

School Improvement Plan (SIP)

**CHARTER SCHOOL VERSION**

Proposed for 2016-2017

*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 Preparatory Hollywood Middle School

School Location Number: 5419

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 2016-2017 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

Complete School Name: <b>Somerset Preparatory Hollywood Middle School</b>	District: <b>Broward</b>
School Location Number: <b>5419</b>	
Principal: <b>Athena Guillen</b>	District Superintendent: <b>Robert Runcie</b>
Governing Board Member(s): <b>Lourdes Marrero</b>	Date of School Board Charter Approval:

##### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 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 data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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%), and AMO progress, along with the associated school year)																																																
Principal	Athena Guillen	B.A. in Family & Consumer Sciences from Florida State University M.S. in Elementary Education from Florida State University Educational Leadership Certification from Nova Southeastern University	1	12	<table border="1"> <thead> <tr> <th>Year:</th> <th>FY16</th> <th>FY15</th> <th>FY14</th> <th>FY13</th> <th>FY12</th> </tr> </thead> <tbody> <tr> <td>School Grade:</td> <td>D</td> <td>B</td> <td>A</td> <td>C</td> <td>B</td> </tr> <tr> <td>High Standards Rdg.</td> <td>42</td> <td>62</td> <td>62</td> <td>54</td> <td>50</td> </tr> <tr> <td>High Standards Math</td> <td>25</td> <td>30</td> <td>54</td> <td>45</td> <td>49</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>68</td> <td>63</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>50</td> <td>61</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>NA</td> <td>68</td> <td>75</td> <td>70</td> <td>82</td> </tr> <tr> <td>Gains-Math-25%</td> <td>NA</td> <td>51</td> <td>84</td> <td>53</td> <td>62</td> </tr> </tbody> </table>	Year:	FY16	FY15	FY14	FY13	FY12	School Grade:	D	B	A	C	B	High Standards Rdg.	42	62	62	54	50	High Standards Math	25	30	54	45	49	Lrng Gains-Rdg.	NA	NA	NA	68	63	Lrng Gains-Math	NA	NA	NA	50	61	Gains-Rdg-25%	NA	68	75	70	82	Gains-Math-25%	NA	51	84	53	62
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Vice Principal	Geyler Herrera	B.A. in Elementary Education from Florida International University M.S. in Educational Leadership from Nova Southeastern University	1	6	<table border="1"> <thead> <tr> <th>Year:</th> <th>FY16</th> <th>FY15</th> <th>FY14</th> <th>FY13</th> <th>FY12</th> </tr> </thead> <tbody> <tr> <td>School Grade:</td> <td>D</td> <td>B</td> <td>A</td> <td>C</td> <td>B</td> </tr> <tr> <td>High Standards Rdg.</td> <td>42</td> <td>62</td> <td>62</td> <td>54</td> <td>50</td> </tr> <tr> <td>High Standards Math</td> <td>25</td> <td>30</td> <td>54</td> <td>45</td> <td>49</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>68</td> <td>63</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>50</td> <td>61</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>NA</td> <td>68</td> <td>75</td> <td>70</td> <td>82</td> </tr> <tr> <td>Gains-Math-25%</td> <td>NA</td> <td>51</td> <td>84</td> <td>53</td> <td>62</td> </tr> </tbody> </table>	Year:	FY16	FY15	FY14	FY13	FY12	School Grade:	D	B	A	C	B	High Standards Rdg.	42	62	62	54	50	High Standards Math	25	30	54	45	49	Lrng Gains-Rdg.	NA	NA	NA	68	63	Lrng Gains-Math	NA	NA	NA	50	61	Gains-Rdg-25%	NA	68	75	70	82	Gains-Math-25%	NA	51	84	53	62
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Lead Teacher	Erika Mincey	B.A. in Broadcast Journalism from Howard University M.S. in Educational Administration from St. Thomas University	1	<1	<table border="1"> <thead> <tr> <th>Year:</th> <th>FY16</th> <th>FY15</th> <th>FY14</th> <th>FY13</th> <th>FY12</th> </tr> </thead> <tbody> <tr> <td>School Grade:</td> <td>D</td> <td>B</td> <td>A</td> <td>C</td> <td>B</td> </tr> <tr> <td>High Standards Rdg.</td> <td>42</td> <td>62</td> <td>62</td> <td>54</td> <td>50</td> </tr> <tr> <td>High Standards Math</td> <td>25</td> <td>30</td> <td>54</td> <td>45</td> <td>49</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>68</td> <td>63</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>50</td> <td>61</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>NA</td> <td>68</td> <td>75</td> <td>70</td> <td>82</td> </tr> <tr> <td>Gains-Math-25%</td> <td>NA</td> <td>51</td> <td>84</td> <td>53</td> <td>62</td> </tr> </tbody> </table>	Year:	FY16	FY15	FY14	FY13	FY12	School Grade:	D	B	A	C	B	High Standards Rdg.	42	62	62	54	50	High Standards Math	25	30	54	45	49	Lrng Gains-Rdg.	NA	NA	NA	68	63	Lrng Gains-Math	NA	NA	NA	50	61	Gains-Rdg-25%	NA	68	75	70	82	Gains-Math-25%	NA	51	84	53	62
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## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches 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	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)					
					Year:	FY16	FY15	FY14	FY13	FY12
ELA/SS	Larry Kinsler	B.S. in Elementary Education From Florida Memorial University  MS in Reading from Florida Memorial University	2	<1	School Grade:	D	B	A	C	B
					High Standards Rdg.	42	62	62	54	50
					High Standards Math	25	30	54	45	49
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					Gains-Rdg-25%	NA	68	75	70	82
					Gains-Math-25%	NA	51	84	53	62
Math/Science	Patrick McMillan	BS.. in Electrical Engineering from Florida Agricultural and Mechanical University  MBA from Florida International University	4	4	Year:	FY16	FY15	FY14	FY13	FY12
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## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Required components of the School Improvement Plan for Charter Schools:

#### 1. Mission Statement

Provide your school's mission statement:

Somerset Academy Hollywood Middle School promotes a culture that maximizes excellence in student achievement and fosters the development of responsible, respectful, self-directed life-long learners in a safe and enriching environment.

#### 2. Academic Data

Provide detailed student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.0, FAIR-FS, BAS, etc.), if available:

Based on the most recent data of the past 3 years, Somerset Academy Hollywood Middle School has very limited data to report. During the 2013-2014 school year, the school had approximately 15 students in the 6<sup>th</sup> grade and FCAT data was reported. In the 2014-2015 school year, the school had 9 students enrolled in the 6<sup>th</sup> grade where baseline data was gathered and for the 2015-2016 school year, 12 students were enrolled and FSA data was provided. Due to the school's limited enrollment during the 2014-2015 and 2015-2016 school years, the subgroup threshold was not met, therefore minimal data for learning gains, Science and Civics are available. After careful review of the 2015-2016 Science results 0 of the 4 students that tested passed; therefore there was 0% proficiency in the area of Science. In the Civics EOC, 1 of the 4 students passed the End of Course exam; therefore there was a 25% proficiency rate. Although there is minimal data, the school was able to receive academic achievement data for the students enrolled within the school for those 2 years in the areas of English Language Arts and Mathematics, as displayed below.

##### FCAT & FSA Data

School Year	% Tested	ELA Achievement	Math Achievement	ELA Gains	Math Gains	Science	Civics EOC
2013-2014	100	62	54	68	84	50	NA
2014-2015	100	62	30	NA	NA	NA	NA
2015-2016	100	42	25	NA	NA	NA	NA

Breaking down the data by grade level reveals that in 6<sup>th</sup> grade ELA the school identified Key Ideas and Details, along with Craft & Structure to be the most deficient areas. In 7<sup>th</sup> grade ELA, data shows that Key Ideas and Details, as well as, Integration of Knowledge and Ideas were the most deficient areas. Key Ideas and Details were also the lowest performing standard in 8<sup>th</sup> grade ELA. Overall, the school's most deficient area in English Language Arts was Key Ideas and Details. The school's data in Mathematics shows that the most deficient areas in 6<sup>th</sup> grade were Geometry, as well as, Statistics and Probability. The school's 7<sup>th</sup> grade data exhibits students having difficulty with Geometry, along with Ratio and Proportional Relationships. Data for 8<sup>th</sup> grade identifies Functions to be the most deficient standard for that grade level.

Progress Monitoring Data \*Data is unavailable for previous years due to not being located at its current site.

School Year	% Tested	ELA FAIR	ELA SDT	Math SDT	Science SDT	Civics SDT
2013-2014	NA	NA	NA	NA	NA	NA
2014-2015	NA	NA	NA	NA	NA	NA
2015-2016	100	42	NA	NA	NA	NA
2016-2017	100	43	45	29	49	29

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Somerset Academy Hollywood Middle School has been progress monitoring the currently enrolled 19 students closely to identify specific deficiencies to formulate an action plan for the school and its students. Based on Assessment Period 1 on the FAIR assessment, it has been identified that the Probability for Literacy Success is 43%. The data reveals that Reading Comprehension is a deficiency among our student population. Based on the results of the FAIR, along with i-Ready Diagnostic reports, it is evident that a lack of vocabulary skills directly impacts student performance on Literature and Informational Text Comprehension.

Through our Stop, Drop, Tests, we have been monitoring the academic progress in the area of Mathematics and it is evident that Geometry continues to be a struggling area for 6<sup>th</sup> and 7<sup>th</sup> grade and Functions for 8<sup>th</sup> grade. However, our constant spiraling of the curriculum will allow for constant practice that will aid in bridging the learning gap. An increase in mastery is expected and will continue to be monitored to adjust the pacing guide if needed.

### 3. Student Achievement Objectives

*Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:*

Somerset Academy Hollywood Middle School will annually implement its educational program as specified in the school's application.

By June 2017, our FSA ELA scores will increase by at least 10% from 42% to 52% of students scoring a 3 or above.

By June 2017, our FSA Mathematics scores will increase by at least 20% from 25% to 45% of students scoring a 3 or above.

By June 2017, our Civics EOC scores will meet or surpass the district average of at least 68% of students scoring a 3 or above.

By June 2017, our 8<sup>th</sup> Grade Science scores will meet or surpass the district average of at least 44% of students scoring a 3 or above.

### 4. Student Performance Data Analysis

*Provide a detailed analysis of the student performance data including academic performance by each subgroup:*

During the 2013-2014 school year, Somerset Academy Hollywood Middle School had a total of 15 students in the 6<sup>th</sup> grade. In 2014-2015, the school had 9, 6<sup>th</sup> grade students enrolled and in the 2015-2016 school year a total of 12 students, four 6<sup>th</sup> graders, four 7<sup>th</sup> graders and four 8<sup>th</sup> grader attended the school. Therefore, there was not enough enrollment to identify subgroups. Due to Somerset Academy Hollywood Middle School's limited enrollment, the school has very limited data to report regarding subgroups, however data was analyzed for the 2015-2016 school year, as students in 7<sup>th</sup> & 8<sup>th</sup> grade are currently still at the school with an additional 12, incoming 6<sup>th</sup> graders. Based on the current data of 12 students, 41.7% of the students achieved a level 3 or above on the FSA ELA assessment and 25% of the students achieved a level 3 or above on the FSA Mathematics assessment. Our black subgroups scored at an average of 33.3% in both ELA and Mathematics. Our Free and Reduced Lunch subgroup students scored a 66.7% average at a 3 or above on the FSA ELA and a 33.3% in the area of FSA Mathematics. Due to the limited number of students in other subgroups, the school had less than 1% of the other subgroups reflected in the data.

The school's data was analyzed by grade level and subject area reflecting that in the English Language Arts department, Key Ideas and Details was a major area of deficiency across all grade levels. In 6<sup>th</sup> grade, Craft and Structure was also evidenced to be an area of weakness, while in 7<sup>th</sup> grade the concept of Integrations of Knowledge and Ideas was identified as another deficient area. Mathematics data was also reviewed by grade level and specific areas on concern were identified. In 6<sup>th</sup> grade and 7<sup>th</sup> grade, Geometry was one of the lowest performing areas, along with Statistics and Probability in 6<sup>th</sup> grade and Ratios and Proportional Relationships in 7<sup>th</sup> grade. The 8<sup>th</sup> grade data identified Functions as the most deficient area for this grade level. In the area of Science, students exhibited the most difficulty with the concepts of Physical Science, as well as, Earth and Space Science. Civics EOC data showed that the most deficient standards were the Organizations and Functions of Government, along with the Origins and Purposes of Law and Government.

During the 2016-2017 school year, data will be periodically reviewed by subgroups, for the 19 students at Somerset Academy Hollywood Middle School based on our progress monitoring tools, which include: FAIR, BSA, IBTP, i-Ready, and USA Test Prep, as well as, our school created Stop, Drop, Test (SDT)

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

assessments. Currently, the data that the school has been able to gather based on the Stop, Drop, Test and FAIR assessments, students are performing within the 43% percentile on the FAIR and 45% on the ELA Stop, Drop, Test. The school has analyzed Mathematics data and currently the average mastery level is at 29%, while Science Stop, Drop, Test shows a 49% mastery and a 29% in Civics. The school follows a pacing guide provided to and reviewed with the teachers during a professional learning community during Teacher Planning Week and the SDT's are directly related to the standards covered during the 4 weeks listed on the pacing guide and include spiraling questions that have already been covered to give students an opportunity to consistently review and be tested on previously covered standards. However, as the school acquires the results from the progress monitoring tools, the teachers and curriculum coaches will review the pacing guides and make any necessary adjustments to ensure that there is a focus on the deficiencies until mastery is achieved. The pacing guide is a live, working document based on current data, which will then drive the instructional focus and practices in the classroom.

### 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:

#### English Language Arts

To meet the needs of the students at Somerset Academy Hollywood Middle School, the school's curriculum is state adopted, aligned with the Florida Standards and is an approved curriculum aligned with Broward County's K-12 Comprehensive Reading Plan. The school will be utilizing the Collections curriculum as the primary source for ELA, along with the writing component included in the software program. The curriculum provides students with instruction in the four areas of reading acquisition; phonics, fluency, vocabulary, and comprehension. Students who scored below proficiency at levels 1 and 2 on the ELA FSA have been enrolled in Intensive Reading classes that will follow a Comprehensive Reading Program, such as the National Geographic Learning/Cengage Learning curriculum, Inside. Several deficiencies were noted in the academic area of English Language Arts. Based on the 2015-2016 student data, it was identified that Key Ideas and Details was a deficient area for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, along with Craft and Structure for 6<sup>th</sup> grade and Integrations of Knowledge and Ideas for 7<sup>th</sup>.

Collections will provide students with exposure to print rich and digital content through standards based instruction. Students will be able to use the application of close reading skills and will conduct a variety of performance tasks with an emphasis on close reading. Collections uses a targeted approach that allows for remediation or enrichment of the content which include a variety of text complexity and Level Up remediation interventions. Collections also provides scaffolding recommendations for ELL students to bridge the language barrier. Our struggling students in Intensive Reading classes will benefit from the Inside curriculum because it will aid students in: building vocabulary, reading fluency, comprehension and allow for an in-depth literary analysis of literature and informational text. The program also integrates grammar and writing within the curriculum to provide frequent opportunities for grammar practice and application.

Inside, uses a scaffolding approach that will help students build on previous skills mastered. Aside from the scaffolding approach, teachers engage students in differentiated learning stations that focus on vocabulary instruction, independent reading and cooperative learning activities focused around the targeted standard. Along with the Inside curriculum, Rewards, a Literacy Intervention Program, was implemented to focus on vocabulary and comprehension skills, which were also identified as deficiencies, as per the i-Ready diagnostic assessment at the beginning of the 2016-2017 school year. The classroom teachers utilizing Inside and Rewards, received an overview of the program and how to implement it within the classroom setting, ensuring bell to bell instruction, during pre-planning week by Ms. Erika Mincey, the school's lead teacher and Mr. Larry Kinsler, the Reading Coach. The lead teacher and reading coach also created an ELA pacing guide for the teachers, which was also discussed with the ELA teachers during the Inside and Rewards PD, as well as, with all teachers during a professional learning community during pre-planning week to ensure that there is a common language being utilized across all content areas. The goal is for Reading to have a cross-curricular approach and for all teachers to use the common language during their daily instruction to reinforce reading skills. Mr. Kinsler, also holds bi-weekly department meetings where student progress and data are reviewed to identify the effectiveness of the classroom instruction and

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

make any necessary changes to the pacing guide. In addition, all teachers will monitor for student success and implement the RtI process if necessary to ensure the needs of all students are being met.

Along with the instructional practices being monitored closely by the school's reading coach and lead teacher and utilizing the Inside and Rewards curriculums, the school will also implement the push-in/pull-out instructional model. This instructional strategy allows for small group instruction, where the reading coach works closely with pre-identified students, based on data from Stop, Drop, Tests and other data sources to target specific strategies, such as: using graphic organizers, close reading, annotation of text and Cornell note-taking. Using the Push-in/Pull-out model, students will receive a small group instruction on pre-identified targeted skills twice a week. Mr. Kinsler will provide support a minimum of two times per week regardless of the intervention method: push-in or pull-out. This will provide students with more, small group opportunities to work on their target skills. In addition, all teachers will monitor for student success and implement the RtI process if necessary.

The school's Reading Coach and classroom teachers, will also be monitoring and assigning specific technology resources and lessons that the students will be required to use in order to acquire basic reading skills and to provide students with remediation in the four areas of reading acquisition; phonics, fluency, vocabulary, and comprehension. The school will utilize Reading Plus and Waggle as their technology resources for remediation in the area of English Language Arts. Reading Plus assists students with vocabulary acquisition, comprehension and text-based connections in writing. Waggle will provide students with interactive, rigorous practice as well as, provide them with exposure to FSA style content and questioning format. These resources will be monitored on a bi-weekly basis and assigned activities/tasks may be altered based on the Stop, Drop, Test data since it may identify new deficient areas to target and to determine the effectiveness of the programs.

Below are the specific deficiencies listed in section 4 and identified in section 2 and the school's plan of action and progress monitoring tool for each of the identified areas.

*Key Ideas and Details-* During classroom instruction, teachers will use explicit instruction while providing signal words that include but are not limited to: main idea, supporting details, implicit/explicit main idea, inferencing, drawing conclusions and summarizing. Teachers will focus on chunking the text to provide students with multiple opportunities to identify and better understand the key ideas and details of text. Strategies that will be implemented for the purpose of meeting the needs of the students regarding this particular deficiency are active reading strategies, directed reading thinking activities, as well as, close reading. Teachers will continue to provide explicit instruction while transitioning students to a more guided practice model where the teacher will be the facilitator of the lesson and students will be directly engaged with the content and identification of key ideas and details. This particular skill will be taught continuously throughout the year as it is important for students to identify the main idea in any text and it will be embedded in all content areas.

It will be monitored on a daily basis by teacher led questioning sessions for the purpose of driving daily instructional practices and will be included during the teacher's warm-up/bell ringers. It will also be continuously assessed via the school's Stop, Drop, Test model, as well as, FAIR and based on the data gathered a shift on the primary focus may occur. If students are still struggling with understanding key ideas and details, then teachers will focus more of their instructional practices on providing more learning opportunities on the skill. If students seem to be mastering the skill, then it will still be spiraled throughout upcoming lessons but at a lesser occurrence. The goal is to provide students with as many learning opportunities to practice the skill across all content areas, while teachers continuously monitor the level of mastery of key ideas and details.

*Craft and Structure-* One of the strategies that will be implemented to increase the students' mastery level of craft and structure include utilizing word maps as a visual organizer that promotes vocabulary development. Graphic organizers will provide students the opportunity to think about vocabulary terms in different ways and provide a visual representation that will assist our ESE and ELL students as well. Teachers will pre-teach or review skill-related concepts, such as,



## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

rhyme scheme, meter and poetic devices in order to be able to have a better understanding of how to analyze the structure of texts. Students will be exposed to many comparison and synthesis activities where there will be a focus on comparing the structure of two works within a unit and analyze their relation to a common theme. Comparing texts will be a skill that will be implemented in all academic areas to provide multiple learning opportunities of the skill.

Craft and Structure will be monitored similarly to key ideas and details based on teacher-led questioning sessions and based on the data of the Stop, Drop, Test and FAIR. Teachers will work closely with the Reading Coach, to review the data and determine the direction of the instruction. The data will drive the focus of the pacing guide and assist the teacher in identifying how to formulate groups based on the deficiency. The data will drive the teachers' instructional focus in an effort to identify the best strategies to utilize to maximize student understanding and achievement.

*Integration of Knowledge and Ideas*- Teachers will emphasize the importance of analyzing details and content that may be presented in a variety of formats by using previously mastered skills such as: key ideas and details, along with craft and structure. In order for students to have a good understanding of the skill: integration of knowledge and ideas, students must be able to understand the main ideas and facts of content and interpret structure and purpose to be able to analyze text and draw conclusions about the text's meaning and also to compare and contrast to other texts. Some of the strategies that the teachers will utilize to help students achieve mastery are, talking to the text, using anticipation guides, chunking and graphic organizers. This particular skill will mostly be addressed when the majority of the students have reached mastery of the other deficiencies because it is critical for them to understand key ideas and details, as well as, craft and structure. Teachers will work in conjunction with other core academic areas to provide cross-curricular opportunities to apply the skill being taught.

This skill will be monitored via the Stop, Drop, Test model and FAIR. Once it is identified that the areas of key ideas and details along with craft and structure have increased in the level of mastery, then the teachers will begin providing instruction focused on integration of knowledge and ideas. Teachers will use exit slips to monitor their daily instructional practice and determine the level of student understanding. They will continuously review the skill through the warm-up/bell ringer activities to consistency monitor the students' level of understanding.

### **Writing Plan**

Pre and Post writing instruction on elaboration, word choice, organization, conventions and other needed skills determined by diagnostic writing will take place. All 6<sup>th</sup>-8<sup>th</sup> grade ELA and Social Science teachers will teach the writing process on a weekly basis and include reading/writing connections and text-based writing strategies. Through explicit instruction, students will learn a variety of Reading/Writing Connection strategies to help students look, think critically about read text and provide well thought out written responses. Students will be able to make connections, predict, visualize, summarize and analyze text and provide support through their writing. Students will also focus on close reads to determine what a text says explicitly and to make logical inferences from it. Students will be able to answer questions that can only be answered by referring explicitly back to the text in front of them by rehearsing this in their oral language when being asked a question from their teacher.

Teachers across all academic areas are required to implement the RACE strategy, which includes restating the questions, answering the questions, citing textual evidence and elaborating on their response on a daily basis in both oral and written forms. This practice shall assist students in the process of being able to write their responses how they speak it orally, which will allow for a smooth and time efficient process. The curriculum coaches will work with the teachers on this particular strategy and conduct regular classroom walk-throughs to ensure that students are utilizing the RACE strategy within their oral responses.

Along with the abovementioned strategies, ELA teachers will focus on grammar and the writing process through the writing component of the Collections Curriculum. Students will be exposed to interactive writing lessons that will focus on argumentative, narrative and informative essay writing while focusing on the steps of the writing process. Teachers will include grammatical questions and revising and editing tasks within their daily warm-ups/bell-ringers to ensure

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

that there is a constant spiral of the skills and an emphasis on the importance of the writing steps. Monitoring of the writing process will take place throughout all core academic areas by including written response on assignments and assessments across all core academic areas. The school will also conduct a diagnostic, as well as, progress monitor the students' writing throughout the school year to target specific areas of deficiency within the classroom instruction.

### **Mathematics**

In order to increase achievement in Mathematics at Somerset Academy Hollywood Middle School, the Go Math state-approved curriculum is the primary Math curriculum used at the school and Khan Academy is utilized as a secondary resource. Students who scored Level 1 or 2 on the 2016 FSA Math were automatically placed in an Intensive Math course to remediate Math deficiencies as per the FSA and on-going progress monitoring data, such as the Stop, Drop, Test. As per the school's data, specific grade level standards were identified as areas of deficiency. The school's Math Coach, Mr. Patrick Mcmillan, worked on dissecting the data with the classroom teachers and created a pacing guide that will allow for the constant spiraling of the content to ensure student mastery of the skills. The use of daily bell ringers and exit slips are being utilized to constantly review and monitor student progress and determine whether re-teaching or remediation strategies must be implemented to ensure student skill mastery. In addition, all teachers will monitor for student success and implement the RtI process if necessary to ensure the needs of all students are being met.

During pre-planning week, the mathematics teachers attended a Professional Learning Community on: explicit instruction in Mathematics, while using visual representations such as: manipulatives, graphs, and pictures to assist all learners including ELL and SWD, which was delivered by the school's Math Coach. Lessons were modeled for the teachers, to have a better understanding of the instructional delivery style that will assist students in mastering the mathematics standards. Based on the 2016 FSA data, students in 6<sup>th</sup> and 7<sup>th</sup> grade struggled with Geometry, while 6<sup>th</sup> grade also exhibited deficiencies in Statistics and Probability, while 7<sup>th</sup> grade lacked content knowledge in Ratios and Proportional Relationships. By teachers incorporating explicit instruction and visual representations students should have a much better understanding of set standards. In 8<sup>th</sup> grade, functions appeared to be the area with the most deficiency. Using the strategies learned at the PLC, 8<sup>th</sup> grade teachers would incorporate models as a strategy for teaching functions.

In addition to using Go Math and Khan Academy, technology programs have also been incorporated for daily math practice. Waggle will also be utilized as the technology resource in Mathematics. The exposure to FSA style questions will provide students with an opportunity to practice the application of learned skills. The program will be closely monitored by Mr. Mcmillan and classroom teachers to identify the overall effectiveness and to make any necessary adjustments on assigned tasks/skills based on the Stop, Drop, Test data. The data collected will be the driving force behind the tasks assigned to students via Waggle and the direction of the pacing guide, in order to ensure they are receiving the necessary remediation in the areas most needed by each student.

A similar push-in/pull-out model to that of the ELA one, has been implemented in the Math department. A math resource teacher was hired to provide remediation to students on their pre-identified areas of deficiency during push-in/pull-out. The resource teacher works closely with the Math Coach as well as, the classroom teacher, to ensure the students are receiving the best instructional practices and that skills being remediated correlate with the classroom instruction. The resource teacher works with the students 2 times per week for approximately 45 minutes during the students math block.

### **Social Sciences**

In an effort to improve the academic performance of students in Civics and meet the needs of student deficiencies, we are implementing the following programs and/or strategies. The push-in model will also be used in Civics as an intervention program to begin in October 2016 to provide learning enrichment through individual or a small group setting for students classified as the lowest 30% based on the FSA ELA 2015-16 results. Curriculum Coach Larry Kinsler will work with 6 students during each Civics class twice a week helping to simplify, enrich and reinforce course material taught. Along with the push-in model, the school has implemented an EOC Civics Boot Camp on Saturdays, offered to the lowest performing 25% of students for 1 ½ hours a session for a total of 8 weeks. The EOC camp began in September and will run through December. The second round of the EOC Civics Boot Camp is slated to begin in January 2017 and will

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

run through the end of March. The strategy purpose is to provide additional core academic instruction and remediation on the Organization of Government domain, an area of weakness identified on the 2016 Civics Pre Test and USA Test prep Civics Benchmark test #1. Once students master the domain, the teacher will focus on: political origins, rights and responsibilities and foreign policy.

Some of the strategies being implemented throughout the Civics classes to target students who have been identified and exhibit deficiencies are similar to strategies being implemented in ELA classes to create a more cross-curricular setting. The following active reading strategies will be implemented during all Civics push-ins, EOC Saturday Boot Camps and classrooms to target students who have deficiencies in the areas of Reading and Writing and in order to improve student performance. Teachers will model how to use active reading strategies to help students connect with the text and to increase their reading comprehension skills on a daily basis. Creating marginal notes, annotating the text, selective underlining of key details, and process of elimination of incorrect answers to a question are all strategies that will be explicitly taught to students. Students will practice the close reading strategy daily to aid in analyzing the meaning of complex, informational text.

Students will use a variety of graphic organizers to map out main ideas, events, and topics from a variety of Civics texts, articles and resources. Vocabulary graphic organizers will be used daily for students to break down vocabulary words taken from unit lessons. These vocabulary building strategies will support the school's ELL population by allowing them to also utilize Home Language Translation dictionaries. Students will annotate text and implement the Cornell note-taking method to summarize and/or paraphrase daily lesson notes, literary terms, vocabulary words, main events/elements in a story, to include but not limited to central idea, theme, tone, mood and a sequence of events taking place in a story. The implementation of the gradual release model of instruction, requiring that the teacher shift from assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility once they have mastered a skill or concept taught will be a strategy used amongst all core academic areas to ensure students master the content. In addition, all teachers will monitor for student success and implement the RtI process or ensure they are providing ESE accommodations for SWD, if necessary to ensure the needs of all students are being met.

### **Extended Learning Opportunities**

The school will offer a tutoring program to struggling students, as well as, ESE and ELL students that will consist of 2 hours per week in ELA instruction and 2 hours per week of Mathematics instruction, in the afternoons, with a certified teacher. The tutoring groups will be in a small group setting with a maximum of 10 students per group. The program will consist of 2 nine weeks sessions. The first session will begin in October 2016 and run through December 2016. The second session will run from January 2017 through the month of March. Teachers will utilize Performance Coach by Triumph Learning, which has a strong emphasis on comprehension of both literature and informational text, along with practice question with a variety of performance tasks including writing for English Language Arts. In Mathematics, Performance Coach offers a variety of practice questions that target several skills within a lesson, as per the five main domains, as well as, provide resources for teachers regarding differentiation and ELL support. In addition to Performance Coach, Ready Florida by Curriculum Associates will also be another tutoring curriculum that will be used. Ready Florida provides students with opportunities to practice rigorous FSA style questions with cross-curricular content. The program focuses on a gradual-release approach in Mathematics to aid in building self-confidence in students. Ready Florida concentrates on questions that build higher-order thinking skills and allow for the application of these skills in a variety of performance tasks. Support will be provided to all tutoring teachers by their respective curriculum coach. The curriculum coaches will meet with the teachers prior to the start of tutoring and review how the curriculum will be implemented. In addition, all teachers will monitor for student success and implement the RtI process or the accommodations listed on a student's IEP, if necessary to ensure the needs of all students are being met.

Civics EOC Boot Camp sessions will be taking place on Saturdays and be offered to struggling students, including ESE and ELL students, identified on the 2016 FSA ELA due to their lower reading abilities and based on pre-test and progress monitoring data, such as the Stop, Drop, Tests. The EOC boot camp runs from September through December and then again from January through April. EOC Boot Camp teachers will work closely with the classroom Civics teacher

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

and ESE teacher to ensure that the needs of all students are being met, including providing the necessary accommodations as per the child's IEP. Each session is 1½ hours of small group instruction utilizing Civics EOC resources from previous years. The teachers were trained on the resources and work with Mr. Kinsler to ensure that they are utilizing the best instructional practices with the resources at hand.

### **Progress Monitoring**

The Stop, Drop, Tests that will be conducted are prepared by the respective Curriculum Coach and mimic the test specs of the FSA ELA, FSA Math, FSA Science and Civics EOC. The exams are conducted in all core academic areas, such as: ELA (in Reading and in Writing), Mathematics, Science and Civics. The questions are put together from a question bank from USA TestPrep and the IBTP platform. They are based on the pacing guides of the class and are completed every 4-5 weeks depending on the grade level and subject area. Teachers are to proctor these exams as if it was a mini FSA assessment and then they are to submit the exams to the coaches. The coaches then review the data and analyze it to identify the deficiencies and make any necessary changes to the pacing guide, if needed. The Stop, Drop, Test progress monitoring model has been one that our sister schools have utilized in the past and the results have been positive, so it will be implemented at Somerset Academy Hollywood Middle School as well. The other progress monitoring tool that we will be utilizing will be the BSA, which is provided to us by Broward County Public Schools. It will be an excellent source of data and assist us as we get closer to the FSA in identifying any changes to the pacing guides, instruction and overall identified deficiencies.

The progress monitoring tool will guide the instructional focus calendar, as that will be a working document, based on the data that is gathered. The data from the Stop, Drop, Test will be analyzed with the corresponding curriculum coach to identify small groups and place students in the appropriate group for remediation instruction. The consistent review of the data will drive these groups in order to maximize their learning opportunities and promote mastery of deficient areas. This will be an ongoing process as specific benchmarks are assessed and the data is dissected. The goal of the progress monitoring tool is to guide small group instruction so that teachers may identify small groups based on the students' levels. Therefore, guiding teachers so they may identify best instructional practices to be utilized with specific groups of students in order to maximize their probability of success.

The data from these tools will also assist in driving the school's tutoring program and EOC camps, as well as, drive the technology content the students will be utilizing in class and at home. The data from the Stop, Drop, Test and FAIR will be provided to the tutoring teachers, in order for them to establish their learning groups and modify their instructional focus accordingly. Classroom teachers will also modify assigned technology tasks based on the identified deficiencies as per the progress monitoring data. This will provide a more individualized plan for each student that will target specific areas and increase student achievement.

### **Technology Resources**

To assist with the increase demands of technology, each Reading and Math classroom has received an increase in the number of student computers to be used for Reading Plus, Mathletics, USA Test Prep for EOCs, and the online components of Go Math, Waggle, Collections and Science Fusion. Students will use these technology programs as part of the differentiated instruction rotations within the classroom setting and teachers will assign specific assignments based on data from the FSA and the progress monitoring tools during this school year. The programs being implemented are used as a form of remediating student deficiencies and enriching student mastery due to their lesson/activity functions and ability to identify specific areas of growth, so that students stay on track with deficient skills until they are mastered.

## **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 and the rationale for **why** each component was not implemented:

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

The school's annual curriculum and programs for reading and mathematics have consisted of either the Next Generation Sunshine State Standards, where applicable, and the Florida Standards as determined by the State of Florida's Department of Education. The school has not utilized curriculum and/or programs that were not approved by the charter application or charter contract.

### 7. Addressing Identified Deficiencies

Provide a detailed plan for addressing each identified deficiency noted in part 6, including specific actions, person responsible, resources needed, and timeline:

Not applicable based on the description in part 6.

### 8. Barriers to Student Success

Identify other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

Some of the barriers that impeded the academic success of the school's students in ELA and Mathematics was the fact that there was limited enrollment per grade level. Somerset Academy Hollywood Middle School had a total of 12 students enrolled at the school with four 6<sup>th</sup> graders, four 7<sup>th</sup> graders and four 8<sup>th</sup> graders. The school had been relocated, therefore there was a slight decline in enrollment and limited data had been reported. The school was only graded on 2 components based on the average of the FSA ELA and FSA Mathematics for those students. Lack of enrollment at the school posed a barrier due to the limited data which prevented: learning gains, Civics and Science data to not be calculated in the school grade.

The school's plan to ensure a larger number of student enrollment for the 2016-2017 has been focused on bringing in a larger number of 6<sup>th</sup> grade students and review student data prior to the start of the school year to ensure that the students are in the appropriate classes and that their deficiencies and strengths are pre-identified before the beginning of school. This will allow teachers to have a better understanding of what the student's areas of growth are in order to provide the maximum level of differentiation and intervention that may be needed to maximize the student's level of success. The school's principal, along with the guidance counselor and academic coaches will work closely with the teachers to provide professional development and modeling opportunities so that all students are taught to their academic level and so that the school's teachers provide remediation or enrichment activities when necessary. The school's registrar will also work closely with the school's principal to fill as many seats as possible and ensuring a greater enrollment for Somerset Hollywood Middle School.

Another barrier the school experienced was that the student population changed from one year to the next. During the 2013-2014 and 2014-2015 school years, the school only served 6<sup>th</sup> grade students. The school was then co-located with Somerset Preparatory Middle School and only 1 student was from the 2014-2015, 6<sup>th</sup> grade class. Therefore, there was minimal data on the incoming Somerset Hollywood Middle School students. Now that these students have been at the school since the 2015-2016 school year, the data for these students has already been dissected and differentiated instruction has already begun for these students. The school's Curriculum Coaches and teachers will be conducting Data Chats with the students and their parents to set their goals and create a plan of action on how the students will achieve this goal.

In addition to enrollment barriers, the 2015-2016 master schedule had combination grade level intensive/remediation classes, which meant that 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students were comingled in the classes and a differentiated-style, rotation method was used to target skills per grade level. For the 2016-2017 school year the master schedule was revamped and intensive classes are solely based on grade levels to ensure that instruction is given at the appropriate grade level and a grade level specific curriculum guide was produced by the Curriculum Coaches, where the curriculum is consistently spiraling to allow for a greater opportunity for mastery of standards/skills. Therefore, it allows for a much more conducive learning environment where all students are of the same grade level and the teacher can solely focus on that particular grade level's standards. It also allows for the teacher to provide differentiated instruction rotations based on

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

the grade level standards and allows for instructional practices to be maximized. The Curriculum Coaches will be working closely with the school's intensive teachers and will be providing support for the students by modeling, doing push-in with small groups to reinforce skills and differentiate instruction. Professional Development opportunities for teachers on intensive content and instructional strategies were also conducted during pre-planning week and continue to be monitored during bi-weekly, common planning team meetings.

### 9. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved:

Somerset Academy Hollywood Middle School students will be able to show an increase of 10% on their FSA ELA scores and a 20% increase on the FSA Mathematics. Students will attend our After School tutoring program as mentioned and explained in Section 5, along with Saturday EOC boot camps which will provide remediation in the areas identified by the school generated and administered benchmark assessments and the BSA. The Saturday EOC boot camps consist of an hour and a half of instruction on the specific EOC academic area. The program runs on a weekly basis with certified teachers and no more than 15 students per group. Students enrolled in the program were pre-identified based on the 2016 FSA assessments and will be monitored via bi-weekly assessments. The data from these assessments will drive the differentiated instruction in the classroom and while using the USA Test Prep curriculum the teachers have the ability to modify and assign specific lessons that will enhance the students' knowledge of the subject matter. Teachers participated in a USA Test Prep Professional Development during pre-planning week, which explained that different components of the program and how to maximize the program's potential with students. The school's lead teacher will oversee the program and will monitor the students' progress to ensure that the lesson planning is data driven and that differentiation instruction is taking place.

### Parent Involvement 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?).

**Parent Involvement Goal:** *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*

A review of the 2015-2016 school site data (Participation of parents identified through sign-in sheets) showed that 100% of parents attended academic related parental meetings.

**2015-2016 Current Level of Parent Involvement:** *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

**50%**      **Total number: 6**

**2016-2017 Expected Level of Parent Involvement:** *Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]*

**90%**      **Total number: 17**

Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1.Parent University on Pinnacle	This Parent University on utilizing Pinnacle will provide parents with the knowledge of how to gain access to their child's grades and monitor their progress.	Fall 2016	Sign-in Sheets	Larry Kinsler, Meg Jackson, Andrea Pinto, Merrissa Bailey	0.00

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

2. Parent University on Curriculum	This Parent University will review the curriculum being used in the classroom and will review strategies that our teachers use to assist parents in working with their children at home to reinforce the skills/concepts taught.	Fall 2016	Sign-in Sheets	Larry Kinsler, Patrick McMillan and Department Chairs	0.00
3. Parent University on Data Chats & FSA	This Parent University will review the item specs and disseminate the anticipated testing schedule. We will also review the requirements for mastery and for promotion.	Winter 2016	Sign-in Sheets	Larry Kinsler, Andrea Pinto, Merrissa Bailey	0.00
4. Parent/Teacher Conference Night	Parent/Teacher Conference Night will allow Parents and Teachers to meet regarding their child/student progress and allow for collaboration between both to ensure the overall success of the students.	Fall 2016 Winter 2017	Sign-in Sheets	Patrick McMillan, Larry Kinsler, Erika Mincey and all Middle School teachers	0.00
5. Parent Link	Parent Links, will be sent home via email, text messages or voice messages to communicate important school information such as, meeting dates, activities and much more in the parents' primary language.	2016-2017	Blackboard system message delivery report	Administration	0.00
6. Academic Assemblies (Honor Roll Ceremonies, Spelling Bee, Math Bowl, Somerset's Got Talent, Concerts, etc)	Parents will be invited to our school to attend academic assemblies/competitions that will take place at different hours of the day, depending on the particular event. Invitations will be sent via the student, through flyers, our school's website and ParentLink.	2016-2017	Parent Surveys Sign-in Sheets	Administration, Athletic Director, Curriculum Coaches, Activities Director	0.00
7. ESE Advisory Council	Invite parents of SWD to attend district ESE Advisory Council Meetings	2016-2017	Parent Surveys	Administration, ESE Specialist, ESE Teacher	0.00
8. ELL Parent Meetings	Invite parents of ELL students to attend school and district ELL parent workshops to assist them in the development of their child's language acquisition. Parents will have access (handouts, translated presentations, one on one translation, if applicable) to information presented at all	2016-2017	Parent Surveys	Administration, ELL Coordinator	0.00

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	school meetings and presentations in their primary language.			
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**English Language Learners (ELLs) Action Plan**

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?).

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.												
Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening									1	100		
Speaking			1	100								
Reading											1	100
Writing							1	100				
Oral Language							1	100				
Literacy									1	100		
Comprehension											1	100
Overall Score							1	100				

**Goal:**  
The goal is for all Domains of the WIDA Standards to be at a level 4 or above and show an increase from Expanding to at least Bridging.

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring
Small Group Instruction occurs 2 to 3 times per week during ELA so that content may be discussed and remediated in class, is reviewed in accordance with the ESOL Instructional Strategies Matrix. Assistance with assignment completion is provided as well.	1	Speaking	8/16-06/17	During School	Classroom Activities ACCESS	Classroom Teacher



## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Extended Time (approximately time and a half) is provided to allow for students to complete assignments and assessments in all classes.	1	Reading	08/16-04/17	During School	ACCESS	Classroom Teacher
Think/Pair/Share strategies will be utilized in all core content areas to assist with question completion, so that students think independently about the question, are paired in a group to discuss and share to provide students with an opportunity to practice oral language.	1	Speaking	08/16-06/17	During School	Classroom Activities ACCESS	Classroom Teacher
Repeated Directions will be given to students on all assignments and assessments in all courses.	1	Speaking	08/16-06/17	During School	Classroom Activities	Classroom Teacher
Students will be encouraged to use a Home Language Translation Dictionary to identify and define unfamiliar vocabulary when necessary. This strategy will provide an increase in their vocabulary skills and assist students in the use of such dictionary as they prepare for the FSA in the Spring of 2017.	1	Speaking	08/16-06/17	During School	Classroom Activities FSA	Classroom Teacher Assessment Proctor
Academic Language of Speaking PD for teachers will be provided to teachers. The Professional Development will focus on strategies which relate to verbal accommodations and strategies to utilize with ELL students.	10	Speaking	10/28/2016	During Teacher Planning Day	Teacher Survey	ELL Coordinator

### Exceptional Student Education (ESE) Action Plan

**Student Strategies and Activities** – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE 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 instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

**Exceptional Student Education (SWD) Reading Goal:** By June 2017, SWD will have increased their vocabulary by 30% and with 80% accuracy. SWD will also be able to read and comprehend instructional level passages and will answer inferential comprehension questions with 80% accuracy.

<b>Include data for Proficient students with disabilities (SWD) for Reading</b> (i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA): Based on the 2016 FSA Data and our limited number of SWD students 0% (1) of our SWD students proved to be proficient in the area of Reading.	<b>Include data for Non-proficient students with disabilities (SWD) for Reading</b> (i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA): Based on the 2016 FSA Data and our limited number of SWD students, 100% (1) of our SWD students proved to be non-proficient in the area of Reading.
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<b>2016 Current Level of Performance</b> 0%	<b>2017 Expected Level of Performance</b> 100%	<b>2016 Current Level of Performance</b> 100%	<b>2017 Expected Level of Performance</b> 0%
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**Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:**  
SWD will increase their reading performance by 30% on the scale score to reach the target level based on their Individualized Educational Plan.

<b>Baseline Data 2013-14</b> 0%	<b>2014-15</b> 0%	<b>2015-16</b> 0%	<b>2016-17</b> 100%	<b>2017-18</b> 100%	<b>2018-19</b> 100%	<b>2019-20</b> 100%
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## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Strategies and Activities to increase SWD Achievement in Reading <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/Funding Source
Direct Language Instruction using the Collections series will be used in order for students to reach their goals as stated on their Individualized Educational Plan. Academic interventions, such as think-alouds, "I do, we do, you do" and scaffolding will take place with the ESE teacher to assist students in reaching and mastering their goals on their Individualized Educational Plan (IEP).	08/16-06/17	During School	Teacher Observation	ESE Teacher & Specialist	149.95
Specialized Instruction in Reading utilizing the Sore to Success Reading curriculum and using the accommodations listed on the students Individualized Educational Plan will be used to ensure mastery of goals. The classroom teacher along with the ESE teacher will consistently use reading strategies and accommodations across all content areas. Teachers will provide intensive reading interventions that provide appropriate strategies and graphic organizers to assist in the students' reading growth. The school provides a pull-out or consultation program that is based on the child's IEP in order to successfully meet his/her needs.	08/16-06/17	During School	Chapter Tests BSA FSA	Classroom Teacher, ESE Teacher & Specialist	0.00
After School Tutoring will be conducted 2 times per week for one hour sessions for a period of 9 weeks and will consist of 2 sessions. The first session will run during the 2 <sup>nd</sup> quarter and the second session will run during the 3 <sup>rd</sup> quarter. ESE students will be given scheduling priority. Our tutoring teachers will utilize Practice Coach, Ready Florida and Rewards as the curriculum for the program. The teachers will use research-based strategies such as: vocabulary instruction, thinking maps, and cooperative learning groups to help students master the skills. More one on one instruction will be provided during this time to facilitate the SWD learning process.	10/16-04/17	After School	Pre & Post Test Teacher Observation	Tutoring Teachers & Curriculum Coach	13.00
Professional Development for teachers on the 6 essential components of reading instruction. This PD will benefit teachers in understanding the components and their relation to our ESE students. It focuses on the strategies to help target the main areas of reading while understanding how to use accommodations to ensure the success of SWD.	September 2016	After School	Teacher Survey, Classroom Walkthroughs	ESE Specialist and Core Academic Classroom Teachers	0.00

**Exceptional Student Education (SWD) Math Goal:** By June 2017, SWD will increase their ability of completing grade level multi-step word problems by 30% with 80% accuracy.

<b>Include data for Proficient students with disabilities (SWD) for Math</b> <i>(i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</i>		<b>Include data for Non-proficient students with disabilities (SWD) for Math</b> <i>(i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</i>	
Based on the 2016 FSA Data and our limited number of SWD students 0% (1) of our SWD students proved to be proficient in the area of Mathematics.		Based on the 2016 FSA Data and our limited number of SWD students, 100% (1) of our SWD students proved to be non-proficient in the area of Mathematics.	
<b>2016 Current Level of Performance</b> 0%	<b>2017 Expected Level of Performance</b> 100%	<b>2016 Current Level of Performance</b> 100%	<b>2017 Expected Level of Performance</b> 0%

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years: SWD will increase their mathematics performance by 30% on the scale score to reach the target level based on their Individualized Educational Plan.						
Baseline Data 2013-14 0%	2014-15 0%	2015-16 0%	2016-17 100%	2017-18 100%	2018-19 100%	2019-20 100%
Strategies and Activities to increase SWD Achievement in Math <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/ Funding Source	
Direct Language Instruction using the Go Math curriculum will be used to ensure students reach their goals as stated on their Individualized Educational Plan (IEP). Khan Academy will be used as a resource, in conjunction with the core curriculum. Mathletics, our technology resource, will assist students with specific skill building strategies.	08/16-06/17	During School	Teacher Observation	ESE Teacher & Specialist	55.75	
Specialized Instruction in Mathematics using the accommodations listed on the students Individualized Educational Plan will be used to ensure mastery of goals. The classroom teacher along with the ESE teacher will consistently use math strategies and accommodations to ensure students reach their set goals. The school offers a pull-out or consultation program that is based on the child's IEP in order to successfully meet his/her needs.	08/16-06/17	During School	Chapter Tests BSA FSA	Classroom Teacher, ESE Teacher & Specialist	0.00	
After School Tutoring will be conducted 2 times per week for one hour sessions for a period of 9 weeks and will consist of 2 sessions. The first session will run during the 2 <sup>nd</sup> quarter and the second session will run during the 3 <sup>rd</sup> quarter. ESE students will be given scheduling priority. Our tutoring teachers will utilize Practice Coach, Ready Florida and Mathletics as the curriculum for the program. The teachers will use research-based strategies such as: vocabulary instruction, thinking maps, and cooperative learning groups to help students master the skills. More one on one instruction will be provided during this time to facilitate the SWD learning process.	10/16-04/17	After School	Pre & Post Test Teacher Observation	Tutoring Teachers & Curriculum Coach	32.00	
Professional Development for teachers on incorporating vocabulary in math instruction. Teachers will learn strategies involving vocabulary integration through mathematics instruction. Teachers will learn how to use graphic organizers, pictures and visual representations of mathematics to ensure that SWD receive a better understanding of key mathematical concepts.	September 2016	After School	Teacher Survey, Classroom Walkthroughs	ESE Specialist and Core Academic Classroom Teachers	0.00	

### Literacy Action Plan

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?).

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Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

**Literacy Goal:** The results of the 2016 FSA ELA indicated that 42% (5 of 12 students) of students scored at a 3 or above and showed mastery. Our goal for the 2016 FSA ELA is to increase the percentage of students scoring at a 3 or above by 17 percentage points to a 58% (11 of 19 students).

<b>Include data for Proficient students</b> (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA): Based on the 2016 FSA ELA data 5 students scored at or above a level 3.		<b>Include data for Non-proficient students</b> (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA): Based on the 2016 FSA ELA data 7 students scored below a 3, therefore not showing mastery.	
<b>2016 Current Level of Performance</b>	<b>2017 Expected Level of Performance</b>	<b>2016 Current Level of Performance</b>	<b>2017 Expected Level of Performance</b>
42%	52%	58%	48%

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:

<b>Baseline Data 2013-14</b> 0%	<b>2014-15</b> 0%	<b>2015-16</b> 0%	<b>2016-17</b> 100%	<b>2017-18</b> 100%	<b>2018-19</b> 100%	<b>2019-20</b> 100%
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<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>
The Literacy Leadership Team (LLT) along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	08/16-06/17	Before, during, and after school hours (based on level of intervention)	Data analysis and tracking using data, sign in sheets	Coaches, ESE Specialist, Administrators, Educators, Field Specialists	0.00
Teachers will collect and track data reports to corresponding Stop, Drop, Test assessments. After the data is gathered from the assessments, the teacher will then utilize the assessment as a teaching tool to dissect common mistakes and provide further teaching opportunities of the particular skill/task.	08/16-06/17	Before, during, and after school hours (based on level of needs)	Follow up course appraisal sign in sheets	Classroom teachers	0.00
Various resources will be implemented to enhance student achievement, such as Reading Plus and Waggle. Tutoring and Progress Monitoring Programs will also be available based on students' needs.	08/16-06/17	Before, during, and after school hours	Data informal and formal observation, intervention plans, behavior and attendance record, IEP	ESE Specialist, Classroom teachers, Team Leaders	0.00
The MTSS/Rti model will be closely monitored by the ESE Specialist to ensure that the appropriate strategies are being utilized and that the monitoring of these identified students is taking place. The school will work with the LLT to ensure that the pre-identified students are receiving intervention instruction with differentiated instruction strategies, small group instruction, parental involvement	08/16-06/17	Before, during and after school hours	Progress monitoring reports and charts, logs of interventions strategies	ESE Specialist, Classroom teachers	0.00

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

and support, as well as, the use of the graphic organizers and other reading strategies.					
A focus on reading strategies such as the use of Graphic Organizers, Annotating Text, Cornell Note-Taking and the implementation of the gradual release model will be a major cross-curricular focus amongst all grade levels in order to achieve mastery of the standards. Teachers will receive professional development opportunities on the above-mentioned strategies during the first early release of the school year and will continue to share best practices in professional learning communities during their bi-weekly common planning time meetings. Teachers are to provide sample student work to ensure that the strategies are being implemented correctly.	September 2016 09/16-14/17	Early Release in September Bi-weekly Common Planning Time meetings	Professional Development Survey, formal and informal observations, Student work samples	Curriculum Coaches, Lead Teacher, Administrator, Classroom Teachers	0.00
MTSS/RtI Professional Development for all ELA and Social Science teachers. During this PD the teachers will receive in-depth training of what the MTSS/RtI model is and will be provided with instructional strategies to be implemented in the classroom as well as how to maintain proper documentation, per student in the RtI process.	August 2016	Pre-planning week	Professional Development Survey, MTSS/RtI student logs, classroom walkthroughs	ESE Specialist, Classroom teachers and Administration	0.00
Academic Intervention focused on Key Ideas and Details where the concept will continuously be spiraled throughout the school year and teachers will focus on specific academic vocabulary, while chunking text. This practice will occur throughout all core academic areas to ensure a cross-curricular effect. Teachers will monitor the effectiveness of the strategies being utilized by conducting teacher-led questioning sessions and reviewing data from the Stop, Drop, Test and FAIR with the curriculum coach. Teachers will work alongside the curriculum coach to determine if any changes need to be done to the pacing guide and identify specific strategies that were useful in gaining student mastery of the skill to continuously use as the concept is spiraled throughout the school year via the warm-up/bell ringers and the Stop, Drop, Test. Teachers will receive professional development on teaching the skill via our PLCs which are conducted during common planning time and occur on a bi-weekly basis. This is where the teams will also review data, discuss best practices and revise/modify their existing pacing guide.	08/16-06/17	During and after school hours	Teacher-led question sessions, progress monitoring via Stop, Drop, Test and FAIR	Core Academic Classroom Teachers and Curriculum Coach, Mr. Kinsler	0.00
Academic Intervention focused on Craft and Structure where strategies such as the use of Graphic Organizers and pre-teaching or reviewing of skill-related concepts will promote vocabulary development and provide visual representations for our students, including our ELL and SWD students. Students will conduct activities that will allow them to compare and synthesize a	08/16-06/17	During and after school hours	Teacher-led question sessions, progress monitoring via Stop, Drop, Test and FAIR	Core Academic Classroom Teachers and Curriculum Coach, Mr. Kinsler	0.00

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>minimum of two works and analyze their relation to a common theme. The strategy will be implemented across all core academic content areas to increase exposure and provide multiple opportunities to achieve mastery. The effectiveness of the implemented strategies and activities will be monitored by teacher-led questioning sessions, Stop, Drop, Test and FAIR data. The teachers will get together with the curriculum coach to identify any changes to the pacing guide based on the gathered data. Teachers will review this data and be given professional learning opportunities regarding the strategies and data desegregation during the scheduled PLCs.</p>					
<p>Academic Intervention focused on Integration of Knowledge and Ideas where teachers will emphasize on analyzing details and content in a variety of formats. This skill will have a cross-curricular focus to have exposure to a variety of text, literature and informational. Teachers will conduct compare and contrast activities, chunk text, and use a variety of graphic organizers. The curriculum coach will provide professional development opportunities on this particular skill through the PLCs that occur during the teachers' common planning time on a bi-weekly basis. During these meetings, data will also be analyzed and learning groups will be identified for the purpose of the push-in/pull-out model and for small group instruction. The overall effectiveness of the strategy will be monitored by teacher-led questioning sessions to identify daily effectiveness, along with the Stop, Drop, Test and FAIR data. The data will drive the direction of the pacing guide and the focus of the classroom instruction as well as, the strategies that will be implemented for students to achieve mastery within the skill.</p>	08/16-06/17	During and after school hours	Teacher-led question sessions, progress monitoring via Stop, Drop, Test and FAIR	Core Academic Classroom Teachers and Curriculum Coach, Mr. Kinsler	0.00
<p>Writer's Workshop Professional Development for teachers will focus on ELA and Social Science teachers and will include an interdisciplinary approach to writing technique to build students' fluency in writing through continuous, repeated exposure to the process of writing.</p>	08/29-09/09	During Planning Time	Teacher survey, Classroom Walkthroughs, Student Written Responses	ELA and Social Science teachers, Curriculum Coach, Mr. Kinsler	0.00
<p>RACE Strategy Professional Development for all core academic teachers that will focus on the delivery of the RACE Strategy: R- Restate, A- Answer, C- Cite, E- Elaborate. Teachers will learn how to implement this strategy in segments by focusing on one particular skill/section per week until the final product is produced with RACE.</p>	August 2016	During Teacher Planning Week	Classroom Walkthroughs, Student Oral and Written Responses	Core Academic Classroom Teachers, Curriculum Coaches, Administration	0.00

### Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan\*

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. 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 instructional practices must staff utilize to support the literacy achievement of all students?).

### STEM/Math/Science Goal(s):

Our goal is to expand STEM related educational opportunities from 0 (0) students in higher level math and science coursework to a minimum of 40% (7) of students by the beginning of the following school year based on their progress during this school year, in order to prepare students for career and technical educational opportunities.

**Include data to identify and define areas in need of improvement:** (i.e., FSA, End of Course Examination):

Based on FSA Data, we will work to improve the level 1 and level 2 students.

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/ Funding Source
Expand STEM-related educational opportunities by offering more virtual lab and hands-on lab experiences (a minimum of 5 per quarter), as well as, after-school related activities (clubs, field trips- 2 per school year) with a focus on Science, Technology, Engineering and Mathematics.	08/16-06/17	During school and additional time as needed	Classroom walkthroughs, SDT performance, student surveys	Curriculum Coaches, Specialists, Guidance Administrators, Educators, Technology Support	Cost Varies per activity
Increase career and technical educational knowledge by conducting lesson studies regarding a variety of careers in the Science, Technology, Engineering and Mathematics fields. Lesson studies will be conducted through the Science classes, where a rubric of expectations will be followed. Teachers will work with Mr. Mcmillan to establish the goals and expectations for the lesson studies and create a time line of presentations to bring knowledge of the fields to all middle school students. SWD will receive an individualized rubric that will allow for his/her accommodations.	08/16-06/17	During school and additional time as needed	Classroom walkthroughs, Oral presentations, Lesson Study	Curriculum Coaches, Administrators, Science Teachers	0.00
Expand digital education by incorporating technology resources within the Science and Math classes, such as, Gizmos and Waggle. Digital resources are to be utilized at a greater scale with an increase of at least 30% of the instruction coming from one of the sources, Waggle for Mathematics and Gizmos for Science.	08/16-06/17	During school and additional time as needed	Classroom walkthroughs, Usage Reports	Curriculum Coaches, Science and Mathematics Teachers, Technology Support	2500.00

### Science Goal (s):

The percentage of students that achieved a level 3 proficiency or higher in 8<sup>th</sup> Grade FCAT Science was 0% (4 students) our goal is to increase by 44% on the 2017 8<sup>th</sup> Grade FCAT Science exam.

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations): Based on the 2016 0 of 4 8 <sup>th</sup> Grade Science students scored at or above a level 3.		<b>Include data for Non-Proficient students</b> (i.e., FSA, End Of Course Examinations): Based on the 2016 Science data 4 students scored below a 3, therefore not showing mastery.	
<b>2016 Current Level of Performance</b>	<b>2017 Current Level of Performance</b>	<b>2016 Current Level of Performance</b>	<b>2017 Current Level of Performance</b>
0%	44%	100%	56%

**Mathematics Goal(s):**

The results of the 2016 FSA Mathematics indicated that 25% (3 of 12 students) of students scored at a 3 or above and showed mastery. Our goal for the 2017 FSA Mathematics is to increase the percentage of students scoring at a 3 or above by 20 percentage points to a 45% (9 of 19 students).

<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations): Based on the 2016 FSA Mathematics data 3 students scored at or above a level 3.		<b>Include data for Non-Proficient students</b> (i.e., FSA, End Of Course Examinations): Based on the 2016 FSA Mathematics data 7 students scored below a 3, therefore not showing mastery.	
<b>2016 Current Level of Performance</b>	<b>2017 Current Level of Performance</b>	<b>2016 Current Level of Performance</b>	<b>2017 Current Level of Performance</b>
25%	35%	58%	42%

**Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math and science performance target for the following years:**

<b>Baseline Data 2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
0%	0%	75%	100%	100%	100%	100%

Strategies and Activities to increase Student Achievement <small>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</small>	Select Appropriate Subject Area <small>(i.e. Mathematics- Algebra, Science – Chemistry)</small>	Start-End Date	Select Applicable Option <small>(i.e. Before, During, After School Hours)</small>	Evaluation Tool <small>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</small>	Person or Position Responsible for Monitoring	Amount/ Funding Source
Students will attend tutoring sessions based on targeted needs.	6-8 Mathematics	08/16-06/17	Afterschool, Saturday tutoring	MAFS, baseline and informal and formal assessments, BSA, FSA	Curriculum Coaches, Specialists, Guidance Administrators, Educators,	0.00
Teachers will attend professional development meetings and discuss strategies with colleagues during weekly PLCs to support students who struggle with individualized standards.	6-8 Mathematics	08/16-06/17	During, and after school PLC.	MAFS, baseline and informal, formal assessments, formal and informal observation, FSA	Curriculum Coaches, Specialists, Guidance Administrators, Educators,	0.00
Teachers will use direct instruction to teach the real-world skills, including cooperative learning, advanced organizers to maximize mathematic instruction during whole group and tutoring sessions.	Mathematics	08/16-06/17	Before, during, and after school as needed	MAFS, baseline assessment, informal and formal assessments, observations Mathletics, progress monitoring data, FSA	Curriculum Coaches, Specialists, Guidance Administrators, Educators,	0.00



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates <i>(e.g.: Early Release)</i> and Schedules <i>(e.g.: Frequency of meetings)</i>	Person or Position Responsible for Monitoring	Strategy for Follow-up/Monitoring	Amount/ Funding Source
Teachers will attend professional development meetings and discuss strategies with colleagues during weekly PLCs to support students who struggle to connect with text. Trainings will be conducted by STEM Staff Trained Staff Members	6-8	Salcedo-Machado	Teachers	Early Release and Teacher Planning days	Curriculum Coaches, Specialists, Guidance Administrators, Educators, Technology Support	Teacher observations, lesson plans,	0.00

**STEM/Math/Science Action Plan\*:** Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).