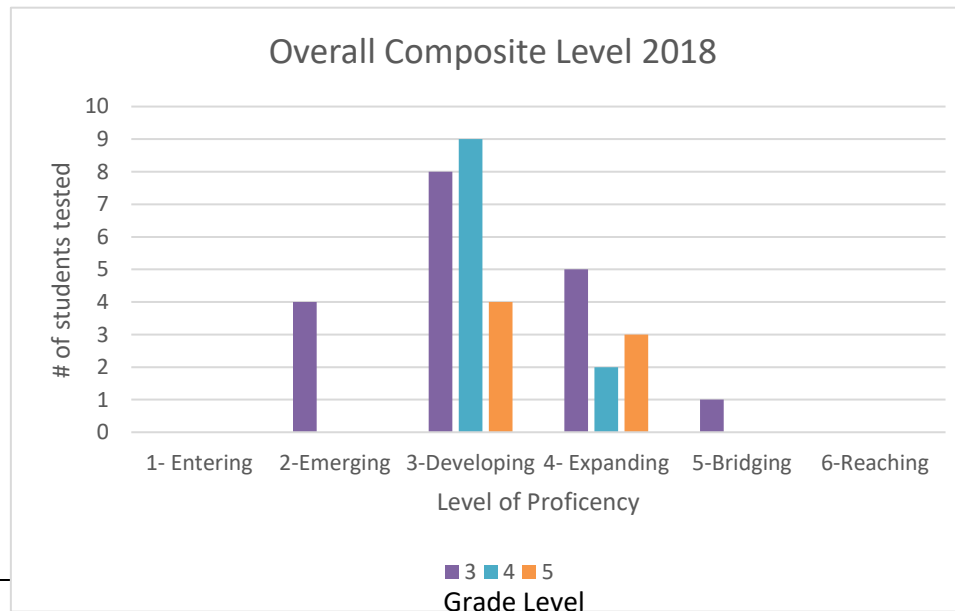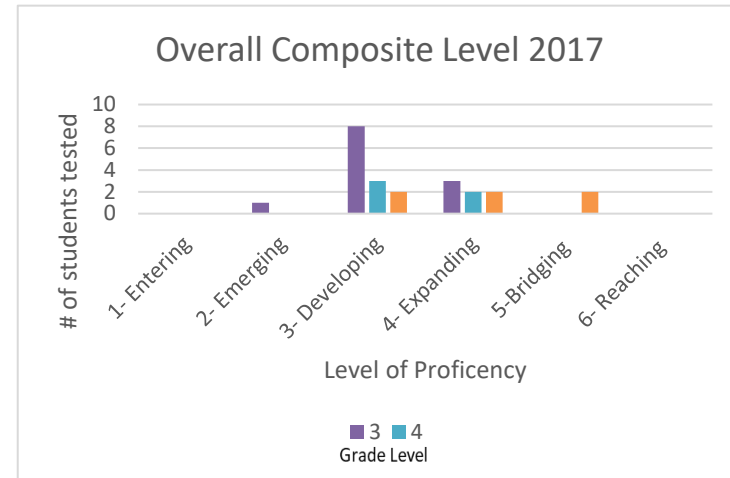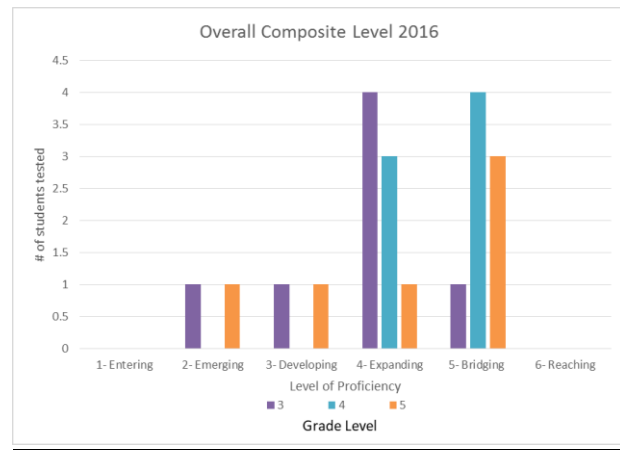
Florida Standard Assessment for English Language Learners: Reading

Test Count

SchoolYear	Count of Ach...
2015	16
2016	30
2017	23
2018	35

Overall % Level 3

SchoolYear	Average of ...
2018	11.43
2017	13.04
2016	10.00
2015	6.25

Percentage Level 3 and Above

Performance by Achievement Level
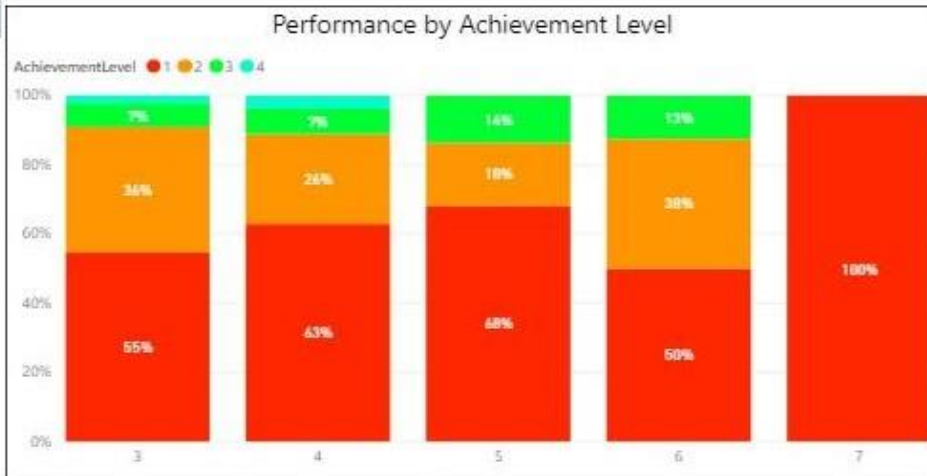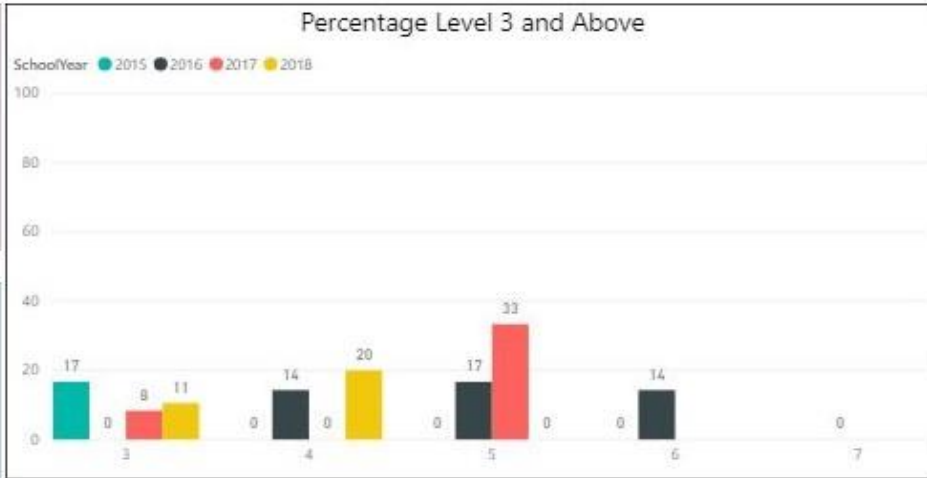
TestGradeLevel	Performance by Achievement Level			
	1	2	3	4
3	**55%**	**36%**	**7%**	**2%**
2015	33%	50%	17%	
2016	71%	29%		
2017	58%	33%	8%	
2018	53%	37%	5%	5%
4	**63%**	**26%**	**7%**	**4%**
2015	60%	40%		
2016	71%	14%	14%	
2017	80%	20%		
2018	50%	30%	10%	10%
5	**68%**	**18%**	**14%**	
2015	75%	25%		
2016	67%	17%	17%	
2017	50%	17%	33%	
2018	83%	17%		

Florida Standard Assessment of English Language Learners: Mathematics

Test Count

SchoolYear	Count of Ach...
2015	16
2016	30
2017	23
2018	36

Overall % Level 3

SchoolYear	Average of ...
2015	18.75
2016	23.33
2017	21.74
2018	19.44

Percentage Level 3 and Above

Performance by Achievement Level

Performance by Achievement Level

TestGradeLevel	1	2	3	4
3	**55%**	**27%**	**18%**	
2015	17%	50%	33%	
2016	57%	29%	14%	
2017	58%	25%	17%	
2018	63%	21%	16%	
4	**39%**	**29%**	**29%**	**4%**
2015	60%	20%	20%	
2016	43%		43%	14%
2017	40%	20%	40%	
2018	27%	55%	18%	
5	**50%**	**32%**	**18%**	
2015	50%	50%		
2016	83%		17%	
2017	33%	50%	17%	
2018	33%	33%	33%	
6	**63%**	**25%**		**13%**
2015	100%			
2016	57%	29%		14%
7	**67%**	**33%**		
2016	67%	33%		
Total	**50%**	**29%**	**19%**	**2%**

ESE Students

Somerset Pines Academy SWD/Gifted Population by Grade Level 2017-18

K	1	2	3	4	5
1	3	0	5	8	8
0	0	0	1	1	1

2018 Students with Disabilities FSA % Proficient (Level 3 or higher)

Grade Level	FSA- ELA	FSA-Math
3rd Grade	0%	40%
4th Grade	13%	0%
5th Grade	0%	0%

Summary of the Data:
- Students in grade 3 did not achieve proficiency in ELA.
- 40% of students with disabilities in grade 3 achieved proficiency in Math.
- 13% of 4th grade students with disabilities achieved proficiency in ELA.
- Students with disabilities in 4th grade did not achieve proficiency in Math.
- Students in 5th grade did not achieve proficiency in ELA or Math.

2017 Students with Disabilities FSA %Proficient (Level 3 or higher)

Grade Level	FSA-ELA	FSA-Math
3rd Grade	0%	0%
4th Grade	13%	13%
5th Grade	50%	50%

Summary of the Data:
- Students with disabilities in 3rd grade did not achieve proficiency in ELA or Math.
- 13% of Students with disabilities in 4th grade achieved proficiency in both ELA and Math.
- 50% of Students with disabilities in 5th grade achieved proficiency in both ELA and Math.

2016 Students with Disabilities FSA % Proficient (Level 3 or higher)

Grade Level	FSA-ELA	FSA-Math
3rd Grade	28%	28%
4th Grade	20%	40%
5th Grade	17%	17%

Summary of the Data:
- 28% of Students with disabilities in 3rd grade achieved proficiency in ELA and Math.
- 20% of Students with disabilities in 4th grade achieved proficiency in ELA.
- 40% of Students with disabilities in 4th grade achieved proficiency in Math.
- 17% of Students with disabilities in 5th grade achieved proficiency in ELA and Math.

6-8 Academic Data:
 N/A

9-12 Academic Data:
 N/A

3. Student Achievement Objectives
*Provide the student achievement objectives included **in the charter contract** or most recent sponsor **approved school improvement plan**.*

The school assures:
(1) to increase student achievement by providing an advanced curriculum that spirals throughout the grade levels;
(2) to improve student learning and raise student achievement through data-driven decision making;
(3) to increase learning opportunities for all students with special emphasis on students working below grade level;
(4) to create innovative, educational opportunities for all students, with special emphasis on research-based learning programs;
(5) to encourages the use of innovative learning methods;
(6) to assess students annually and reports data to the District and State;

As reported by the state in June of 2018, Somerset Pines Academy did not increase achievement of students in the Lowest 25%. The data was analyzed and the following student achievement objectives were set for June 2019:

• By June 2019, 50% of the Lowest 25% of students in ELA will show gains on the FSA ELA portion
• By June 2019, 50% of the Lowest 25% of students in Math will show gains on the FSA Math portion
Additional goals set:
• By June 2019, 80% of students in Kindergarten through 2nd grade will show an increase of one developmental level as evidenced by the Fountas & Pinnell Benchmark Assessment System (BAS)
• By June 2019, 40% of 5th grade students will score level 3 or higher on the FCAT 2.0 Science test

4. Student Performance Data Analysis

*Provide a **detailed** analysis in narrative format of the student performance data including academic performance by each subgroup. If ESOL and/or ESE counts are too low to qualify as a subgroup, include the data for ESOL and ESE separately.* ***Organize student data analysis by grade band (K-2, 3-5, 6-8, 9-12).***

K-2 Academic Data Analysis:
Reading
Fountas and Pinnell BAS
The school has noted inconsistencies in BAS data since implementing the assessment. For 2018-19 we have moved to the K-2 Reading Interventionist assessing all K-2 students to provide a consistent overview of progress monitoring for each grade.

Although many students make significant progress when comparing AP1 to AP3, there is still a significant group of students in each grade level that enter the following grade designated as not proficient according to BAS results. According to the data, only 74% of students in the primary grades are going to the next grade with proficient skills.

BAS- K
According to BAS AP1, 18% of kindergartners were proficient and 82% of kindergartners were not proficient at the start of the school year. 79% of kindergartners were proficient and 21% were not proficient according to BAS AP 3.

BAS-1
According to BAS AP1, 19% of 1st graders were proficient and 81% of 1st graders were not proficient at the start of the school year. 67% of 1st graders were proficient and 33% were not proficient according to BAS AP 3.

BAS-2
According to BAS AP1, 51% of 2nd graders were proficient and 49% of 2nd graders were not proficient at the start of the school year. 77% of 2nd graders were proficient and 23% were not proficient according to BAS AP 3.

Math
The assessments used to track progress for grades kindergarten to the second grade were i-Ready math diagnostic, STAR diagnostic (grades 1 and 2 only) and the end of year assessment (grades 1 and 2 only)
According to the data, there appears to be some discrepancy with the first grade results. The i-Ready assessment showed a math proficiency rate much lower than the other two. The data is consistent with second grade and there was only one set of data collected for kindergarten.

The following data reflects the 2017-2018 school year.
- Kindergarten students a growth of 46 percentage points from the beginning of the year to the end of the year.
- 1st grade students showed a growth of 43 percentage points from the beginning of the year to the end of the year.
- 68% of 2nd grade students showed proficiency in math on the i-ready assessment (end of year only)

  87% of students in grade 1 showed proficiency on the STAR diagnostic (end of year)

  79% of students in grade 2 showed proficiency on the STAR diagnostic (end of year)

  86% of 1st grade students showed proficiency on the end of year assessment

  87% of 2nd grade students showed proficiency on the end of year assessment

The following data reflects the beginning of the current school year:

9% of kindergarten students showed proficiency on the i-Ready assessment

1% of 1st grade students showed proficiency on the i-Ready assessment

49% of 1st grade students showed proficiency on the STAR diagnostic report

14% of 2nd grade students showed proficiency on the i-Ready assessment

61% of 2nd grade students showed proficiency on the STAR assessment.

There appears to be some discrepancies between the two assessment. The i-Ready reports show a much lower proficiency rate than the STAR reports.

There are no data for subgroups in grades K-2

ESE Students

Based on DAR Assessments ESE Students in grades K/1 showed little to no growth during the seven months between testing. To ensure student growth across all academic areas push-in assistance will be provided to ESE students in conjunction with services received as stated on Individual Education Plans.

ESOL Students

ACCESS for ELLs 2.0:

Students classified as English Language Learners are assessed on their proficiency of the English Language through the ACCESS for ELLs 2.0. ELL students are tested on the following domains of listening, speaking, reading, and writing. Students receive a score based on each domain, which is calculated into a composite score to determine overall level of English Language Proficiency. Scores are on a scale of 1-6, each numeric score is classified as a level of proficiency; 1- entering, 2- emerging, 3- developing, 4 - expanding, 5- bridging, and 6- reaching.

Proficiency Level:

1 – Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support

2- Emerging: Knows and uses some social English and general academic language with visual and graphic support

3- Developing: Knows and uses social English and some specific academic language with visual and graphic support

4- Expanding: Knows and uses social English and some technical academic language

5-Bridging: Knows and uses social and academic language working with grade level material

6- Reaching: Knows and uses social and academic language at the highest level measured by this test

Based on ACCESS for ELLs 2.0,
Kindergarten:
96% received a composite score of level 1- entering
 4% received a composite score of level 2- emerging
First Grade:
 4% received a composite score of level 1- entering
33% received a composite score of level 2- emerging
59% received a composite score of level 3- developing
4% received a composite score of level 4- expanding.
Second Grade:
8% received a composite score of level 1- entering
29% received a composite score of level 2-emerging
50% received a composite score of level 3- developing
13% received a composite score of level 4 expanding.

3-5 Academic Data Analysis:
<u>**Reading**</u>
Student Performance on the 2017-2018 ELA Florida Standards Assessment at Level 3 or Above:
- 32% of 3rd grade students scored Level 3 or above, 68% scored not proficient
- 48% of 4th grade students scored Level 3 or above, 52% scored not proficient
- 35% of 5th grade students scored Level 3 or above, 65% scored not proficient
- 28% of African American students scored Level 3 or above, 82% scored not proficient
- 48% of White students scored a Level 3 or above, 52% scored not proficient
- 36% of Hispanic students scored a Level 3 or above, 64% scored not proficient
- 9% of ELL students scored a Level 3 or above
- 5% of ESE students scored a Level 3 or above
- 38% of economically disadvantaged students scored Level 3 or above

Reading Analysis
- The number of 3rd graders scoring proficient on the ELA FSA dropped in 2017-18 despite an upward trend in the previous 3 years.
- 4th grade reading FSA scores are on an upward trend with a significant increase from 2016/17 to 2017/18
- 5th grade reading FSA scores dropped dramatically from 2016/17 to 2017/18
- The number of African-American students scoring Level 3 or higher has remained mostly static over the last 3 years, with a significant number of our African-American students not scoring at a proficient level
- The number of White students scoring at a proficient level dropped by over 10 percentage points between 2016/17 and 2017/18
- After showing an upward trend, the number of Hispanic students scoring a Level 3 or higher decreased between 2016/17 and 2017/18
- All subgroups (ELL, ESE, economically disadvantaged) showed a decrease in proficiency from 2016/17 to 2017/18
- In all subgroup areas, we fall well below district averages

Somerset Pines acknowledges a significant decrease in performance in the majority of our subgroups between 2016/17 and 2017/18. Barriers that contributed to that decline were teacher turnover rates in grades 3-5 as well as lack of data-driven instruction. Our approach to targeting these areas of concern will be highlighted in section 5.

Math

Student Performance on the 2018 Math Florida State Assessment- at Level three or above:

- 38% of third grade students scored at level 3 or above, 62% scored not proficient
- 40% of third students with disabilities scored at level 3 or above, 60% scored not proficient
- 55% of fourth grade students scored level 3 or above, 45% scored not proficient
- 50% of fifth grade students scored level 3 or above, 50% scored not proficient

Looking at the trends over the past 3 years, both 4th and 5th grade showed an increase in the math achievement levels; however, 3rd grade's score has declined over the past 3 years.

Achievement Levels

The data suggests that there is an increase of students scoring at level 4 or higher has increased from 2015-2016 assessment, however there was a slight drop of those scoring at level 4 or higher in the 2017 assessment.

Student Performance by Achievement Level
Applied filters: District equal to 06-BROWARD
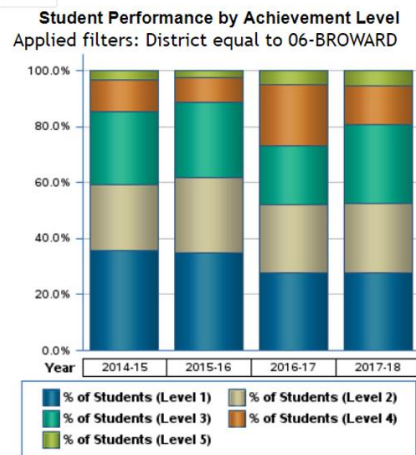
Domain Analysis:

- **Operations, algebraic thinking, and numbers in base ten:** 66% 3rd grade students scored proficient in this domain. This number has dropped slightly over the past 3 years.
- **Numbers and operations- fractions:** 46% of 3rd grade students scored proficient and 60% of 4th grade students scored proficient in this domain. This was a drop for both 3rd and 4th when compared to the previous year.

- **Measurement, data and geometry:** 41% of 3rd grade student, 63% of 4th grade students, and 40% of 5th grade students scored proficient in this domain. 4th grade data was the only grade level to show improvement in this domain.
- **Number and operations in base ten:** 65% of 4th grade students and 55% of 5th grade students scored proficient in this domain. Although there was an increase in the 5th grade score, there was a slight decrease in 4th grade.
- **Operations, algebraic thinking, and fractions:** 49% of 5th grade students scored proficient in this domain. This was a slight decrease from the previous year but an improvement from 2016 assessment.

Sub Group Information:

- 32% of Black students scored level 3 or higher
- 61% of White students scored level 3 or higher
- 51% Hispanic students scored level 3 or higher
- 42% of economically disadvantaged students scored level 3 or higher

The data suggests that the percentage points of proficiency in math for black students have increased over the past 3 years, white students' proficiency has remained about the same. While there was an increase in proficiency for Hispanic and Economically Disadvantaged from 2016 to 2017, there was a drop off in the scores from 2017 to 2018.

Science

Student Performance on the 2018 Science FCAT- at Level three or above:

- 25% of 5th grade students scored proficient and 75% scored not proficient
- 0% of 5th grade students with disabilities scored proficient and 100% scored not proficient

Student Achievement Trend

Over the past 3 years, student proficiency scores have dropped. 7 % points from the previous year's scores and 1% point from 2016 assessment.

Domain Analysis:

- **Nature of science:** 58% proficient and 42% not proficient
- **Earth and Space Science:** 52% proficient and 48% not proficient
- **Physical science:** 63% proficient and 37% not proficient
- **Life Science:** 60% proficient and 40% not proficient

Data Tends:

Students achievement in Life science has been a critical area over the past 3 years, however there was an increase in proficiency on the 2018 assessment. In all other domains, the percentage points of proficiency decreased.

Sub Group Information:

- 12% of Black students scored level 3 or higher
- 44% of White students scored level 3 or higher

- 13% Hispanic students scored level 3 or higher
- 20% of economically disadvantaged students scored level 3 or higher

The data suggests that the percentage points of proficiency in math for black students has not increased from the previous year's results. There is an increase in proficiency for white students but a decrease in both Hispanic and economically disadvantaged students; However, there was an increase for all subgroups when compared to 2016 results.

ESE Students Reading 2018:
- Students in grade 3 did not achieve proficiency in ELA.
- 13% of 4th grade students with disabilities achieved proficiency in ELA.
- Students in 5th grade did not achieve proficiency in ELA.

ESE Students Math:
- 40% of students with disabilities in grade 3 achieved proficiency in Math.
- Students with disabilities in 4th grade did not achieve proficiency in Math.
- Students in 5th grade did not achieve proficiency in ELA.

ESE Students Science
- 0% of ESE Students were proficient in Science
- 100% of the ESE Student population received a 1.

ESOL Students

ACCESS for ELLs 2.0:
Students classified as English Language Learners are assessed on their proficiency of the English Language through the ACCESS for ELLs 2.0. ELL students are tested on the following domains of listening, speaking, reading, and writing. Students receive a score based on each domain, which is calculated into a composite score to determine overall level of English Language Proficiency. Scores are on a scale of 1-6, each numeric score is classified as a level of proficiency; 1- entering, 2- emerging, 3- developing, 4 - expanding, 5- bridging, and 6- reaching.
Proficiency Level:
1 – Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support
2- Emerging: Knows and uses some social English and general academic language with visual and graphic support
3- Developing: Knows and uses social English and some specific academic language with visual and graphic support
4- Expanding: Knows and uses social English and some technical academic language
5-Bridging: Knows and uses social and academic language working with grade level material
6- Reaching: Knows and uses social and academic language at the highest level measured by this test

Based on ACCESS for ELLs 2.0:
Third Grade:
22% received a composite score of level 2 - emerging
44% received a composite score of level 3 - developing

28% received a composite score of level 4 - expanding
 6% received a composite score of level 5 - bridging.
Fourth Grade:
82% received a composite score level 3 - developing
18% received a composite score of level 4 - expanding
Fifth Grade:
57% received a composite score of level 3 - developing
43% received a composite level 4 - expanding.

<u>Florida Standard Assessment in Reading</u>
55% of Third Grade English Language Learner Students received a Level 1
36% of Third Grade English Language Learner Students received a Level 2
7% of Third Grade English Language Learner Students received a Level 3
2% of Third Grade English Language Learner Students received a Level 4

63% of Fourth Grade English Language Learner Students received a Level 1
26% of Fourth Grade English Language Learner Students received a Level 2
7% of Fourth Grade English Language Learner Students received a Level 3
4% of Fourth Grade English Language Learner Students received a Level 4

68% of Fifth Grade English Language Learner Students received a Level 1
18% of Fifth Grade English Language Learner Students received a Level 2
14% of Fifth Grade English Language Learner Students received a Level 3

<u>Florida Standard Assessment in Mathematics:</u>
55% of Third Grade English Language Learner Students received a Level 1
27% of Third Grade English Language Learner Students received a Level 2
18% of Third Grade English Language Learner Students received a Level 3
2% of Third Grade English Language Learner Students received a Level 4

39% of Fourth Grade English Language Learner Students received a Level 1
29% of Fourth Grade English Language Learner Students received a Level 2
29% of Fourth Grade English Language Learner Students received a Level 3
4% of Fourth Grade English Language Learner Students received a Level 4

50% of Fifth Grade English Language Learner Students received a Level 1
32% of Fifth Grade English Language Learner Students received a Level 2
18% of Fifth Grade English Language Learner Students received a Level 3

Based on the 2017 ACCESS scores, 88% of the current ELL students in 4th grade are entering their 6th year of the ELL program. Looking individually at these students, the data suggests that 6% are also ESE students and 29% are in the RtI program both Tier 2 and Tier 3. Outside of the students in their 6th year of the ESOL program, there are 40% that are also ESE and/or RtI Tier 2 and Tier 3.

93% of the current ELL students in 5th grade are entering their 6th year of the ELL program. Looking individually at these students, the data suggests that 25% are also ESE students and 38% are in the RtI program both Tier 2 and Tier 3, making 63% of the ELL 6 year students also ESE and/or RtI.

6-8 Academic Data Analysis:
n/a

9-12 Academic Data Analysis:
n/a

5. *Student Performance Deficiency Plan*

Provide a __detailed__ plan for addressing each identified __deficiency__ in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. Areas of deficiency are based on student performance data. See sample provided in appendices.

Deficiency:

Based on 2017/18 ELA FSA data, students in grades 3-5 are deficient in reading in the content area, particularly in the domains of Key Ideas and Details and Integration of Knowledge and Ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	August 2018-June 2019	• CPalms • HMH Journeys • Triumph Learning (in class and tutoring) • Read Naturally • Reading Mastery	• iReady • STAR Diagnostic • Triumphs Learning Benchmark Assessment	Principal Literacy Coach 3-5 Reading Interventionist Classroom Teacher	Tier 1 Students All students receive balanced literacy instruction via a 90-minute reading block. Instructional strategies provided by the classroom teacher include: direct instruction, small group guided reading lessons, shared reading and read alouds, independent reading time, and individualized reading conferences. In addition, students receive explicit vocabulary and word study instruction. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of LAFS standards. Direct instruction is provided via HMH Journeys and Triumphs Instruction and Support Coach during the whole group portion of the 90 minute Reading Block. During small group reading instruction, students receive lessons targeted toward their specific needs with resources from the Scholastic Book Room 4.0. Teachers also utilize Triumphs materials to provide additional lessons in close reading.

In addition, reading strategies are modeled and practiced in additional content areas outside of the ELA block. Teachers utilize Social Studies Weekly to plan social studies lessons that also provide opportunities to practice content area reading strategies.

The school leadership team as well as grade level teams review performance data of all students systematically to identify interventions needed to improve student performance. Teachers will receive training and support from the Literacy Coach on identified areas of weakness. The Literacy Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade.

Tier 2 Students
All Tier 2 students in grade K-5 will receive required support via their targeted interventions. This includes small group instruction in the classroom from the classroom teacher using Journeys Intervention. Tier 2 students were identified using our Lowest 30% from the 2018 FSA results in addition to scores on STAR/iReady Diagnostics AP1. Tier 2 students also receive push-in support from the Reading Interventionists during the 90 minute reading block. The Interventionists push in twice a week for 30 minutes each session. Students are assessed using STAR Custom assessments based on their targeted skill.

Progress monitoring of Tier 2 students occurs on a weekly basis using the intervention curriculum assessments K-5 uses Journeys Interventions.

In addition, all Tier 2 students receive tutoring after school using Triumphs Learning materials. Students meet with a certified teacher once per week for 1 hour after school. Tutoring sessions are comprised of small groups. Tutoring students were selected based on the Lowest 30% for 3-5, and STAR/iReady Diagnostics for K-5 according to AP1.

Monthly grade level CPST meetings are scheduled and parent invitations are sent out 10 days prior to each meeting in order to discuss Tier 2 student progress and guide decision-making regarding next steps.

Tier 3 Students
Tier 3 students participate in learning targeted to their specific learning needs. The Reading K-5 Interventionists utilize research-based intervention materials such as Read Naturally outside of the 90 minute reading block. These meetings are held to analyze student response to interventions as well as determine next steps. The time spent on instruction for Tier 3 students is 3 session per week, 35 minutes in length in addition to the combined Tier 1 and Tier 2 amounts.

Progress monitoring of Tier 3 students occurs on a weekly basis using the Read Naturally curriculum assessments. Tier 3 progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents.

Differentiated Instruction
The iReady reading program will be used in class to provide differentiated instruction based on individual student needs as noted on the iReady diagnostic assessment. Tier 1, 2, and 3 students will work on lessons tailored to their individual deficiencies during the ELA block. All ESE/Gifted students work on lessons tailored to their individual learning needs as well.

During the ELA block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. The teacher will consider learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. During the reading block, students will complete centers to help them practice skills independently.

Tutoring
Tutoring provides additional instructional minutes outside of school to support our Lowest 30% students in each grade level. If students are not able to attend tutoring, they will receive additional support through Tier 3 accommodations as well as tutoring materials being sent home. FSA-ELA and iReady/STAR diagnostic info is used to identify the lowest 30% by grade. Tutoring is taught by certified teachers only. ELL and ESE students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance. All students in the lowest 30% are directed to attend tutoring. Attendance is taken at each tutoring session. An attendance incentive is offered to the students who complete 90% or more of the tutoring program. Tutoring is held in a small group format. Triumph Learning materials are used during tutoring.

Data Chats/Progress Monitoring
Monthly CPST meetings with grade level teams and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and opportunities for re-teaching. Teachers will review data and develop strategies to support Tier 2/3 interventions.

Monthly (K-2) and Bi-monthly (3rd – 5th) data chats are held with the grade level teams, Principal, and Instructional Coaches to review the benchmarks and analyze the data collected from STAR Reading, iReady, and the Benchmark tests and LAFS the classroom teachers are tracking.

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All students will take the iReady Diagnostic and STAR Reading once per quarter.

ESOL
ELL students will receive approved content area dictionaries in their heritage language. The ESOL coordinator provides strategies to classroom teachers to aid in scaffolding instruction, particularly in the area of acquiring new vocabulary. Classroom teachers provide a print rich environment to aid students in understanding words that transcend content areas.

ESE
ESE students are included and integrated in all remedial activities for Literacy in addition to the ESE services prescribed in the IEP. Staff working with ESE students will have access to IEPs and accommodations needed for each student will be provided. ESE students with deficiencies in reading utilize the program Reading Mastery is small group with the ESE teacher. The pull-out model is utilized with the ESE teacher meeting with the students in a small group setting in the resource room.

Gifted/High Achievers
All students identified as gifted receive Education Plans designed to meet their specific area of giftedness. Gifted students are also placed in a Gifted/High Achievers class with Gifted endorsed teachers and challenged through acceleration and enrichment activities. Gifted/High Achieving students are encouraged to participate in extracurricular activities such as "Battle of the Books", which is an annual Somerset Academy competition.

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Deficiency:

Based on 2017/18 ELA FSA data, students in grades 4-5 are deficient in the areas of text-based writing, in particular the area of elaboration.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	August 2018- March 2019	• FSA Writing Rubrics and samples • Top Score Writing		Principal Literacy Coach Classroom Teacher	The school has purchased TopScore Writing as the core writing program for grades 3-5. Teachers will use differentiated instruction materials to provide writing interventions for students who are demonstrating low proficiency based on classroom writing samples. Tier 1

Students receive instruction with the TopScore core materials. Teachers will use data based on classroom writing samples to create an instructional focus calendar to target multiple writing standards during whole group instruction. The teacher will also employ skill-based small group lessons, writing partners, and individual student writing conferences. Students will be assessed every other week on skills taught in class.

In addition, writing skills will be emphasized in other content areas outside of the writing block. Students will work on projects in science and social studies that allow them to build writing stamina as well as practice writing skills. Students will utilize journals in math and other content areas as a way to continue building writing stamina. Short answer responses will be implemented into all subject areas to get students to use and explain their answers.

The Literacy Coach will assist with scoring papers, providing prompt feedback, and organizing small group lessons based on skill deficiencies.

Tier 2 and 3
Tier 2 and 3 students will receive small group instruction inside the classroom during the writing block. Students will receive explicit instruction on conventions, organization and elaboration. Students will receive immediate feedback from the teacher during these small group sessions.

ESOL
Students will utilize heritage dictionaries to aid them as they transition to writing in English. The ESOL Coordinator will provide strategies to the classroom teacher to assist ELL students with organization, focus, and elaboration in their writing.

ESE
ESE students are included and integrated in all remedial activities for Literacy in addition to the ESE services prescribed in the IEP. Staff working with ESE students will have access to IEPs and accommodations needed for each student will be provided.

Gifted/High Achievers
Students are encouraged to utilize written expression in various formats through individual projects and choice board assignments in each of the content areas.

Deficiency:
Based on 2017-18 Assessment Data, only 74% of K-2 students demonstrate proficiency in ELA skills

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	August 2018-June 2019	- Test Specs - HMH Journeys - Triumph Learning (in class and tutoring) - Read Naturally - Saxon Phonics - Reading Mastery	- iReady - STAR Diagnostic (Reading and Early Literacy) - Fountas and Pinnell BAS	Principal K-2 Reading Interventionist Literacy Coach Classroom Teacher	<u>Tier 1 Students</u> All students receive balanced literacy instruction via a 90-minute reading block. Instructional strategies provided by the classroom teacher include: direct instruction, small group guided reading lessons, shared reading and read alouds, independent reading time, and individualized reading conferences. In addition, students receive explicit vocabulary and word study instruction. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of LAFS standards. HMH Journeys is utilized during the whole group portion of the 90-minute reading block. Kindergarten students receive instruction in Saxon Phonics via small group setting. K-2 teachers utilize the Scholastic Book Room to plan and deliver small group lessons that are focused on their students' areas of need (as determined by iReady and STAR reports). In addition, reading strategies are modeled and practiced in additional content areas outside of the ELA block. Teachers utilize journals in math, science, and social studies to help students use content area reading strategies during their instruction. The school leadership team as well as grade level teams review performance data of all students systematically to identify interventions needed to improve student performance. Teachers will receive training and support from the Literacy Coach on identified areas of weakness. The Literacy Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade. <u>Tier 2 Students</u> All Tier 2 students will receive required support via their targeted interventions. This includes small group instruction from the classroom teacher as well as push-in support from the K-2 Reading Interventionist outside of the 90 minute reading block Materials used include Triumph Support Coach as well as Journeys Intervention Write-in Readers.. In addition, all Tier 2 students in grades 1-2 receive tutoring outside of school for one hour once per week.. Tutoring sessions are in a small group format and taught by certified teachers Materials utilized for reading instruction include Triumph Instruction Coach and

Scholastic Book Room 4.0 lessons,. Fountas and Pinnell BAS and iReady/STAR diagnostic info is used to identify the lowest 30% by grade.

Monthly grade level CPST meetings are held to assess the progress of Tier 2 students and guide decision-making regarding next steps.

Tier 3 Students
Tier 3 students participate in learning targeted to their specific learning needs. The Reading K-2 Interventionist utilizes research-based intervention materials such as Read Naturally outside of the 90 minute reading block. Tier 3 students receive frequent progress monitoring and their progress is assessed during monthly grade level CPST meetings. These meetings are held to analyze student response to interventions as well as determine next steps for instruction. The time spent on instruction for Tier 3 students is the pull-out model three times per week for 35 minutes per session in addition to the combined Tier 1 and Tier 2 amounts.

Differentiated Instruction
The iReady reading program will be used in class to provide differentiated instruction based on individual student needs as noted on the iReady diagnostic assessment. Tier 1, 2, and 3 students will work on lessons tailored to their individual deficiencies during the ELA block. Gifted/ High Achieving students as well as ESE Students will also utilize the iReady reading program to address their individual learning needs.

During the ELA block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. The teacher will consider learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. During the reading block, students will complete centers to help them practice skills independently.

Tutoring
Tutoring provides additional instructional minutes outside of school to support our Lowest 30% students in 1st and 2nd. If students are not able to attend tutoring, they will receive additional support through Tier 3 accommodations as well as tutoring materials being sent home. Fountas and Pinnell BAS and iReady/STAR diagnostic info is used to identify the lowest 30% by grade. Tutoring is taught by certified teachers only. ELL and ESE students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance. All students in the lowest 30% are directed to attend tutoring. Attendance is taken at each tutoring session. An attendance

					incentive is offered to the students who complete 90% or more of the tutoring program. Tutoring is held in a small group format. Data Chats/Progress Monitoring Monthly data chats with grade level teams and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and opportunities for reteaching. Teachers will review data and develop strategies to support Tier 2/3 interventions. Fountas and Pinnell BAS will be administered 3 times per year. Students will take the iReady Diagnostic and STAR Reading (STAR Early Literacy for K) once per quarter. ESOL ELL students will receive approved content area dictionaries in their heritage language. The ESOL coordinator provides strategies to classroom teachers to aid in scaffolding instruction, particularly in the area of acquiring new vocabulary. Classroom teachers provide a print rich environment to aid students in understanding words that transcend content areas. ESE ESE students are included and integrated in all remedial activities for Literacy in addition to the ESE services prescribed in the IEP. Staff working with ESE students will have access to IEPs and accommodations needed for each student will be provided. ESE students with deficiencies in reading utilize the program Reading Mastery in small group with the ESE teacher. The pull-out model is utilized with the ESE teacher meeting with the students in a small group setting in the resource room.

Based on the 2017/2018 MAFS data, students in 3rd grade are deficient in numbers and operations, and fractions.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018-June 2019	Go Math Accelerated Math 360 Reflex Math CPalms FL standards Test Specifications	STAR diagnostic Accelerated Math progress monitoring Reflex reports	Math Coach Classroom teacher	Tier 1 students: All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as

| | | | Data analysis from Accelerated Math and Reflex math | | note-taking and collaborative group work to move students towards mastery of MAFS standards.

Go Math is utilized during the whole group portion of the 90-minute math block as well as for re-teaching lessons.

The math coach will come into the math classroom at least 1 time per month to challenge the students on their math facts (multiplication). The students who win the challenge will get a prize and recognition. The math challenge will provide an incentive for the students to practice their math facts and increase their math fluency.

All students will be given class time to use the Reflex math computer program at least 30 minutes per week. Reflex math is as adaptive and individualized program designed to help students master basic facts in multiplication and division. Increasing fluency in multiplication and division will increase mastery in number sense and operations. Fluency will also help students with operation with fractions such as simplifying fractions and finding equivalent fractions.

The school leadership team as well as grade level teams review performance data of all students systematically to identify interventions needed to improve student performance. Teachers will receive training and support from the Math Coach on identified areas of weakness. The Math Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade.

Once a month, during their planning, 3rd grade teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on numbers, operations and fractions. Strategies such as how to use manipulatives and number talks to increase number sense.

All classroom teachers will be provided the opportunity to take advantage of the district workshops.

Tier 2 students:
All Tier 2 students in grade K-5 will receive required support via their targeted interventions. This includes small group instruction in the classroom from the classroom teacher using Go Math Interventions. Tier 2 students were identified using our Lowest 30% from the 2018 FSA results in addition to scores on STAR/iReady Diagnostics AP1. Students are assessed using STAR Custom assessments based on their targeted skill.

Progress monitoring of Tier 2 students occurs on a weekly basis using the intervention curriculum assessments. |

Monthly grade level CPST meetings are scheduled and parent invitations are sent out 10 days prior to each meeting in order to discuss Tier 2 student progress and guide decision-making regarding next steps.

Tier 3 Students
Tier 3 students participate in learning targeted to their specific learning needs. The Math K-5 Interventionist utilizes Star Custom Lessons outside of the 60 minute Math block. The time spent on instruction for Tier 3 students is 3 sessions per week, 35 minutes in length in addition to the combined Tier 1 and Tier 2 amounts.

Progress monitoring of Tier 3 students occurs on a weekly basis using the Go Math Intervention assessments. Tier 3 progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents.

Differentiated Instruction
The Accelerated Math program (Star recommended) will be used in class to provide differentiated instruction based on individual student needs as noted on the Star diagnostic assessment. Tier 1, 2, and 3 students will work on lessons tailored to their individual deficiencies during the math block. Gifted/ High Achieving students as well as ESE Students will also utilize the Accelerated math program to address their individual learning needs.

During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. The teacher will consider learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. During the math block, students will complete centers to help them practice skills independently.

Tutoring
Tutoring provides additional instructional minutes outside of school to support our Lowest 30% students in 1st and 2nd. If students are not able to attend tutoring, they will receive additional support through Tier 3 accommodations as well as tutoring materials being sent home. 2017/2018 FSA results, and iReady/STAR diagnostic info is used to identify the lowest 30% by grade. Tutoring is taught by certified teachers only. ELL and ESE students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance. All students in the lowest 30% are directed to attend tutoring. Attendance is taken at each tutoring session. An attendance

					incentive is offered to the students who complete 90% or more of the tutoring program. Tutoring is held in a small group format Data Chats/Progress Monitoring Monthly data chats with grade level teams and interventionists will be held to focus on needs of Tier 2/3 students with the purpose of providing additional instructional strategies and opportunities for reteaching. Teachers will review data and develop strategies to support Tier 2/3 interventions. Students will take the iReady Diagnostic (1st/2nd grade only) and STAR Math once per quarter. ESE ESE students are included and integrated in all remedial activities for Math in addition to the ESE services prescribed in the IEP. Staff working with ESE students will have access to IEPs and accommodations needed for each student will be provided. ESE students with deficiencies in math utilize the program Touch Math in small group with the ESE teacher. The pull-out model is utilized with the ESE teacher meeting with the students in a small group setting in the resource room.

Based on the 2017-2018 MAFS data students in 3rd – 5th grade are deficient in measurement data and geometry

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018-June 2019	Go Math Accelerated Math 360 Reflex Math	STAR diagnostic Accelerated Math progress monitoring Reflex reports Data analysis from	Math Coach Classroom teacher	Tier 1 students: All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards. Go Math is utilized during the whole group portion of the 90-minute math block as well as for reteaching lessons. The math coach will inform the classroom teachers professional development on measurement, data and geometry workshops are available. The school leadership team as well as grade level teams review performance data of all students systematically to identify interventions needed to improve

student performance. Teachers will receive training and support from the Math Coach on identified areas of weakness. The Math Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade.

Once a month, during their planning, 3rd-5th grade teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on measurement, data, and geometry and ways to incorporate these skills into lessons through-out the school year.

The pacing guides for 3rd-5th grade are introducing geometry concepts earlier in the school year to allow more time to review before they are assessed on the FSA.

Tier 2 students:
All Tier 2 students in grade K-5 will receive required support via their targeted interventions. This includes small group instruction in the classroom from the classroom teacher using Go Math Interventions. Tier 2 students were identified using our Lowest 30% from the 2018 FSA results in addition to scores on STAR/iReady Diagnostics AP1. Students are assessed using STAR Custom assessments based on their targeted skill.

Progress monitoring of Tier 2 students occurs on a weekly basis using the intervention curriculum assessments.

Monthly grade level CPST meetings are scheduled and parent invitations are sent out 10 days prior to each meeting in order to discuss Tier 2 student progress and guide decision-making regarding next steps.

Tier 3 Students
Tier 3 students participate in learning targeted to their specific learning needs. The Math K-5 Interventionist utilizes Star Custom Lessons outside of the 60 minute Math block. The time spent on instruction for Tier 3 students is 3 sessions per week, 35 minutes in length in addition to the combined Tier 1 and Tier 2 amounts.

Progress monitoring of Tier 3 students occurs on a weekly basis using the Star Custom curriculum assessments. Tier 3 progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents.

Based on the MAFS 2017-2018 FSA students in 3rd – 5th grade lowest 25% are deficient in all domains

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018-June 2019	Go Math Accelerated Math 360 Reflex Math	STAR diagnostic Accelerated Math progress monitoring Reflex reports Data analysis from	Classroom teacher Math Interventionist	These students were identified using our Lowest 30% from the 2018 FSA results in addition to scores on STAR/iReady Diagnostics AP1

Students identified as the lowest 30% will receive Tier 1, Tier 2 and Tier 3 instruction.

Tier 1 students:
All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards.

Tier 2:
The classroom teachers will keep track of mastery of each standard on a benchmark tracking sheet. The assessments used to determine mastery will come from the Go Math assessment. Students who do not show mastery on the assessment (70% or higher) will be retaught in small groups and given another assessment. The materials used for reteaching will come from the Go Math reteach books.

Tier 3:
The students identified as the lowest 30% will receive 1.5 hours per week of additional math instruction outside of the classroom from the math interventionist. The students will meet with the math interventionist in a small group setting 3 times per week during their specials block.

 The students will participate in learning targeted to their specific learning needs. The math interventionist will utilize the Star Recommended lessons and the Go Math tier 3 intervention book. Students will work on skills that were identified as deficient from their Star diagnostic report. The math interventionist will track student progress based on the Go Math tier 3 intervention assessments.

Monitoring of Tier 3 students occurs on a weekly basis using the Star Custom curriculum assessment as well as the Go Math intervention assessments.. Tier 3 |

					progress is assessed during monthly scheduled grade level meeting which includes the CPST team and parents. Tutoring Tutoring provides additional instructional minutes outside of school to support our Lowest 30% students in 1st and 2nd. If students are not able to attend tutoring, they will receive additional support through Tier 3 accommodations as well as tutoring materials being sent home. 2017/2018 FSA results, and iReady/STAR diagnostic info is used to identify the lowest 30% by grade. Tutoring is taught by certified teachers only. ELL and ESE students are afforded their accommodations during the tutoring program and all tutors have copies of the ELL list and the IEPs at a glance. All students in the lowest 30% are directed to attend tutoring. Attendance is taken at each tutoring session. An attendance incentive is offered to the students who complete 90% or more of the tutoring program. Tutoring is held in a small group format

Based on 2017-18 End of Year I-ready Data, only 57% of K-2 students demonstrate proficiency in math skills

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018-2019	Go Math I-Ready	Go Math assessments REFLEX Math STAR diagnostic I-ready diagnostic	Classroom teacher Math Coach	All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high-yield strategies such as note-taking and collaborative group work to move students towards mastery of MAFS standards. Go Math is utilized during the whole group portion of the 90-minute math block as well as for re-teaching lessons. The math coach will come into the math classroom at least 1 time per month to challenge the students on their math facts (number recognitions, adding, and subtraction). The students who win the challenge will get a prize and recognition. The math challenge will provide an incentive for the students to practice their math facts and increase their math fluency. All students will use lessons designed by i-ready math. Students will be given at least 45 minutes per week to work on i-ready lessons. Students in the 2nd grade will be given class time to use the Reflex math computer program at least 30

					minutes per week. Reflex math is as adaptive and individualized program designed to help students master basic facts in adding and subtracting. The school leadership team as well as grade level teams review performance data of all students systematically to identify interventions needed to improve student performance. Teachers will receive training and support from the Math Coach on identified areas of weakness. The Math Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade.

Based on the Science FCAT results students in 5th grade are deficient in all areas on the FCAT

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018-June 2019	HMH Science text CPalms Science A-Z USA Test Prep	Benchmark assessments	Science Coach Classroom Teachers	The 5th grade science teacher will provide hands on learning opportunities through weekly labs and inquiry-based lessons from the HMH science curriculum, CPalms, and Science A-Z. The classroom science teacher will utilize interactive notebooks to help students organize and synthesize their thoughts as well as accommodate multiple learning styles. The students will use Science A-Z in small group centers and at home activities. Science A-Z provides resources and tools that integrate science and reading to help develop student's ELA skills and science literacy. The classroom teacher will keep track of mastery of each standard by collecting data taken from HMH assessment. Students who have not mastered the standard (70% or higher) will be retaught in a small group. The Science Coach will conduct walkthroughs to identify the type of support needed for each teacher/grade. All students will be offered SSA science tutoring to prepare for the SSA. Tutoring will start in January and end in April and will take place one time per week for 60 minutes. Tutoring will be instructed by a certified teacher. The teacher will focus on essential questions and provide hands on learning activities to enhance student understanding. In order to provide authentic practice with the test taking experience, the student will use USA Test prep during the tutoring sessions.

Based on English Language Learners students in grade(s) 3-5th grade are deficient in Reading

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September 2018 - May 2018	Velazquez Press Content Based Dictionaries	iReady STAR Diagnostic	ESOL Contact Classroom Teacher	English Language Learner students will receive a content area based dictionary which they will utilize for classroom, state, and district assessments. In October, students will be trained by ESOL Contact on how to utilize the dictionary for classroom discussions and assessments. ESOL Contact will teach students by grade level. Along with individualized training, ESOL Contact will teach students how to use dictionaries during classroom lectures. All students identified as ESOL will receive extra curriculum support in the form of RTI Interventions.

Based on English Language Learners students in grade(s) 3-5th grade are deficient in Mathematics

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Mathematics	September 2018 - May 2018	Velazquez Press Content Based Dictionaries	Accelerated Math STAR Diagnostic	ESOL Contact Classroom Teacher	English Language Learner students will receive a content area based dictionary which they will utilize for classroom, state, and district assessments. In October, students will be trained by ESOL Contact on how to utilize the dictionary for classroom discussions and assessments. ESOL Contact will teach students by grade level. Along with individualized training, ESOL Contact will teach students how to use dictionaries during classroom lectures. All students identified as ESOL will receive extra curriculum support in the form of RTI Interventions.

Based on 2017 ELA portion of the FSA, students with disabilities in grades 3-5 are deficient in reading

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	August 2018-June 2019	iReady Accelerated Reader	Teacher observations	General Education teacher ESE Provider Principal	Students will have lessons individually tailored to their specific area of deficiency using i-Ready lessons/activities. Lessons can be retaught to focus on area of need.

					Teachers will use content area reading strategies and Marzano instructional strategies to scaffold instruction and support all ESE Students. The teachers will be provided the opportunity to attend district workshops.
ELA	August 2018-June 2019	Reading Mastery	Graded work samples	ESE Provider	Based on IEP's students will receive remedial reading instruction using the Reading Mastery Intervention program to focus on skills such as vocabulary acquisition and comprehension.

Based on 2017 Math portion of the FSA, students with disabilities in grades 3-5 are deficient in math

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018-June 2019	iReady Accelerated Math Reflex Math	Teacher observations	General Education teacher ESE Provider Principal	Students will have lessons individually tailored to their specific area of deficiency using i-Ready, Accelerated Math, and Reflex Math lessons/activities. Lessons can also be retaught to focus on area of need using the i-Ready individualized lessons. Teachers will use content area reading strategies and Marzano instructional strategies to scaffold instruction and support all ESE Students. The teachers will be provided the opportunity to attend district workshops.
Math	August 2018-June 2019	Touch Math Interventions Reflex Math	Graded work samples Reflex Math student reports	ESE Provider General education teacher	Based on IEP's students will receive remedial math instruction using the touch math Intervention program to focus on math skills.

Students in RTI from Kindergarten- 5th grade are deficient in reading skills

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
RTI	August 2018-June 2019	Journeys Interventions Read Naturally* GoMath Interventions	CPST Meetings STAR Custom	RTI Coordinator Reading/Math Interventionists	Tier 2 Tier 2 is comprised of the classroom teacher meeting with students during reading block two times per week for 30 minutes to explicitly model and teach skills. Students are assessed on a weekly basis using STAR Custom assessments on the specific deficiency skill.

					General Education teacher	Tier 3 Somerset Pines has adopted the Read Naturally Intervention program for our Tier 3 Interventionists to use during their small-group Pull-out instruction and assessments. The number of CPST Meetings, data-chats, and frequency of data collection has been increased as a means of accountability. By meeting more frequently to go over data collected from Journeys Interventions, Read Naturally, and GoMath Intervention assessments, and discuss student progress, the RTI process should become more effective. Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their individual skill level. Tutoring: After-school instruction utilizing a separate curriculum to reach the needs of the below-grade-level students.

*Read Naturally
The Read Naturally Strategy combines the three powerful, research-proven reading intervention strategies to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension.

Teacher Modeling: A proficient reader models correct reading for a developing reader. Teacher modeling helps a student learn new words and master others as well as learn proper pronunciation, expression, and phrasing.

Repeated Reading: A student reads the story multiple times. Repeated reading helps a student master difficult words, increase accuracy, and improve expression to become a fluent reader. Reading a story repeatedly also increases comprehension and builds confidence.

Progress Monitoring: The Interventionist uses graphs to track student performance. The interventionist involves the student in the learning process by having progress monitoring chats, which motivates the student to improve, and increases reading achievement.

6. Approved Educational Program
Identify each component of the school's approved educational program that has __not__ been implemented as described in the school's approved charter application or charter contract.

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

7. Addressing Identified Deficiencies

*Provide a __detailed__ plan for addressing the identified __deficiencies__ that would be resolved using the programs not yet implemented and listed in **part 6,** should those programs be implemented in the coming school year. Include specific actions, person responsible, resources needed, and timeline. Explain how each program will be implemented in the future. Explain how teachers will be prepared for implementation. Or, if the program(s) will not be implemented, confirm if another program will replace it. If no additional program(s) will not be implemented, confirm this in the space provided below.*

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

8. Barriers to Student Success

Identify other __barriers__ to student success by providing a __detailed__ plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, and/or limited professional development.   See sample provided in appendices.

Barrier:
The school has identified parent understanding of the current math standards as a barrier

Area	Barrier	Person Responsible	Action Steps:
K-5th grade Math	Parents are unfamiliar with the current math standards and are not able to help their children at home	Math Committee Members	The math committee with provide a math night on two different nights in this school year; one in November and the other in April. The math night will take place after the 6:00 pm PTSO meeting and will last one hour. The event will focus on math standards for grades 3-5 only and will take place in three different classrooms. Each class will be facilitated by a certified teacher. The teachers will educate parents on the current math standards and what their child is expected to know. The parents will participate in a lesson that their child is doing in class and discussions about the different strategies that their children are expected to learn and understand. The event will also provide parents with tips and information on how they can help their children succeed in math.

Barrier:
The school has identified Teacher Training as a barrier.

Area	Barrier	Person Responsible	Action Steps:
ESOL	Teacher Training	ESOL Contact Lead Teacher	In October, teachers along with ESOL Coordinator will attend a training on ELLevation for implementation into the classroom. The training will be conducted by an ESOL representative from the district who will educate the teachers and ESOL Coordinator on how to effectively utilize ELLevation resources based on the levels of their ELL students.

Barrier:
The school has identified ESE Student Grade Level Instruction as a barrier.

Area	Barrier	Person Responsible	Action Steps:
ESE	Parent involvement	ESE Specialist/Providers	In order to increase parent involvement, communication, and support the ESE team has created a distribution list specifically for parents of students with disabilities, each week parents will be emailed the Somerset Pines Parent Link, community resources for parents of students with disabilities, and information regarding school-wide activities and opportunities for parent involvement.

9. Student Achievement Outcomes

*Provide a description of **specific** student achievement outcomes to be achieved using the S.M.A.R.T. Goal(s) chart below.*

Specific *(What outcomes do you want to achieve?)*	Measurable *(numbers and timelines to the goal)*	Achievable *(based on existing figures and research)*	Relevant/Realistic *(goal in line with school's broader goals)*	Timely/Timeline *(goal measurable over specific period of time)*	Person Responsible
Improve 3rd grade FSA- Math learning gains	Increase learning gains by 5 percentage points by June 2019	Overall, 3rd grade FSA math learning gains will improve from 38% to 43% (2016- 42%, 2017-38%)	Increasing 3rd grade learning gains will improve the school's overall student proficiency on the FSA	August 2018 – June 2019	Principal Math Coach Classroom Teacher Push in Teacher
Improve learning gains from the lowest 25% in grades 3-5	Increase learning gains by the lowest 25% by 5	Overall, 3-5th grade FSA learning gains will improve from 31% to 36%	Increasing 3rd-5th grade lowest 25% learning gains will improve the school's	August 2018 – June 2019	Principal Math Coach Classroom Teacher

	percentage points by June 2019	(2016-40%-2017- 31%)	overall proficiency on the FSA		Push in teacher
Specific *(What outcomes do you want to achieve?)*	**Measurable** *(numbers and timelines to the goal)*	**Achievable** *(based on existing figures and research)*	**Relevant/Realistic** *(goal in line with school's broader goals)*	**Timely/Timeline** *(goal measurable over specific period of time)*	**Person Responsible**
Improve 5th grade NGSSS Science learning gains	Increase learning gains by 5 percentage points by June 2019	Overall, 5th grade NGSSS-science learning gains will improve from 25% to 30% (2016- 32% 2017- 25%)	Increasing 5th grade learning gains will improve the school's overall student proficiency on the state assessment	August 2018 – June 2019	Principal Science coach Classroom teacher
Specific *(What outcomes do you want to achieve?)*	**Measurable** *(numbers and timelines to the goal)*	**Achievable** *(based on existing figures and research)*	**Relevant/Realistic** *(goal in line with school's broader goals)*	**Timely/Timeline** *(goal measurable over specific period of time)*	**Person Responsible**
Improve English Language Proficiency composite Scores in 3rd – 5th grade.	Number of proficient students will improve by 5 percentage points in grades K-5.	Overall, 3rd – 5th Proficiency composite Score averages will improve from 32% to 35%	Increasing the number of English Language Proficiency composite scores will improve students abilities to read, listen, speak, and write in the English further improving scores on ACCESS and FSA.	August 2018 – June 2019	ESOL Contact Classroom Teachers
Specific *(What outcomes do you want to achieve?)*	**Measurable** *(numbers and timelines to the goal)*	**Achievable** *(based on existing figures and research)*	**Relevant/Realistic** *(goal in line with school's broader goals)*	**Timely/Timeline** *(goal measurable over specific period of time)*	**Person Responsible**
Improve K-2 learning proficiency on the Fountas and Pinnell BAS	Increase learning gains by 5 percentage points by June 2019	Overall, K-2 BAS proficiency averages will improve from 74% to 79%	Increasing proficiency levels in K-2 will improve overall proficiency on the ELA FSA long term.	August 2018 – June 2019	Principal Literacy Coach Classroom Teacher K-2 Interventionist
Improve 3rd Grade Level 3 FSA ELA proficiency	Increase number of students scoring proficient by 5 percentage points by June 2019	Overall, 3rd grade proficiency averages will improve from 32-37%	Increasing 3rd grade proficiency levels will improve the school's overall scores on FSA ELA	August 2018 – June 2019	Principal Literacy Coach Classroom Teacher 3-5 Interventionist
Improve 4th Grade Level 3 FSA ELA proficiency	Increase number of students scoring proficient by 5 percentage points by June 2019	Overall, 4th grade proficiency averages will improve from 48% to 53%	Increasing 4th grade proficiency levels will improve the school's overall scores on FSA ELA	August 2018 – June 2019	Principal Literacy Coach Classroom Teacher 3-5 Interventionist
Improve 5th Grade Level 3 FSA ELA proficiency	Increase number of students scoring proficient by 5 percentage points by June 2019	Overall, 5th grade proficiency averages will improve from 35% to 40%	Increasing 5th grade proficiency levels will improve the school's overall scores on FSA ELA	August 2018 – June 2019	Principal Literacy Coach Classroom Teacher 3-5 Interventionist

Specific *(What outcomes do you want to achieve?)*	Measurable *(numbers and timelines to the goal)*	Achievable *(based on existing figures and research)*	Relevant/Realistic *(goal in line with school's broader goals)*	Timely/Timeline *(goal measurable over specific period of time)*	Person Responsible
Improve point totals on FSA Writing Exam to 7 or higher	Increase number of 4/5 students scoring 7 points or higher by 5 percentage points by June 2019	Overall, the number of 4th and 5th grade students scoring 7 or higher will improve from 31% to 36%	Increasing the number of students who score 7 points or higher on the writing exam will directly impact the level proficiency of our 4th/5th grade students	August 2018 – June 2019	Principal Literacy Coach Classroom Teacher
Specific *(What outcomes do you want to achieve?)*	**Measurable** *(numbers and timelines to the goal)*	**Achievable** *(based on existing figures and research)*	**Relevant/Realistic** *(goal in line with school's broader goals)*	**Timely/Timeline** *(goal measurable over specific period of time)*	**Person Responsible**
Grade 3 ESE Students will increase proficiency on FSA	As measured by 2019 FSA ELA scores, Students with disabilities in grades 3-5 will demonstrate an increase in learning gains by 5 percentage points in ELA.	Based on 2018 FSA ELA score reports for ESE Students	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math	August 2018 – June 2019	ESE Specialist/Providers
Grade 4 ESE Students will increase proficiency on FSA	As measured by 2019 FSA ELA scores, Students with disabilities in grade 4 will demonstrate an increase in learning gains by 5 percentage points in ELA.	Based on 2018 FSA ELA score reports for ESE Students	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math	August 2018 – June 2019	ESE Specialist/Providers
Grade 5 ESE Students will increase proficiency on FSA	As measured by 2019 FSA ELA scores, Students with disabilities in grade 5 will demonstrate an increase in learning gains by 5 percentage points in ELA	Based on 2018 FSA ELA score reports for ESE Students	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, Science	August 2018 – June 2019	ESE Specialist/Providers

PART 3: Parent and Family Engagement Action Plan
Strategies and Activities to Increase Parent Participation

State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?). Address the needs of all subgroups and grade bands.

Parent and Family Engagement Goal: *(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)*

By May 31, 2019, 50% or more families will have been involved in one or more parent involvement activities.

Specific Action/Event	Timeline	Resources Needed	Evaluation Tool *(questionnaires, sign-in sheets, etc.)*	Person Responsible	Strategies and Activities to increase student Achievement *(explain how this activity strengthens/impacts parental involvement efforts on student learning)*
Parent Orientation/Title 1 Annual Meeting	August 13, 2018	N/A	Sign in sheets	Staff	Orientation provides parents with tools to have a successful school year. During orientation workshops teach parents how to use the important websites such as gradebook, Accelerated Reader and iReady. Learning about these websites and how to navigate them will allow parents to support their children at home while using these sites. Another workshop held discussed Title 1, how parents can get involved, school achievement data and important school wide information.
Open House	August 22, 2018	N/A	Sign in sheets	Teachers	Open house provides parents information on how the classroom is structured, policies and procedures and how to assist to students at home with academics. During open house teachers also discuss ways parents can volunteer in the classroom as well as in school wide activities. Teachers also go over conferences and inform parents that there are two required conferences per year to discuss progress and data that pertains to their student.
Assessment Night	September 2018 January 2019	Copies of Diagnostic Reports List of resources for parents to access from home	Sign In sheets	Principal Math Coach Literacy Coach	The Assessment Night in September will provide parents with an overview of the STAR Diagnostics the students are taking and will break down the reports for the parents. This dissection will allow them to fully understand what the Diagnostic tests, where their students scored, and how to help them move forward. The Assessment Night in January will provide the parents with an overview of how to understand the difference between the baseline Diagnostic and the mid-year Diagnostic. This will also show them how much progress or lack of progress their child has made and new strategies to assist them in moving forward. This night will also break down the FSA and give strategies to assist their students in finding success.

ESE/EP Parent Support	September 2018-June 2019	Somerset Pines Website Parent email distribution list ESE/EP Specific Broward County Websites	Weekly Parent Link emails ESE Support page on School website	ESE Specialist/ Provider	Parent support for ESE students will be made more accessible through weekly email distribution, and ease of access on our school webpage under the "About Us" tab on the ESE page. The following sites will be distributed to our ESE/EP parents via email, and on our webpage: http://www.sbbc-gifted.com/ https://www.browardschools.com/ese-support http://www.fdlrs.org/
Parent Math Night	November 2018 April 2019	Hands on activities List of resources for parents to access from home	Parent survey	Math committee	The math night will provide parents with information about what their child should know and be able to do to be successful on the FSA math assessment. The presentation will include hands-on learning activities to simulate what students are doing in the classroom as well as provide tips to help their child show success on the FSA. The presentation will also Identify the critical area and provide strategies on how parents can help their children at home.
Multicultural Festival	December 12, 2018	Donations from families	Sign in Sheets	Staff	The multicultural festival is an event that is held to showcase the diverse cultures that represent our school. During this event students and families represent their cultures in ways such as dressing in authentic clothing, bringing in food to share and performing dances or songs.
STEAM family night	February 2019	Hands on activities that promotes excitement and inquiry about science, math, engineering, and the arts.	Parent and student survey	Math Committee	The STEAM family night will be a series of activities that the students and parents can partake in together. The activities will be designed to promote discussion, engagement, and interest in the sciences.
Parent Conferences	October 2018 and May 2019	Student data from diagnostic tests, work samples, conference forms	Copies of the conference forms	Classroom teachers	During the parent conferences, teachers and parents discuss diagnostic data, classroom performance and behavior. Parents are also provided work samples that their child produced in class. Translators will be available if needed.
EASE Conference	TBA	Conference registration	Parent Survey Copy of the conference registration	ESE Specialist ESE Provider	ESE parents will be invited to attend and innovative and engaging day of professional learning to promote inclusive practices for students with disabilities.
Gifted Symposium	November 2, 2018	Conference registration	Parent Survey Copy of the	ESE Specialist ESE Provider	Parents of Gifted students will be provided the opportunity to attend a forum dedicated to strategies and practices that foster self-directed, motivated, and independent learners.

			conference registration		
Warm and Welcoming Environment	August 2018-June 2019	Translators, Information on school wide events and parent volunteering opportunities.	Parent Survey	School Staff	The front office staff speak Spanish and Creole to accommodate families. The staff are all warm and welcoming to all families visiting the school and can provide them with school wide information in their native language. School wide information is sent weekly to parents through our parent link. Parents are given the opportunity to volunteer in the classroom and at all school wide events. Our beginning of the school year event is the Welcome Back Bash where families and staff come together to celebrate the start of the new school year.

PART 4: Early Warning System Data (K-12)

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Totals
Attendance below 90 percent	8.3	5.3	4.9	13.9	16.4	8.3	57.1
One or more suspensions	0	0	3.3	2.8	0	4.2	10.3
Course failure in ELA or Math	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	43.1	29.9	6	79
Students exhibiting two or more indicators	0	0	0	6.9	6.0	5.6	18.5
		Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:					

<u>Attendance</u>

Attendance and tardies are a concern across the board at Somerset Pines Academy. For the 2018 – 2019, the following intervention strategies have been put into place.

Once a student has been tardy or absent 3 times – the teacher makes contact with the family to see what the cause of the tardies or absences are and see if there is something the school can do to assist. If the student reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day.

The next step our school Social Worker will set up a meeting or phone conference with the family to see if there are extenuating circumstances or if there are resources that can be put into place to give the family additional support.

Concurrently, our Social Worker is putting into place beginning October 2018 an Attendance incentive that rewards the students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance.

<u>Level 1</u>

With 79% of 3rd – 5th graders scoring a Level 1 on the 2018 FSA, a more effective approach needed to be taken with our struggling students.

Interventions: Interventions were not consistent in the 2017-2018 school year and Interventionists would be pulled to cover classrooms when substitutes could not be found. Along with the difficulty of finding time outside of their instructional blocks to pull, the inconsistency led to the students not receiving as much support as they should. For the 2018 – 2019 school year, an intervention time was built into each schedule so that interventions are consistent and concrete across all grade levels. Students are not pulled for interventions during instructional time. An additional Interventionist was hired, and office staff were told that they needed to be treated as a classroom teacher and could not be pulled when they were with students. Intervention time was to be uninterrupted.

Tutoring: Beginning September 2018 and running through December 2018, Level 1 students as well as students in the Lowest 25% were being offered additional Math Labs and ELA Tutoring afterschool. The tutoring program was designed to fill the gaps within their Reading levels and the foundational skills in Math. This tutoring is not FSA tutoring and does not use test prep materials, instead it focuses on close reading skills for the grade level below (5th graders work on 4th grade skills to fill the gap in their comprehension) and the Reflex math program in the Math Lab to build the foundational math skills. Tutoring is held on Mondays for Reading for one hour and on Thursdays for math for one hour. The tutors are our classroom certified teachers.

Data Analysis: More comprehensive data chats are being held with the teachers on a monthly basis for K-2 and every two weeks for 3rd- 5th grade to analysis how the students are progressing on the LAFS and MAFS. Classrooms benchmark test every one to two weeks depending on the pacing guide and use standard trackers to monitor the students. Each classroom teacher has a standard tracker for reading and for math. 5th grade also has one for science. These trackers will be discussed during the Data Chats. Data Chats will be held by grade level and individually if deemed necessary.

PART 5: MTSS/RtI Action Plan

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students' academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support: All students at Somerset Pines Academy need ELA and Math support in the form of targeted intervention. Tier 2 interventions in Reading include i-Ready PDF Lessons, and STAR Custom Assessments, Go Math Interventions is the Tier 2 curriculum. Students in Tier 2 receive interventions through small-group learning, teacher-led small group learning, and center activities as an additional 30-minute instructional block during the school day, classroom teachers are responsible for weekly progress monitoring using the Tier 2 intervention assessments. Tier 3 Interventions in Reading (K-5) are Read Naturally, and STAR Custom for Math. Tier 3 students are pulled out during their Specials area classes 3 times per week for 35 minutes each session. The Tier 3 interventionist teaches small-group lessons based on the area of deficiency, and assesses weekly using the approved intervention program assessments. Students are identified for tiered instruction by the lowest 25% based on previous years FSA scores, STAR Reading/Math and i-Ready diagnostics and presented to the CPST Team for follow-up consultation. The people responsible for supporting the interventionists are the RTI Coordinator, The Literacy Coach, The Math Coach, and the Principal. The CPST Team consists of resource teachers, classroom teachers, administration, parents, the RTI Coordinator, and the ESE Specialist. The team has monthly grade level meetings to review data and discuss progress and next steps for targeted learners. Sign-in sheets are completed at the time of each meeting and kept in an RTI binder. The RTI process at Somerset Pines Academy is done with fidelity and is continuously seeking innovative ways in which to help struggling learners.

During the 2017-18 school year approximately 6 Tier 3 students were referred to Broward County Psychological Services for Academic Assessments as part of the MTSS/RTI process.

Current RTI Population as of 9/11/18- Percent:

Grade/ number of students:	# of ESOL Students per grade	% of ESOL Students in RTI	% of Students per grade Tier 2	% of Students per grade Tier 3
Kindergarten/ 69	N/A	N/A	.01	N/A
First/ 75	4	.05	.04	.04
Second/ 73	1	.01	N/A	.02
Third/ 74	9	.12	.01	.06
Fourth/ 72	8	.11	.04	.06
Fifth/ 68	6	.08	.01	.07

Of the third-grade Tier 3 population .01% were referred for Psychological Evaluations through Broward County.
Of the fourth-grade Tier 3 population, .01% were referred for Psychological Evaluations through Broward County.
Of the fifth-grade Tier 3 population, .01% were referred for Psychological Evaluations through Broward County.

RTI population as of May 25, 2018:

Percent of students in RTI as of May 25, 2018

Grade	Tier 2	Tier 3
Kindergarten	6%	1%
First Grade	1%	6%
Second Grade	1%	6%
Third Grade	2%	12%
Fourth Grade	2%	6%
Fifth Grade	2%	4%

Of the third grade Tier 3 population, 22% of the students were referred for Psychological Evaluations through Broward County.

Somerset Pines Academy utilizes the FLDOE Multi-Tiered Systems of Support (MTSS) to identify student learning deficiencies, analyze the cause, formulate a plan, monitor progress, and analyze results as appropriate for students below, at, and above grade level. Somerset Pines Academy also seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

MTSS Systematic Multi-Source Student Assessment Plan
http://www .florida-RTI.org/floridaMTSS/mtf.htm

Tier 1 Core Universal Instruction & Supports
☐ All students start in Tier 1, which consists of a research-based core curriculum and behavioral supports. All students are screened at this
tier using previous years FSA scores, STAR Reading/Math, and iReady diagnostics to determine if they are responding appropriately to instruction before they experience any significant failure in comparison to their peers.

Tier 2 Targeted Supplemental Interventions & Supports
☐ Tier 2 consists of increasing the time and intensity of the student's exposure to the core curriculum for students who do not appear to be responding appropriately to Tier 1 instruction and behavioral supports. For example, an additional 30 minutes two times per week is devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments may be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 3 Intensive Individualized Interventions & Supports
☐ Tier 3 includes maller group instruction outside of the classroom for 35 minutes 3 times per week by a Reading or Math Interventionist. Students are assessed weekly using the Tier 3 curriculum supports assessments Read Naturally (K-5) and STAR Custom for Math.

Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention *(how often and for how long will the intervention occur)*	Timeline *(over what span of time will the intervention take place)*	Curriculum *(what research-based resources will be used)*	Progress Monitoring *(what progress monitoring tool(s) will be used to assess the response to intervention)*	Person Responsible *(who will conduct/monitor the intervention)*
Literacy	☐ Small group intensive	Small group interventions occur within the classroom, with the general education teacher in a small group setting. Interventions occur 2 times per week, for 30 minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.	Journeys Intervention	Journey Intervention Weekly assessments graphs	Classroom Teachers RTI Coordinator
	☐ Individual intensive	Intensive interventions occur on a Pull-out basis during student Specials time, 3 times per week for 35-minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time	K-5 Read Naturally Program	Read Naturally Weekly assessments graphs	RTI Coordinator Reading interventionists

			frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.				
Math	☐ Small group intensive	Small group interventions occur within the classroom, with the general education teacher in a small group setting. Interventions occur 3 times per week, for 30 minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.	GoMath Interventions	Go Math Weekly assessments graphs	RTI Coordinator Math Interventionist
	☐ Individual intensive	Intensive interventions occur on a Pull-out basis during student Specials time, 3 times	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20	STAR Custom Math PDF individualized lessons	STAR Custom Weekly assessments graphs	RTI Coordinator Math Interventionist

		per week for 35-45-minutes.	* Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.			
Science	☐ Small group intensive	Small group interventions occur within the classroom, with the general education teacher in a small group setting. Interventions occur 3 times per week, for 30 minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to	HMH Science individualized lessons	HMH Science Weekly assessments graphs	Classroom teacher RtI Coordinator

			assess student data.			
	☐ Individual intensive	Intensive Interventions occur on a one on one basis with the classroom teacher 3 times a week for 35 minutes	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.	Science A-Z	Science A-Z Weekly assessments graphs	Classroom teacher RtI Coordinator
Social Studies	☐ Small group intensive	Small group interventions occur within the classroom, with the general education teacher in a small group setting. Interventions occur 3 times per week, for 30 minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed	Scholastic News individualized lessons	Scholastic News assessments/graphs	Classroom teacher RtI Coordinator

			accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.			
	☐ Individual intensive	Intensive Interventions occur on a one on one basis with the classroom teacher 3 times a week for 35 minutes	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.	Florida Studies Weekly	Florida Studies Weekly assessments graphs	Classroom Teacher RtI Coordinator
Behavioral	☐ Small group intensive	Small group interventions occur with the School Counselor. Interventions occur 1 time per week, for 30 minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12	PBIS (Positive Behavioral Interventions and Supports)	Weekly small group counseling sessions	School Counselor RtI Coordinator

			* Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.		
	☐ Individual intensive	Intensive Interventions occur on a one on one basis with the School Counselor – for 30 minutes *this is on average, depending on the severity the duration/frequency would change	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.	PBIS (Positive Behavioral Interventions and Supports)	Weekly individual counseling sessions Individualized Behavior Plans	School Counselor RtI Coordinator

Social/Emotional Learning	☐ Small group intensive	Small group interventions occur with the School Counselor. Interventions occur 1 time per week, for 30 minutes.	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle than other students. Monthly CPST Meetings will be held to assess student data.	Sanford Harmony	Weekly small group counseling sessions	School Counselor RtI Coordinator
	☐ Individual intensive	Intensive Interventions occur on a one on one basis with the School Counselor 1 time per week, for 30 minutes *this is on average, depending on the severity the duration/frequency would change	Every 4 weeks is considered a cycle of data collection. * Sept. 17 – Oct. 18 * Oct. 19 – Nov. 20 * Nov. 26 – Dec. 20 * Jan. 8 – Feb. 12 * Feb. 13 – Mar. 12 * Mar. 13 – Apr. 16 * Apr. 17 – May 19 Students entered during that time frame will be placed accordingly and might be on a different cycle	Sanford Harmony	Bi-weekly Small group/individual counseling sessions	School Counselor RtI Coordinator

			than other students. Monthly CPST Meetings will be held to assess student data.		

PART 6: Graduation Rate Data

Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentage pointss for both in-cohort and post-cohort students.

Student Measurable Outcomes			
Provide specific student achievement outcomes (based on student achievement data) for the following years:			
Baseline Data 2017-18	**2018-19**	**2019-20**	**2020-21**
In- Cohort Student Achievement Data			
FSA/ End Of Course Examination Scores		**Concordance/Comparative Scores** *(i.e. ACT, SAT, PERT):*	
2018 <u>Current</u> Level of Performance (% and number of students)	**2019 <u>Expected</u> Level of Performance (% and number of students)**	**2018 <u>Current</u> Level of Performance (% and number of students)**	**2019 <u>Expected</u> Level of Performance (% and number of students)**
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 **Number** of Students That Graduated In-Cohort:	2018 **Percent** of Students That Graduated In-Cohort:	2019 **Expected Number** of Students That Will Graduate In-Cohort:	2019 **Expected Percent** of Students That Will Graduate In-Cohort:
Post- Cohort Student Achievement Data			
Post-Cohort FSA/End of Course Retake Assessments:		**Post-Cohort Concordance/Comparative Scores** *(i.e. ACT, SAT, PERT):*	
2018 <u>Current</u> Level of Performance (% and number of students)	**2019 <u>Expected</u> Level of Performance (% and number of students)**	**2018 <u>Current</u> Level of Performance (% and number of students)**	**2019 <u>Expected</u> Level of Performance (% and number of students)**
FSA-ELA /	FSA-ELA /	ACT /	ACT /

ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 **Number** of Students That Graduated Post-Cohort:	2018 **Percent** of Students That Graduated Post-Cohort:	2019 **Expected Number** of Students That Will Graduate Post-Cohort:	2019 **Expected Percent** of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan

State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.

Strategies to Improve Graduation Rates: *Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.*			
Action Steps	**Person Responsible**	**Resources needed**	**Timeline**
Example: *Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors*	*Literacy Coach* *Selected Content-Area Teachers*	*FSA Reading Practice Materials* *EOC Subject-Area Practice Materials* *Reading Plus*	*November 2018-May 2019*

Describe strategies for improving student readiness for post-secondary level based on the implementation of "Acceleration Success" programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:

APPENDICES

- **Title 1 Addendum – page 13**
- **Deficiency Examples – page 16**
- **Barrier Examples – page 21**
- **Student Achievement Outcome Example – page 23**

PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name: Somerset Pines Academy	Principal Name: Dr. Donna Kaye
School Location Number: 5030	Grade Levels Served: K-5

1. COMPREHENSIVE NEEDS ASSESSMENT:

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards

*Provide a **detailed** description of the process used to conduct the comprehensive needs assessment for this school.*

Teachers and administrators meet in data chats to review and discuss data from the previous year. This data includes FSA, Benchmark tests, BAS, and Star Reading and Math diagnostic. Teachers analyzed academic achievement results in all core subjects and subgroups including race; gender; economically disadvantaged; students with disabilities (ESE); English Language Learners (ELL); and lowest 25th percentile (all subjects tested). Teachers collaborate during team meetings to share best practices and to change instruction based on student need.

The leadership team also meets to discuss other areas that pertain to student achievement such as parent involvement and school climate and culture. A parent survey is sent out to parents to gather important information on all components of the school. This survey is then used to create new ideas and goals to implement in the school.

Staff and Parents are included in the decision-making process by giving input at School Advisory Meetings. The meetings discuss ways to improve student achievement and parent involvement. These goals are then documented in our Title 1 School Wide Plans.

2. STATE CERTIFIED TEACHERS

*Provide a **detailed** description of the strategies that will be used to attract state certified teachers.*

Our school uses multiple strategies to attract highly qualified teachers. Through the use of the website indeed.com, by personal recommendation, interviews and references highly qualified teachers will be recruited to our school.

*Provide a **detailed** description of the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.*

At Somerset Pines we encourage our staff to grow professional by attending workshops such as the Get Your Teach On conference, visits to the Ron Clark Academy Educator Training in Atlanta, Georgia and obtaining their gifted endorsement. Teachers collaborate twice per month with their grade level teams. In these team meetings they discuss data, best practices and curriculum. We also have a NESS program that supports new teachers and teachers new to our school. Monthly meetings are held and topics of discussion are lesson planning, data, behavior and school wide procedures.

3. PARENTAL INVOLVEMENT

*Provide a **detailed** description of how parents will be involved in the design, implementation, and evaluation of the school-wide Title 1 program*

Families are invited to our school advisory meetings quarterly. In these meetings parents are encouraged to give input on areas to improve on within the school. The Title 1 school wide plan is discussed, reviewed and created with the input of parents and staff members. In future meetings we discuss the progress of the plan and allow for feedback from parents.

*Provide a **detailed** description of how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision-making opportunities about their child's education.*

During parent orientation, one of the workshops held is the Title 1 annual meeting. During this meeting curriculum, assessment and proficiency levels, parent involvement opportunities and general Title 1 information is discussed

*Provide a **comprehensive** list of specific training activities and decision-making opportunities for parents. Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.*

The following is a list of training activities and decision-making opportunities for parents.
Parent Orientation/Title 1 Annual Meeting- August 13, 2018
Open House-August 22, 2018
Literacy Workshops-TBA
Math Workshops-TBA
School Advisory Committee (SAC)-Quarterly to discuss and evaluate the family Involvement Plan(fall) and School Parent Compacts(Spring)
PTSO-Monthly

*Provide a **detailed** description of the annual parental evaluation of the school-wide Title 1 program and how this information is will be used to improve the plan.*

At our fall SAC meeting that is scheduled to be held in September, staff and parents review the Title 1 School Wide plan and its components. The topics of parent involvement are discussed and suggestions are made for improvement to the previous plan. Data and school achievement, it also discussed and as a committee we brainstorm ways to improve in each academic area. The Spring SAC meeting focuses on the Parent Engagement plan for the next school year as well as discussing and revising the school parent compacts

*Provide a **detailed** description of your school's volunteer and business community partnership programs.*

We encourage both parent and community volunteers and partnerships. We have parent volunteers at all events and encourage families to participate in classroom volunteer opportunities as well. We have a respect program that has a component in which parents teach lessons to classes.

We partner with PDQ to provide food at school events, incentives for class participation and family night outs were a portion of the proceeds come back to our school. We also partner with Golden Corral in which they provide us with coupon vouchers as incentives for our honor roll students. We have a partnership with Food for the Poor in which our students donate to this charity in order to support families in need.

4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL

*Provide a **detailed** description of the plan for assisting pre-school children transitioning from early-childhood programs to local elementary school programs, as applicable. The following information should be included:*

- *Informing parents of readiness skills during Kindergarten Round-Up*
- *Offering pre-school programs and collaborating with kindergarten teachers regarding grade level expectations*
- *Meeting with local pre-school programs to discuss readiness for transitioning students*
- *Implementing a staggered start schedule during the first week of school*
- *Allowing classroom visitations for transitioning students and their parents*

This school year we made home visits to all our incoming students to welcome them to our school. We provided with a gift box that included welcome information and a gift for the new student. We held a parent orientation to inform parents of school policies and procedures. We then had a meet and greet where students and parents come visit the school and meet their new teacher. They have the opportunity to visit the classrooms and take tours of the school.

5. COORDINATION OF SERVICES

*Provide a **detailed** description of how **federal, state, and local services and programs** will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training. **Each section should be completed**.*

Title I, Part A: Staff Development funds are used provide training on topics that assist with student achievement gaps. Parental Involvement funds are used to conduct parent nights that include topics to assist students at home with their academics.
Title I, Part C- Migrant: Somerset Pines does not have any students identified as Migrant at this time.
Title I, Part D –Neglected and Delinquent: Students identified as neglected and/or delinquent will be referred to our school counselor who will then get in contact with the county social worker for guidance and resources.
Title II – Professional Development: Staff have the opportunity to attend county workshops as well as conferences such as Get Your Teach On and the Ron Clark Educator Training. We also have in house workshops such as ESOL and ESE informational sessions, literacy and math workshops and NESS meetings.
Title III - ESOL: ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. Funds are used to purchase materials to support the learning of our ELL students.
Title X- Homeless: Teachers and staff members can identify and assist homeless students and families. Our school counselor offers resources to those families in need and has the county resources available as well.

Supplemental Academic Instruction (SAI):   SAI funds will be used to run a tutoring program for students in need of further academic assistance.
Violence Prevention Programs: Somerset Pines implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through guest speakers and student assemblies and group lessons with the school counselor.
Nutrition Programs: Somerset Pines follows the National School Lunch program guidelines. We also encourage families who send lunch with students to provide them with healthy choices.
Housing Programs: At this time Somerset Pines does not have a housing program.
Head Start: At this time Somerset Pines does not have a head start program.
Adult Education: At this time Somerset Pines does not have an Adult Education program.
Career and Technical Education: At this time Somerset Pines does not have a Career and Technical Education program
Job Training: At this time Somerset Pines does not have Job Training program.
Other:

*Provide a **detailed** description of how the school will utilize services and agencies to promote business and community involvement.*

We partner with various businesses in the community. We invite community partners to come in and speak to students about careers during career week.   Our Outreach Committee reaches out to community members to partner with in fundraisers and helping those in need.   We also partner with the local church to assist with food drives and assistance for families in need.

Deficiency Example 1: Elementary Literacy

Based on FSA-ELA student achievement data, 42% of students in grades 3 and 5 are deficient in reading in the content area, specifically Integration of Knowledge and Ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps
Identify subject area	*Timeframe deficiency will be addressed*	*List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)*	*List research-based progress monitoring and evaluation tools used to monitor student progress*	*List positions responsible for monitoring implementation of the specific action steps.*	*Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:*
Literacy/ ELA	September - June	-Wonders -Fountas and Pinnell Leveled Literacy -Reading Plus -Triumph Learning (Tutoring)	BAS iReady ACCESS for ELLs 2.0	Principal Literacy Coach Classroom Teacher	The School's multi-disciplinary team systematically reviews performance data of all students and identify interventions needed to improve student performance. For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention. **Tier 2 – Needs-Based Learning** In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction. **Tier 3 – SST-Driven Learning** In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts. **Differentiated Instruction**

Students will be pulled to an intervention classroom where they will receive individualized intervention using research-based curriculum targeted specifically for foundational support and enriched activities. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. (Fountas and Pinnell Leveled Literacy Intervention/Reading Plus Offline)

Tutoring
Tutoring provides additional instructional minutes outside of school to support catch up growth for students below grade level. If students are not able to attend tutoring accommodations will be made during the school day to provide the support students need without interrupting their required instructional periods and intervention blocks. FSA-ELA and BAS/iReady progress monitoring data is used to identify students who are below the targeted level. Specific teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on BAS/iReady data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. (Triumph Learning)

Data Chats
Weekly data chats will be held with K-8 classroom teachers to focus on analyzing data for each subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use progress monitoring data, review data reports, internalize deficiencies, and develop strategies to assist in student support and standards mastery. Students are engaged in data chats and are active participants in their own learning. Students analyze their progress monitoring results, in-class assignments and projects, portfolios, etc. along with their teachers, and discuss challenges to be addressed.

Tier 2 & 3 Intervention
Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as appropriate.

Fountas and Pinnell Leveled Literacy Intervention:
Each lesson provides the teacher with specific suggestions for supporting student learning. These suggestions are specific to the texts read in a lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the

					academic language that many students find difficult. The size of the group allows learners to be active talkers so that they extend language by using it. A current study shows that LLI is effective with economically disadvantaged children in both rural and suburban settings.
ESOL	December – June	Research-based Supplemental Materials targeted for language acquisition	ACCESS for ELLs 2.0	ESOL Contact	**Language Enrichment Camp** Implement Vocabulary Workshop during an after-school camp three times a week. Each lesson explicitly teaches vocabulary in context with high-quality science, social studies, and literary texts. The lessons provide scaffolded instruction of high-leverage words that are portable across subject areas; promote students' understanding of these words with multiple exposures; teach a variety of strategies for acquiring new vocabulary and help students understand figurative language, word relationships, and nuances in word meanings.
SWD	September - June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.

Deficiency Example 2: Secondary Literacy

Based on FSA-ELA Writing student achievement data, 65% of 10th grade students are deficient in writing, specifically the argumentative writing domain.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Identify subject area	*Timeframe deficiency will be addressed*	*List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)*	*List research-based progress monitoring and evaluation tools used to monitor student progress*	*List positions responsible for monitoring implementation of the specific action steps.*	*Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:*
Writing	September - February	Write Score	Write Score Diagnostic / Mid-Year	Literacy Coach Classroom Teacher	The school will purchase and implement Write Score as the core writing program for 10th grade students. Teachers will use differentiated instruction materials to provide writing interventions to students who score below proficiency on the diagnostic writing assessment. **Tier I**- students will receive instruction with Write Score core materials. Writing classes will meet two to three times a week depending on block scheduling. Teachers will use class data from the diagnostic assessment to create an instructional focus calendar to target multiple writing standards during whole group. Students will receive mini-assessments every four weeks for progress monitoring. **Tier II**- small group intensive students will receive writing instruction twice a week for an additional 40 minutes. Teachers will use diagnostic assessment data to group students according to their performance on individual writing standards. Students will receive explicit instruction on focus/organization, evidence-based elaboration, and conventions. They will also have multiple opportunities to re-write text-based responses with explicit, on the spot feedback from the teacher. **Tier III**- students will receive individualized instruction based on their data from the diagnostic assessment. They will meet with a writing interventionist for thirty minutes every day. During one-on-one sessions, students will receive explicit instruction on a step by step progression plan. They will begin with dissecting prompts, writing introductions, writing responses in paragraph form, and finally, text-based responses analyzing multiple texts. Students in this group will also be given the opportunity to re-write responses with explicit, on the spot feedback from the teacher.

SWD	September- June	Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	ESE Specialist ESE Teacher/Provider General Education Teacher	SWD are included and integrated in all remedial activities for Writing in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.

Deficiency Example 3: Secondary Science

Based on NGSSS-Science student achievement data, 40% of students in grade 10 are deficient in Biology.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Identify subject area	*Timeframe deficiency will be addressed*	*List research-based, state-approved curriculum materials (including technology)*	*List evaluation tools used to monitor student progress*	*List positions responsible for monitoring implementation of the specific action steps.*	*Describe the strategies and activities implemented to increase student achievement:*
Science	August - May	HMH Biology Text	-iObservation Walkthrough -Pre/Post Tests	Principal Science Coach Classroom Teacher	Biology-related educational opportunities will be expanded by offering more virtual and hands-on experiences using standard-aligned activities found on CPALMS and through the HMH curriculum on Think Central. After-school activities with a focus on Science, Technology, Engineering and Mathematics will be offered and available for students to participate in.

Students will participate in a schoolwide Science Fair. Science teachers will guide students through the steps of the scientific method and choosing an appropriate experiment for their project. Teacher ill monitor students' progress as they conduct their experiments and offer support throughout. Finalized science projects will be presented during the Science Fair. A group of judges composted of teachers and administrators will judge projects according to the rubric.

Parent Night: Teachers from various subject areas and grade levels will present tips for helping students succeed in district- and state-mandated exams. |
| **SWD** | September-June | Remediation/Re-teaching Materials from research-based curriculum materials chosen | School selected Progress Monitoring Tool | ESE Specialist ESE Teacher General Education Teacher | SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided. |

Barrier Example 1:

The school has identified increased teacher turnover as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Identify area of barrier	*Timeframe deficiency will be addressed*	*List materials and resources needed to address the identified barriers.*	*List positions responsible for monitoring implementation of action steps*	*Describe the strategies and activities implemented to increase student achievement:*
Faculty/ Staff				**Actions to Eliminate or Lessen This Barrier:**
Increased teacher turn-over	April - September	-Online needs assessment survey through Survey Monkey completed by parents and staff members. -Professional development (both face to face and online webinars) -Scheduled common planning time that meets the needs of the teachers.	Principal & Governing Board	A needs assessment will be conducted as well as reviewing feedback from our parent and staff surveys. The data and feedback provided has allowed us to internally review our processes and needs so that we may discover and develop strategies to improve. Provide increased incentives and certification support through our human resource and schools operational support. In addition, staff will have the opportunity to participate in personalized professional development that allows them to feel supported and ready to address the classroom management, curricular and financial challenges that confront teachers and staff daily.

Barrier Example 2:

The school has identified lacking in necessary technology hardware as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Identify area of barrier	*Timeframe deficiency will be addressed*	*List materials and resources needed to address the identified barriers.*	*List positions responsible for monitoring implementation of action steps*	*Describe the strategies and activities implemented to increase student achievement:*
Technology				**Actions to Eliminate or Lessen This Barrier:**
Lacking in necessary technology hardware	May - September	-80 Touchscreen laptop/tablets -20 Think Station desktops	Principal & Governing Board	-Utilize CSP grant to purchase touchscreen laptop/tablets for online use of Accelerated Reader Library and Education.com. -Utilize Title I funding to purchase additional desktops for classroom reading rotations.

Barrier Example 3:

The school has identified lacking parent involvement/participation as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
Identify area of barrier	*Timeframe deficiency will be addressed*	*List materials and resources needed to address the identified barriers.*	*List positions responsible for monitoring implementation of action steps*	*Describe the strategies and activities implemented to increase student achievement:*
Parent Involvement				**Actions to Eliminate or Lessen This Barrier:**
Lacking in Parent Involvement/Participation for parents of SWD/Gifted Students	August-June	Calendar of Parent/Family Events and Meetings provided to School and Parents of SWD/Gifted Students to promote support, education and information for parent and families of SWD/Gifted Students.	Principal ESE Specialist ESE Teacher/Provider Teachers of the Gifted General Education Teachers	The school will obtain the Calendar of Events provided free to parents and families of SWD/Gifted Students through FDLRS and Broward County Public Schools. The school will provide the Calendar/Flyers for the events/meetings to Parents in School Newsletter/Bulletin, Teacher Classroom Newsletters, School Website and Bulletin Board, and/or flyers going home with students. The school will promote Parent participation in District provided training and meetings targeted to parents of SWD/Gifted Students. School will provide for parents of SWD/Gifted Students (respectively) in a Back to School Night, or similar school-based activities, to address their specific needs.

Student Achievement Outcomes Examples*:*

Specific *(What do you want to achieve?)*	Measurable *(numbers and timelines to the goal)*	Achievable *(based on existing figures and research)*	Relevant/Realistic *(goal in line with school's broader goals)*	Timely/Timeline *(goal measurable over specific period of time)*	Person Responsible
Improve 9th grade FSA-ELA learning gains	Increase learning gains by 10 percentage points points	Overall, 9th grade FSA-ELA learning gains will improve from 49% to 59% (2016 = 40%, 2017 = 49%)	Increasing 9th grade learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Literacy Coach Classroom Teacher
Improve 5th grade NGSSS-Science learning gains	Increase learning gains by 10 percentage points points	Overall, 5th grade NGSSS-Science learning gains will improve from 59% to 69% (2016 = 40%, 2017 = 59%)	Increasing 5th grade learning gains will improve the school's overall student proficiency on state assessments	August - May	Principal Literacy Coach Classroom Teacher
Improve English Language Proficiency Scores	Increase number of students scoring proficient by 10 percent	Number of proficient students will improve from 10 % to 20% in grades K-5	Increasing the number of English Language Proficiency will improve the school's overall scores on FSA ELA.	August – May	Principal ESOL Contact Classroom Teacher
Improve Learning Gains and Proficiency Scores for SWD	Increase number of students scoring proficient by 10 percent	Number of proficient SWD will improve from 10 % to 20% in grades K-5	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, NGSSS Science, and EOC Exams	August - May	ESE Specialist ESE Teacher/Provider Classroom Teacher