

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PINECREST ELEMENTARY SCHOOL

District Name: Dade

Principal: Marisol Diaz

SAC Chair: Elina Torres

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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, FCAT/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)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Marisol Diaz	Bachelor of Science Master of Science  Early Childhood Education Elementary Education, Educational Leadership	6	18	2012 2011 2010 2009 2008 School Grades: A A A B A High Standards in Reading : 96 95 94 80 83  High Standards in Math: 94 93 91 73 77 Learning Gains- Reading: 72 77 76 64 75 Learning Gains- Mathematics: 74 71 72 70 72 Gains-Reading -25%: 65 62 69 44 65 Gains- Mathematics-25%: 71 77 59 67 71
Assis Principal	Lynn M. Zaldua	Bachelor of Science Master of Science in Elementary Education  ESOL and Gifted Endorsements Certification in Educational Leadership	2	10	2011 2010 2009 2008 School Grades: A A A A High Standards in Reading : 96 95 94 80 High Standards in Math: 94 93 91 73 Learning Gains- Reading: 72 77 76 64 Learning Gains- Mathematics: 74 71 72 70 Gains-Reading -25%: 65 62 69 44 Gains- Mathematics-25%: 71 77 59 67

Assis Principal	Gloria L. Palma	BA Secondary Education Master of Science in Exceptional Education with Certificate in Educational Leadership  Social Science 6-12; Educational Leadership	2	6	2012 2011 2010 2009 2008 School Grade: A C C C C High Standards Reading: 97 50 46 45 41 High Standards Math: 94 42 41 41 39 Learning Gains-Reading: 72 61 61 61 58 Learning Gains-Math: 74 62 67 64 61 Gains-Reading-25%: 65 68 66 74 64 Gains-Math-25%: 71 69 71 70 63
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## 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, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and 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)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA					

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Ongoing support and mentorship by the Leadership Team and MINT Program mentor.	Marisol Diaz, Principal	June 2013	
2	2. Implement Lesson Studies so teachers can collaborate and reflect upon teaching and learning to augment student performance.	Lynn M. Zaldua, Assistant Principal	June 2013	
3	3. Implement Professional Learning Communities quarterly to allow for horizontal and vertical collaboration to implement Common Core Standards.	Gloria L. Palma, Assistant Principal	June 2013	
4	4. Implement grade level meetings to discuss the selection and implementation of exemplars text to enhance student learning and identify grade level liaisons for support with Successmaker and Reading Plus	Lynn M. Zaldua and Gloria L. Palma, Assistant Principals	June 2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1. Teachers Out of field teachers (None)  2. Teachers who received less than an effective rating (None)	N/A

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	0.0%(0)	24.6%(17)	33.3%(23)	42.0%(29)	50.7%(35)	100.0%(69)	5.8%(4)	8.7%(6)	66.7%(46)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe 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, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

N/A

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) will provide a common vision for the use of data-based decision making, monitor the implementation of interventions, provide support and direction to school staff by meeting with the RtI team, provide professional development as needed, allocate resources, and communicate school-based plans regarding RtI to all stakeholders through EESAC.
- Teachers who share the common goal of improving instruction for all students, will deliver Tier 1, Tier 2 and Tier 3 interventions to students in their class, collaborate with specialized teachers such as SPED and ELL to ensure optimal learning, review data of ongoing progress monitoring, and report progress and response to intervention to the school support team staff.
- Assistant Principals will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assist with the ongoing progress monitoring of students identified as "at risk" by the school support team. Provide guidance on K-12 reading plan (CRRP); facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Reading, math, science and technology department chairs will collaborate with the Principal and Assistant Principals and communicate pertinent information to the grade level/department. Additionally, assist in collecting, disaggregating and analyzing data in order to modify instruction and facilitate small learning communities for the grade level/department.
- Special education personnel will participate in student data collection, collaborate with general education teacher to determine strategies for implementation of the intervention program, provide strategies for students in inclusive model settings, and provide input at school support team meetings.
- Student Services Team (psychologist, social worker) will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Additionally, will reach out to the parents/community to bridge the gap between home and school, and educate parents on the importance of their involvement.
- School Guidance Counselor will provide interventions; continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Media Specialist
- ESSAC member
- Community stakeholders
- Tutors as available

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team will meet collaboratively on a regular basis, review trends in data and monitor student performance and rate of learning, monitor/address social and behavioral needs, respond to the needs of subgroups, and meet with teachers regarding instructional implications. The goal of the MTSS Leadership Team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social/emotional wellness, and to use early and purposeful intervention as a means to prevent student deficits.

The MTSS Leadership Team will maintain a binder that monitors the progress of students identified by the team through formative assessments and other data tools.

Administrators will monitor implementation and documentation of intervention programs, review data, and collaborate with the team to make decisions regarding student progress and changes needed to support student learning and overall rate of success; monitor the implementation of MTSS, provide professional development that supports the implementation of MTSS, allocate necessary materials and resources, and communicate with parents/legal guardians regarding student progress and the MTSS process.

- The Assistant Principals and Language Arts Department Chairperson will lead and evaluate school core content standards/programs; identify and analyze existing literature of scientifically based curriculum/behavior assessments and intervention approaches; provide the MTSS Leadership Team data as it relates to assessments (i.e. Voyager Passport, Edusoft reports, FAIR, Ongoing Progress Monitoring (OPM) Reports ) and meet with grade levels to review and analyze data and the implications as it relates to instructional practices/strategies
- Teachers will provide classroom data, running records, PMP information, impact of 504 Plan accommodations and samples of student work.
- Media Specialist will identify progress and frequency of STAR data and accelerated reader reports
- School Counselor will provide input as it relates to student social-emotional-behavioral-speech-language progress, parental involvement/contact, information regarding additional support needed from outside agencies.
- SPED Teachers will provide updates on the status of FAB, BIP and/or SST of identified at risk students (as appropriate)

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team will:

- Monitor and adjust the school's academic and behavioral goals through data analysis.
- Utilize data from the FCAT 2.0, Interim Assessment, and Universal Screening combined with other data sources to plan/adjust/monitor intervention groups, rate of learning and intervention schedules.
- Maintain communication with staff regarding input, feedback and progress.
- Supervise the fidelity of the core, supplemental and intervention programs.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

##### Academic

- Student grades
- Interim Reports
- Selection/Chapter Tests
- Student work samples
- Record of skills/concepts taught during the small group instruction portion of the reading and mathematics block.
- District Interim Assessments(Reading, Mathematics, Science), Edusoft
- District Writing Assessments
- FAIR Assessments
- Voyager (checkpoint activities, fluency probes)
- On-going Progress Monitoring reports
- Supplemental Technology Programs data and usage reports
- CELLA

##### Behavior

- Student Case Management Systems Reports
- Detention Logs (as needed)
- FAB and BIP referrals
- Attendance Review Committee (ARC) communications

Describe the plan to train staff on MTSS.

The district professional development and support will:

- Train all employees that impact the RtI problem solving process through an online and/or in-service model
- Provide support for school staff to understand basic RtI principles and procedures; and information outlining the RtI framework; encourage teachers to take online RtI course.

Describe the plan to support MTSS.

The district professional development and support will:

- Train all employees that impact the MTSS problem solving process through an online and/or in-service model
- Provide support for school staff to understand basic MTSS principles and procedures; and information outlining the MTSS framework; encourage teachers to take online MTSS course
- Provide in house professional development regarding MTSS procedures as it relates to goals and implementation at the school-site

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Marisol Diaz, Principal  
Lynn M. Zaldua, Assistant Principal  
Gloria Palma, Assistant Principal  
Lynn Drittel-Kaplan, School Counselor  
Minna Miller, Media Specialist  
Becky Biegen, Kindergarten Teacher  
Lissette Betancourt, 1st Grade Teacher  
Teresa Vega, 1st Grade Teacher  
Shannan Phillips, 2nd Grade  
Nina Lindsey, 2nd Grade  
Lynmari Mojicar, 3rd Grade  
Marilyn Morrison, 3rd Grade  
Lisa Gomez, 4th Grade  
Sandra Bell, 4th Grade  
Brenda Taylor, 5th Grade Teacher  
Nancy Garcia, 5th Grade Teacher  
Donna Loshusan-Lemon, ESE Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) will:

- Meet quarterly and share the responsibility of reviewing data and guiding continuous improvement of the K-12 Comprehensive Research-based Reading Plan and corresponding decision trees
- Be responsible for ensuring that information, as it pertains to literacy, is disseminated across the curriculum
- Provide input into the school wide improvement plan

The LLT team will review data, establish expectations of high achievement in reading, and develop a school-wide literacy plan that is organized around the needs of all students. The team will discuss the components of reading and writing as a process and collaborate with teachers to facilitate student achievement. Administrators will guide the development of the School Literacy Plan through collaboration and sharing articles of best practices in literacy education, provide training and support for school-wide literacy instruction. The media specialist will use her expertise to collaborate with teachers regarding student data, develop lesson plans to meet the needs of students, and be a leader in the implementation of school-wide literacy plan, develop literacy extension activities in which all students can participate, develop a culture of readers among students, staff and parents. The Assistant Principals and Language Arts Department Chair will compile, analyze and disseminate school data and work with teachers to develop strategic plans/lessons to support students' learning goals. Teachers with specialized endorsements and certifications will contribute to the LLT by providing strategies to address second language acquisition strategies, activities that address multiple intelligences and best practices for struggling readers to bridge reading and writing connections.

What will be the major initiatives of the LLT this year?

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. In an effort to promote school-wide literacy across all content areas the LLT will become active participants in all Literacy Leadership Team meetings and activities. The language arts department chair will serve as a member of the LLT. The Assistant Principals and Language Arts Department Chair will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional decisions. The Assistant Principals and Language Arts Department Chair will provide motivation and promote collaboration within the LLT. The LLT will ensure the fidelity of implementation of the K-12 CRRP and create a school wide focus on literacy by providing model classrooms, conferencing with teachers and administrators and; and providing professional development. The LLT will consider student assessment data, observational data and the SIP when planning Professional Development. The LLT will monitor collection and utilization of assessment data, including FAIR, District Interim assessment data and observational data.

Progress monitoring and interim data will be collected a minimum of 3 times per year. This data will be used to drive instruction, determine intervention and support needs of students by:

- Monitoring the teacher's use of data to drive instruction;
- Participating in Data Analysis Team meetings after FAIR assessment period;
- Directing the language arts department chair to meet with grade/level departments to review their progress monitoring.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A





## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In June 2012, 21%% (102) of students scored a level 3 on the FCAT 2.0 Reading.  Our goals for the 2012-2013 school year is to increase Level 3 proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (102)	22% (107)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in need of improvement as noted on the administration of the FCAT 2.0 Reading Assessment was in Reporting Category 1 – Vocabulary with students in Grade 3.	Students will be provided opportunities to enrich their vocabulary through instruction of content-specific words, the use of word maps, word walls, practice in recognizing word relationships, and implementation of Wordly Wise through grades K-5.	Principal and Assistant Principals	Monitor implementation by reviewing lesson plans and gradebook; by reviewing the data reports quarterly. Review student grouping frequently to ensure small group instruction that strengthens student achievement in targeted content focus area.	Formative Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In June 2012, 62% (301) of students scored a level 4 on the FCAT 2.0 Reading.  Our goal for the 2012-2013 school year is to maintain 62% (302) percentage of students demonstrating Level 4 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (301)	62% (302)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area in need of improvement was noted on the administration of the 2012 FCAT 2.0 Reading Assessment was Category 3 - Literary Analysis – Fiction/ Nonfiction in Grade 5.	Utilizing the close analytic reading strategy. Provide students with ways to interpret texts through detailed attention to and critical reflection of textual form, details and patterns, author's use of words and phrases and point of view.	Principal and Assistant Principals	Review Formative Assessments reports as well as intervention assessments to ensure progress is being made and adjust intervention quarterly.	Formative Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In June 2012, 79% (234) students were able to make learning gains on the FCAT 2.0 Reading.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in reading to 84% (249).
2012 Current Level of Performance:	2013 Expected Level of Performance:

79% (234)			84% (249)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area in need of improvement was noted on the administration of the 2012 FCAT 2.0 Reading Assessment was Category 2 – Reading Application in Grade 3.	Utilize appropriate text that include identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining, explain, identify main idea whether implied or stated, make inferences and draw conclusions.	Principal and Assistant Principals	Review Formative Assessments reports as well as intervention assessments to ensure progress is being made and adjust intervention quarterly.	Formative Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In June 2012, 82% (43) student in the lowest 25% students were able to make learning gains on the FCAT 2.0 Reading.  Our goal for the 2012-2013 school year is to increase the percentage of student in lowest 25% in reading to 87% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (43)	87% (46)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	An area in need of	Provide students with	Principal and	Review and monitor	Formative

1	improvement was noted on the administration of the 2012 FCAT 2.0 Reading Assessment was Category 1 – Vocabulary in Grade 3	instructional strategies and activities that involve reading from a variety of texts, using word walls, Wordly Wise, vocabulary maps, affix and root words, concept maps and personal dictionaries.  Target students for afterschool tutoring throughout the school year	Assistant Principals	monthly usage reports and progress as noted by supplemental technology programs and tutorial focus and impact on student achievement.	Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of mathematically non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In June 2012, 81% (195) of the Hispanic subgroup and of the Asian 88% (33) subgroup were identified as not making satisfactory progress on the FCAT 2.0 Reading.  Our goal is to increase student proficiency in the Hispanic subgroup by three percentage points to 84% (202) and in the Asian subgroup by three percentage points to 91% (35) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 81% (195) Asian: 88% (33) American Indian: N/A	White: N/A Black: N/A Hispanic: 84% (202) Asian: 91% (35) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area in need of improvement was noted on the administration of the 2012 FCAT 2.0 Reading Assessment was Category 2 – Reading Application in the Hispanic and Asian student subgroups.	Utilize appropriate text that include identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining, explain, identify main idea whether implied or stated, make inferences and draw conclusions.  Target student for the afterschool tutoring program throughout the school year.	Principal and Assistant Principals	Review Formative Assessments reports as well as intervention assessments to ensure progress is being made and adjust intervention quarterly	Formative Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	AN	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading indicate that 33% (15) of students in the Students with Disability (SWD) subgroup demonstrated proficiency.  Our goal is to increase student proficiency by twenty percentage points to 53% (24) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (15)	53% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Category 4 Informational Text/Research Process in the SWD subgroup	Provide students with a variety of instructional strategies and activities to interpret graphical information (text features) such as graphics, legends, illustrations, diagrams, charts, keys. Target the students in the SWD subgroup for the afterschool tutoring program.	Principal and Assistant Principals	Review Formative Assessments reports as well as intervention assessments to ensure progress is being made and adjust intervention quarterly	Formative Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading indicate that 66% (67) of students in the Economically Disadvantaged Students (ED) subgroup demonstrated proficiency.  Our goal is to increase student proficiency by seven percentage points to 73% (74) by providing appropriate
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	interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (67)	73% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area in need of improvement was noted on the administration of the 2012 FCAT 2.0 Reading Assessment was Category 3 - Literary Analysis – Fiction/ Nonfiction in the ED subgroup.	Utilizing the close analytic reading strategy. Provide students with ways to interpret texts through detailed attention to and critical reflection of textual form, details and patterns, author's use of words and phrases and point of view.  Target the students in the ED subgroup for the afterschool tutoring program.	Principal and Assistant Principals	Review Formative Assessments reports as well as intervention assessments to ensure progress is being made and adjust intervention quarterly.	Formative Assessment: District Interim Assessments  Summative Assessment: 2013 FCAT 2.0

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities- Addressing the Depth and Breadth of Content Foci	K-5	Language Arts Department Chairperson	Reading and Language Arts Teachers	August 29, 2012, November 14, 2012, January 30, 2012 March 13, 2012	Student work samples, folders and/or learning logs.	Principal and Assistant Principals
Professional Learning Communities- Common Core Standards and Task-based Learning	K-2	Language Arts Department Chairperson	Reading and Language Arts Teachers	August 17, 2012 November 6, 2012	Lesson plans and lesson delivery are assessed during informal administrative walkthroughs	Principal and Assistant Principals

Reading Budget:

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

2A	Common Core Exemplar Text	MESA	\$1,700.00
			Subtotal: \$1,700.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
3A	Renaissance Learning	MESA	\$2,500.00
3A	SmartBoard Technology	EESAC	\$2,450.00
			Subtotal: \$4,950.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$6,650.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Based on the 2012 CELLA data, 51% (70) ELL students were proficient in listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
51% (70)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are developing English language listening and speaking skills while possessing a limited vocabulary and unable to produce language in response to first-hand experiences.	Demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.	Principal and Assistant Principals	Class observations on weekly walk throughs	Summative: CELLA 2013

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Based on the 2012 CELLA data, 37% (50) of ELL students were proficient in Reading.
2012 Current Percent of Students Proficient in reading:	

37% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are developing English language reading skills while possessing a limited vocabulary, details of the text, ability to select text that reflect main ideas and consider key events, problem, solution, characters, and setting.	Provide students with resources such as Time for Kids magazines, newspapers and heritage language dictionaries. Emphasize the use of cooperative learning, choral reading and the use of visuals such as charts, pictures and graphs.	Principal and Assistant Principal	Monitor implementation by reviewing the data quarterly.  Reviews lesson plans and assessments that adjust instructions as needed.	Formative Assessments: District Interim Assessments, FAIR  Summative Assessment : 2013 FCAT 2.0 Reading 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

Based on the 2012 CELLA data, 45% (62) ELL student were proficient in Writing.

2012 Current Percent of Students Proficient in writing:

45% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are developing English language writing skills while possessing a limited vocabulary, have an unclear understanding sentence structure, and the process of writing.	Reading narrative and expository pieces and mentor text to note author's craft techniques such as the use of vivid verbs, word specificity using personification to create interest and combining sentences to create clarity.	Principal and Assistant Principals	Students' writing samples will be reviewed and scored by at least two language arts teachers using the District writing rubric on a monthly basis.  Review and analyze data from monthly progress monitoring writing prompts in order to determine student growth.	Formative Assessments: District writing pretest, midyear and posttest  Summative Assessment : FCAT 2.0 Writing 2013 CELLA 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Sandler Phonics	MESA	\$2,300.00



Subtotal: \$2,300.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,300.00

End of CELLA Goals

## Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The 2012 FCAT 2.0 Math assessment indicates that 20% (96) of students in grades 3-5 achieved proficiency (Level 3).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3 percentage points to 23% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (96)	23% (112)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT 2.0 Math assessment suggest that in third grade the area offering the greatest opportunity for improvement is Category 2 – Number Fractions.	Provide the instructional support needed for students to develop quick recall of multiplication and related division facts, and an understanding of fractions and fraction equivalence.	Principal and Assistant Principals	Classroom monthly walkthroughs; monitoring data reports for SuccessMaker and/or Go Math Florida textbook.	Formative: Analysis of Interim Assessment results  Summative: 2013 FCAT 2.0 Mathematics
2	Results from the 2012 FCAT 2.0 Math assessment suggest that in fourth grade the area offering the greatest opportunity for improvement is Category 3 – Geometry and Measurement.	Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, and volume. Additionally promote the development of student understanding of geometric and measurement concepts through the use of manipulatives and engaging opportunities for practice.	Principal and Assistant Principals	Classroom monthly walkthroughs; monitoring data reports for SuccessMaker and/or Go Math Florida textbook.	Formative: Analysis of Interim Assessment results  Summative: 2013 FCAT 2.0 Mathematics
3	Results from the 2012 FCAT 2.0 Math assessment suggest that in fifth grade the area offering the greatest opportunity for improvement is Category 2 – Expressions, Equations and Statistics.	Provide grade-level appropriate opportunities to use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.	Principal and Assistant Principals	Classroom monthly walkthroughs; monitoring data reports for SuccessMaker and/or Go Math Florida textbook	Formative: Analysis of Interim Assessment results  Summative: 2013 FCAT 2.0 Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The result of the 2012 FCAT 2.0 Mathematics assessment indicates that 60% (290) of students' grades 3-5 achieved level 4 or 5 proficiency.  Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency to 61% (297).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (290)	61% (297)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to further develop higher order thinking skills relating to real-world situations.	Provide concrete real world examples through the use of a variety of media such as SmartBoards, Brain Pop and/or manipulatives. In addition to providing, a problem of the day (at least 3 times a week) taken from real-world situations.	Principal and Assistant Principals	Monthly review of Brain Pop quizzes and math journals/notebooks.	Formative: Analysis of Interim Assessment results  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics test indicate that 77% (228) of students made learning gains.  Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage point to 82% (243).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (228)	82% (243)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In taking a vertical approach to analyzing the FCAT 2.0 math results, the data revealed that there was a steadily decrease from grades 3 through 5 in geometry and measurement.  The area of geometry and number sense is challenging for many students. Students need to successfully grasp measurement concepts and make connections with real-world situations.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Infusing literacy in the mathematics classroom to include the use of mathematics terminology embedded throughout each lesson by the teacher and students through journals written by students reflecting about the math they learned, and interactive "Word Walls" in conjunction with each lesson.	Principal and Assistant Principals	Quarterly review District Interim Assessment Results and adjust instruction to ensure progress is being made.  Conduct monthly grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: District interim data reports; chapter tests.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The result of the FCAT 2.0 Mathematics test indicates that 58% (31) of students in the lowest 25% made learning gains.  Our goal is for the 2012-2013 school year is to increase the 25% achieving learning gains by 10% percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (31)	68% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students struggle with memorizing their basic math facts and move onto the next grade level without a solid enough foundation to be able to solve more complex, multi-step problems.  Students lack a foundational mastery of multiplication and fractions.	Identify lowest performing students in grades 3-5 based on 2012 FCAT results and establish an intervention schedule using SuccessMaker.  Target students for the afterschool tutoring program throughout the school year.	Principal and Assistant Principals	Monthly classroom walkthroughs, lesson plans, user reports for math software programs including SuccessMaker and data chats with teachers and students.	Formative: Analysis of Interim Assessment results  Summative: 2013 FCAT 2.0 Mathematics

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of mathematically non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In June 2012, 69% (206) of the Hispanic subgroup were identified as not making satisfactory progress on the FCAT 2.0 Mathematics  Our goal is to increase student proficiency in the Hispanic subgroup by nine percentage points to 73% (218) by providing appropriate interventions and remediation.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 69% (206) Asian: N/A American Indian: N/A	White: N/A Black: N/A Hispanic: 73% (218) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 2 –Number: Fractions, Base Ten, Expressions, Equation, and Statistics in the Hispanic subgroup.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.  Target students for the afterschool tutoring program throughout the school year.	Principal and Assistant Principal	Monthly classroom walkthroughs, lesson plans, and monitor student grades.	Formative: Analysis of Interim Assessment results  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics indicate that 61% (25) of students in the English Language Learners (ELL) subgroup demonstrated proficiency.  Our goal is to increase student proficiency by seven percentage points to 68% (28) by providing appropriate interventions and remediation
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (25)	68% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 1 –Number: Operations, Problems, and Statistics in the ELL subgroup.	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.  Target students for the afterschool tutoring program throughout the school year.	Principal and Assistant Principal	Monthly classroom walkthroughs, lesson plans, and monitor student grades.	Formative: Analysis of Interim Assessment results  Summative: Results from 2013 2.0 FCAT Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The results of 2011-2012 FCAT Mathematics Test indicates that 73% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 76% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(47)	76%(49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 2 –Number: Fractions, Base Ten, Expressions, Equation, and Statistics in the ED subgroup.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions.  Target students for the afterschool tutoring program throughout the school year.	Principal and Assistant Principal	Monthly classroom walkthroughs, lesson plans, and monitor student grades.	Formative: Analysis of Interim Assessment results  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities- Addressing the Depth and Breadth of Content Foci	K-5	Mathematics Department Chairperson	Mathematics Teachers	August 29, 2012, November 14, 2012, January 30, 2013 March 13, 2013	Student work samples, folders and/or learning logs.	Principal and Assistant Principals
Professional Learning Communities- Common Core Standards and Task-based Learning	K-5	Mathematics Department Chairperson	Mathematics Teachers	August 17, 2012 November 6, 2012	Lesson plans and lesson delivery are assessed during informal administrative walkthroughs.	Principal and Assistant Principals
District Math Dialogue meetings	K-5 Math	District Math Leader	Mathematics Teachers	October 11, 2012 November 15, 2012 December 13, 2012 January 15, 2013 May 16, 2013	Math/Science Learning Community Agenda & Attendance Log Common planning	Principal and Assistant Principals

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1A	SmartBoard Technology	EESAC	\$2,485.00
			Subtotal: \$2,485.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,485.00

End of Mathematics Goals

Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The 2012 FCAT 2.0 S Science assessment indicates that 28% (39) of students in Grade 5 achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 3 by 2 percentage points to 30% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (39)	30% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science was Physical Science.  Developing content area expertise in the area of Physical Science.	Third through fifth grade will be departmentalized to allow teachers to focus on their content area with a heightened focus on science instruction. Additionally, the use of teacher guided inquiry based learning activities in all grade levels and the use of either Florida FCAT Focus, Florida Explorer on line, and/or FCAT Coach Gold Edition in grades 3-5 will help develop opportunities for a deep conceptual understanding of the key concepts.	Principal and Assistant Principals	Monthly classroom walkthroughs, lesson plans, and monitor student grades.	Formative: Interim Assessment  Summative: 2013 FCAT 2.0 Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The 2012 FCAT 2.0 Science assessment indicates that 45% (63) of students in Grade 5 achieved Level 4 or 5 proficiency.  Our goal for the 2012-2013 school year is for at least 46% (64) of students in Grade 5 score a Level 4 or 5 on the FCAT 2.0 Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (63)	46% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2013 administration of the FCAT Science 2.0 was Physical Science. Students need additional support to develop independent project.	Provide a variety of hands-on, inquiry based learning opportunity for students to analyses, draw appropriate conclusion, apply key instructional concepts, and experience the scientific method by participating in the District Science Fair.	Principal and Assistant Principals	Reviewing rubrics and judging science projects.	Formative: Interim Assessments  Summative: 2013 FCAT 2.0 Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Science Dialogue meetings	K-5 Science	District Science Leader	5th grade Science Teachers	September 24, 2012 October 15, 2012 November 13, 2012 December 3, 2012 February 11, 2013	Math/Science Learning Community Agenda & Attendance Log Common planning	Principal and Assistant Principals
CCS/Pacing Guides	K-5 Science	Science Teacher	One science teacher from each grade level school-wide	August 17, 2012 November 14, 2012 January 30, 2013 March 13, 2013	Observations	Principal and Assistant Principals

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A	JJ Educational Boot Camp Science Workbooks, Lab Books, Games, and Teacher Resource Materials	MESA	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of 2012 FCAT 2.0 Writing indicate that 93% (171) of students scored level 3 or higher.  Our goal for the 2012-2013 school year is to increase the percentage of student scoring level 4 or higher from 93% to 94%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (171)	94% (172)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier will be the proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.	Providing student with target skills mini lessons through modeling and direct instruction. Teachers will focus on the use of proper punctuation, capitalization, the use of frequently spelled words, variations of sentence structures and subject/verb agreement.  Implement school wide writing program K-5.	Principal and Assistant Principals	Students' writing samples will be reviewed and scored by at least two language arts teachers using the states writing rubric.  Review and analyze data from monthly progress monitoring writing prompts in order to determine student growth.	Formative Assessments: District writing pretest, midyear and posttest  Teacher scored prompts indicate areas of strengths and areas of improvement. The results will be used to guide whole group or direct instruction.  Summative Assessment: 2013 FCAT 2.0 Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Professional Learning Communities-Addressing the Writing Process	1-5	Language Arts Department Chairperson	Language Arts Teachers		Student work samples and focus one student for each grade level as the Pinecrest Writes Writer of the Month	Principal and Assistant Principals
Writing Standards District PD	K-5	Language Arts Department Chairperson	Language Arts Teachers	October 23-24, 2012	Participant will share the strategies and information during grade level meetings.	Principal and Assistant Principals

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A	Four Square Writing	MESA	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal this year for the 2012-2012 school year is to increase attendance to 97.47% by minimizing absences due to illnesses and family travel plans.  In addition, our goal this year is to decrease the number of students with excessive absences (10 or more) from 203 to 193 and excessive tardiness (10) from 225 to 214.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.97% (1042)	97.47% (1048)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
203	193
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)		Tardies (10 or more)			
225		214			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' apathy towards the importance of attending school daily.	Identify and refer students who maybe developing a pattern of absenteeism to the Truancy child Study Team(TCST). This team will provide intervention services while concurrently providing tips via morning announcements, e-blast and the use of Connect-Ed messages on the importance of consistent daily attendance.	Principal and Assistant Principals	Ongoing monitoring of Cognos ttendance reports, truancy reports, and daily attendance bulletin.	Quarterly attendance reports
2	Students do not arrive to school on a timely manner.	Identify and provide assistance to students who are frequently tardy. The administration will provide tips via morning announcement and e-blast.	Principal and Assistant Principals	Ongoing monitoring of tardies via the daily attendance bulletin and Electronic Grade Book.	Quarterly attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	K-5	Assistant Principal	Homeroom Teachers	August 18, 2012	Attendance Roster	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is maintain the current number of indoor suspensions (4). Our goal for the 2012-2013 school year is maintain the current number of outdoor suspensions (5).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand behaviors that could lead to suspension.	Teachers will review the Student Code of Conduct and the importance of its adherence	Principal and Assistant Principals	Monitor COGNOS report on student suspension.	COGNOS reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Code of Conduct	K-5	Assistant Principal	Teachers	August 16, 2012	Parent/student conduct	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Events that are planned and executed by our very involved parent group are well attended. The goal for the 2012-2013 is to increase venues for parents in smaller groups to smaller community environment.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
93%	95%



Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased school enrollment has created large events for parental involvement which do not foster smaller community environments. With this in mind, smaller venues for parent participation will be planned by grade level teams.	Collaborate with PTA ACT committee to plan grade level events.	Principal and Assistant Principals	Attendance of grade level events on a monthly basis.	Attendance Logs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Expanding efforts for parent Welcome & Orientation.	K-5	Dept. Chairpersons	Committee Members	October 30, 2012; November 27, 2012 January 29, 2013;	Attendance Log, Agenda, Minutes	Principal and Assistant Principals

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal for 2012-2013 is to offer a comprehensive instruction on the scientific process to all students in grades 1-5. The 2013 District Science Fair will show more evidence of accurate and effective use of the scientific process, as a result of the comprehensive instruction school-wide.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying support staff to provide training on new science core standards and integrate information equally throughout all teachers providing science instruction in Grades 1-5 grade levels.	Provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	Principal and Assistant Principal	Using the FCIM, Administrators will monitor for evidence of the Scientific Process through the use of Journals in Grades 1-2 and Experimental Journals in Grades 3-5.	Formative: District Interim Assessments  Final entries to the 2013 District Science Fair

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair	K-5	Science Liaison/Science Department Chairperson	Professional Learning Community	October 10, 2012	Log of student participation in Pinecrest Annual Science Fair	Principal and Assistant Principals

## STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	2A	Common Core Exemplar Text	MESA	\$1,700.00
CELLA	1.1	Sandler Phonics	MESA	\$2,300.00
Science	1A	JJ Educational Boot Camp Science Workbooks, Lab Books, Games, and Teacher Resource Materials	MESA	\$4,000.00
Writing	1A	Four Square Writing	MESA	\$1,200.00
				Subtotal: \$9,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3A	Renaissance Learning	MESA	\$2,500.00
Reading	3A	SmartBoard Technology	EESAC	\$2,450.00
Mathematics	1A	SmartBoard Technology	EESAC	\$2,485.00
				Subtotal: \$7,435.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$16,635.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/11/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Utilize EESAC funds to support technology enhancements and instructional program (Math Goal 1A and Reading 3A)	\$4,935.00
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Describe the activities of the School Advisory Council for the upcoming year

Develop and monitor school improvement plan goals and strategies.  
Review data from district and state assessments.  
Approve allocation of EESAC and recognition funds.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Dade School District PINECREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	94%	94%	83%	367	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	74%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	71% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					649	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District PINECREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	93%	92%	84%	364	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	71%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	77% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					651	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested