FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINECREST ACADEMY (SOUTH CAMPUS)

District Name: Dade

Principal: Carmen S. Cangemi, Board Chair Ms. Judith Marty

SAC Chair: Jannette Delrio

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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	Carmen Cangemi	BS in Exceptional Student Education, Florida International University; MS in Reading, Barry University. Certification in Exceptional Student Education K-12, Reading K-12, Educational Leadership all levels.	3	6	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100 97 100 100 High Standards Rdg. 72 83 77 71 69 High Standards Math 75 86 77 73 68 Lrng Gains-Rdg. 77 72 71 67 67 Lrng Gains-Math 75 76 67 71 73 Gains-Rdg-25% 69 69 69 72 65
Assis Principal	Ana Diaz	BS in Elementary Education, University of Florida; Master of Education, University of Florida. Certification in	7	5	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100 97 100 100 High Standards Rdg. 72 83 77 83 86 High Standards Math 75 86 77 81 80 Lrng Gains-Rdg. 77 72 71 75 78

				Lrng Gains-Math 75 76 67 75 75 Gains-Rdg-25% 69 69 69 68 81 Gains-Math-25% 69 75 75 80 77
	Elementary Education 1-6, Educational Leadership all levels			

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)
Reading	Jannette Gonzalez	BS in Elementary Education, Florida International University; MS in Reading Education, Florida International University; Ed.S in Educational Leadership, Nova Southeastern University; Certification in Elementary Education, Reading K-12, ESOL Endorsement	7	7	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100 97 100 100 High Standards Rdg. 72 83 77 83 86 High Standards Math 75 86 77 81 80 Lrng Gains-Rdg. 77 72 71 75 78 Lrng Gains-Math 75 76 67 75 75 Gains-Rdg-25% 69 69 69 68 81 Gains-Math-25% 69 75 75 80 77

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. Regular meetings of new teachers with Principal	Principal	On-going	
2	2. Implementation of teacher mentoring program	Principal and Assistant Principal	On-going	
3	3. Allocate funds to provide veteran teachers with a mentor stipend	Principal	June 2013	
4	Soliciting referrals from current employees	Assistant Principal	On-going	
5				
6				

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
	Continue to provide our teachers with appropriate

		professional development in order to ensure that they continue to be effective teachers.
0		

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
40	0.0%(0)	25.0%(10)	65.0%(26)	10.0%(4)	35.0%(14)	100.0%(40)	15.0%(6)	0.0%(0)	95.0%(38)

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
Diane Goldman	First Year Teachers	Diane Goldman has 30 years teaching experience and has consistently demonstrated mastery of teaching skills	The mentor and mentee will meet on a regular basis to discuss evidence-based strategies for each domain. The mentor will assist with the development of an evidence based portfolio including reflections from observations, interviews and professional development.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
The Pinecrest Academy South MTSS team is comprised of various members of the administration, faculty and staff. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing appropriate instructional levels of support via classroom walk-throughs and informal and formal evaluations, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based RtI plans and activities.
Assistant Principal: Assist the Principal in carrying out the vision/mission and the implementation of the plan for developing appropriate instructional levels of support to address areas of weakness.
Grade Level Chairpersons: Provide information about core instruction, participates in student data collection, lead biweekly team meetings to disseminate information and coordinate lesson plans.
Reading Coach: Provides information about core instruction, participates in student data collection, and collaborates with staff to implement tier 1 and tier 2 interventions. Provides guidance on K-5 reading plan, provides professional development and technical assistance to teachers regarding data based instructional planning.
SPED Chair: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through co-teaching and consultations.

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 monthly and on an as needed basis to discuss and monitor how data-driven instruction and assessments are impacting the performance of our students. The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources and utilize the data to drive instruction. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS Leadership team will collaborate with the Literacy Leadership Team to organize activities that will increase performance, particularly in Reading, through school-wide literacy activities and programs such as Buddy Reading. The team will also disseminate information to the EESAC (Educational Excellence School Advisory Council) and request input about

intervention initiatives and proposed projects.

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 met with the EESAC (Educational Excellence School Advisory Council) and Principal to help develop the SIP. The team provided data on students' achievement (FCAT, SAT, and FAIR assessments) to develop clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline Data: Baseline tests used at the school site (standardized across grade levels), Cold Reads, District provided baseline assessments, Standardized Test for the Assessment of Reading (STAR), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT).
Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

Midyear Data: Monthly tests used at the school site (standardized across grade levels), Miami-Dade County Public Schools Interim Assessment in Reading, Math and Science; Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Standardized Test for the Assessment of Reading (STAR) and Cold Reads.
Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

End of year Data: Post tests used at the school site (standardized across grade levels), Miami-Dade County Public Schools Interim Assessment in Reading, Math and Science; FAIR, FCAT, STAR, SAT, Cold Reads.
Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional Development will be provided during designated professional development days, during small sessions and faculty meetings. MTss Leadership Team will attend two separate trainings in the summer and the Principal.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of the Principal (Carmen Cangemi), Assistant Principal (Ana Diaz),. Reading Coach (Jannette Gonzalez), Media Specialist (Yurima Don), Mentor Reading Teacher (Diane Goldman), Content Area Teachers (Lourdes Rodriguez, Rachel Llanes, Heidi Armstrong, Elizabeth Simoulis, Karla Espinoza, Cristina San Gabino, Cristina Alzati, Magda Miguelez, Debora Avila, Monica Kurtz and Betty Valencia).

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

The Literacy Leadership Team meets once a month to discuss initiatives and set plans into actions. The LLT creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The Reading Coach is the Chair and all other members are co-chairs. Each member becomes the chair of the committee for each of the planned initiatives and the rest of the members assist with the implementation.

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

Major Initiatives of the LLT for the 2012-2013 school year are: Buddy Reading, class visits to local libraries, Book Fair, Field Trip to the Actor's Playhouse based on stories they've already read, Favorite Storybook Character Parade, Peer Mentoring and Observations, Grandparent's Book Night, Barnes and Noble Night, Reading Under the Stars(teachers/students read aloud) and Author Studies with would lead to class wide creation of books which will be shared with student's families.

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.

*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.

*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?

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?

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

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:	Reading Goal #1a: The results of the 2011-2012 FCAT Reading Test indicate that 31% (125) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 32% (128)
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (125)	32% (128)

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 which showed minimal growth and would require students to improve performance as noted on the 2012 FCAT 2.0 Reading Test was Reading Application. Content cluster scores indicate that students are having difficulty making inferences, drawing conclusions, returning to text as support for answer, understanding text structures and summarizing text.	Use Project Based Learning in order to move students from guided learning to more independent learning. Use reading passages that target main idea/relevant details, conclusions/inferences, chronological order, author's purpose/perspective, bias, compare/contrast, cause/effect, sequence of events, text structures/organizational patterns, themes/topics.	Administration and Leadership team	Meet with grade level groups on a monthly basis to review results of periodic assessments based on grade level focus calendar objectives and to discuss strategies to address specific weaknesses.	Formative: Periodic benchmark assessment results Summative: 2013 FCAT 2.0 Reading Test

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:	
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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 41 % (164) of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain level 4 & 5 student proficiency at 41% (164)
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (164)	41%(164)

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
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1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Application. The areas of weakness included making inferences, drawing conclusions, returning to text as support for answer, analyzing state vs. implied main ideas, using graphic organizer to analyze text, interacting with text, understanding text structures and summarizing text	2a.1 Provide students the opportunity to build skills and accelerate academic growth in the following areas: phonics phonemic awareness, fluency, oral language, vocabulary and comprehension by using the following programs: Accelerated Reader Grades K-5 and Achieve 3000 for students in 2nd-5th Grade. .	Administration	2a.1. Utilize quarterly reports to review student data at the end of each nine weeks to adjust instruction as needed.	2a.1. Formative: Periodic benchmark assessment results Summative: 2013 FCAT 2.0 Reading Test

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:	
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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 79% (210) of students made learning gains. Our goal for the 2012-2013 school year is to increase the % of students making learning gains to 84% (223)
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (210)	84% (223)

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	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains increased by 7 percent from the 2011 administration of the FCAT Reading Test. Limited time for students to access technology based programs designed to increase students' individual progress in reading may inhibit progress.	Develop a schedule to allow students to utilize net-book laptops to work on the Reading Plus computer program. Expand the use of technology by purchasing additional workstations and programs that target specific instructional needs. Develop a technology plan to ensure that teachers are able to identify appropriate programs that are aligned to individual student needs.	Administration	Review usage and progress data generated by the Reading Plus program on a monthly basis.	Formative: Reading Plus reports Summative: 2013 FCAT 2.0 Reading results

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:	
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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate that 75% (51) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the % of students in the lowest quartile making learning gains to 80% (54)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(51)	80% (54)

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	As noted on the 2012 FCAT Reading Test, the percent of students in the lowest 25% making learning gains increased by 6 percentage points. Appropriate and timely placement of students in interventions continues to be an obstacle.	Utilize prior year and baseline assessment data to identify students who are in need of intervention. Provide teachers with an assistant for 30 minutes daily to work with on level students so that the teacher can focus on the needs of the lowest performing students. Provide after school and in-house tutoring utilizing both computer based programs and supplemental instructional programs published by Curriculum Associates and Florida Ready.	MTSS Team	Review student progress monthly on the monitoring plan assessment data sheet to determine if students are making sufficient progress towards stated goals.	Formative: Weekly assessments designed to assess student progress in their specific area of deficiency Formative: Progress monitoring plan; RTI data sheet including weekly fluency and/or comprehension checks Summative: 2013 FCAT 2.0 Reading Test

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 toreduce the percent of non-proficient students by 50%. 5A :

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:	
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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 58% (9) of ELLstudents achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 ELL student proficiency to 63%(10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (9)	63% (10)

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	As noted on the 2012 FCAT 2.0 Reading Test, the area that showed minimal growth and requires ELL students to improve performance was Reading Application. ELL students had difficulties making inferences, drawing conclusions, returning to text to support answers and summarizing text.	Provide in-house tutoring utilizing computer based programs and provide instructional strategies such as Reciprocal Teaching, Think Alouds and Think/Pair/Share. Teachers will also utilize Task Cards to instruct and provide additional practice of the benchmarks.	Administration and Leadership Team	Meet with grade level groups and ELL Coordinator on a monthly basis to review results of periodic assessments and adjust instruction as needed.	Formative: Periodic benchmark assessment results from the ELL Practice and Assessment Handbook Summative: 2013 FCAT 2.0 Reading Test

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:	

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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
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				

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
Data Chats: Making instructional decisions based on student assessment outcomes	K-5	Lead Teacher, Grade Level Chairperson	School-wide	9/12/12, 10/17/12, 11/14/12, 12/12/12, 1/23/13, 2/20/13, 3/20/13, 4/10/13, 5/22/13	Review benchmark assessment data to measure progress correlated to the NGSSS Focus Calendars	Assistant Principal, Principal
RTI training	K-5	Assistant Principal, Lead Teacher	School-wide	August 16, 2012	Review of RTI – Progress monitoring plan data sheets	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 4	After School	Tutoring EESAC	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area 1, 2 & 3	Achieve 3000 Literacy Program	School-based budget	$22,000.00
			Subtotal: $22,000.00
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
Goal Area 4	Teacher Assistant Personnel	School based budget	$20,000.00
			Subtotal: $20,000.00
			Grand Total: $43,500.00

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:	The results of the 2012 CELLA Listening/Speaking assessment indicate that 70 % of the ELL students scored proficient in Oral skills

2012 Current Percent of Students Proficient in listening/speaking:

70% (57 students).

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
	ELL students lack the additional opportunities, outside of school, to practice speaking and listening skills that will enhance listening comprehension and vocabulary development.	Emphasize Listening strategies such as using Simple, Direct Language, a strategy that teachers use which helps students gain a better understanding of what is being said as teachers restate sentences into sequences of simple	ELL teachers, ELL Chairperson, Administrators	Grade Level Team leaders and ELL Chairperson will review oral language assessments on a monthly basis and adjust instruction as needed.	Formative: Weekly teacher generated assessments. Periodic benchmark assessment results. Walk-thru observations. Summative: 2013 CELLA

1		sentences, restate at slower rates, pause often and provide specific explanations. Teachers will also utilize the substitution and paraphrase strategies in order for students to restate what they have read to account for vocabulary and words/concepts that are important to the reading passage.			

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:	The results of the 2012 CELLA Reading assessment indicate that 38 % of the ELL students scored proficient in Reading.

2012 Current Percent of Students Proficient in reading:

38% (31 students)

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	ELL students have limited time to access tutoring due to program requirements.	Emphasize Reading strategies with QAR's which help students with their reading comprehension and to assist students in understanding the relationship that exists between questions and answers. Provide students with Reciprocal Teaching strategies which is designed to enhance student's comprehension of text by integrating the processes of predicting, clarifying, visualizing, questioning and summarizing during reading. Utilize Reading Plus program to monitor student progress.	ELL teachers, ELL Chairperson, Administrators	Utilize data from periodic benchmark assessments to monitor progress. Grade Level Team leaders and ELL Chairperson will meet monthly to discuss strategies in order to address specific weaknesses and adjust instruction as needed.	Formative: Reading benchmark assessments, Vocabulary assessments, FAIR data. Summative: 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:	The results of the 2012 CELLA Writing assessment indicate that 34 % of the ELL students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:

34% (28 students)

	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	Time constraints limit the teachers' ability to meet with individual students to assist in the areas of weakness.	Emphasize strategies that will assist with students' ability to focus, elaborate and organize their writing.	ELL Chairperson, Leadership Team, Administrators	Review monthly writing assignments to ensure progress is being made and adjust interventions as needed.	Formative: Students writing scores on monthly writing assignments Summative: 2013 CELLA

CELLA 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
Goal s 2 & 3	BrainPop	School Based Budget	$1,500.00
Goal 2	Achieve 3000	School Based Budget	$0.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 3	Melissa Forney's Primary Pizzaz and Razzle Dazzle	School Based Budget	$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: $1,500.00

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 results of the 2011-2012 FCAT Math Test indicate that 40% (159) of students achieved level 3 proficiency. Our goal for the 2012-2013 school years is to increase level 3 student proficiency to 41% (163).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (159)	41% (163)

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 Mathematics Test was in the Reporting category of Number and Fractions for 3rd grade, Geometry and Measurement for 4th grade and Expressions, Equations and Statistics in 5th grade. Limited access to mathematics computer programs and manipulative may be considered a barrier to goal attainment.	Develop an understanding of fractions and fraction equivalents; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Develop an understanding of area and determine the area of 2 dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a 3D object from a 2 dimensional representation and vice versa. Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams. Develop a net-book cart schedule to increase access to computer based programs including Success Maker, Reflex Math and Gizmos.	MTSS Team and Leadership Team	Review computer assisted program reports to ensure students are making adequate progress. Conduct monthly grade level discussions to attain teacher feedback on the effectiveness of program utilization and adjust instruction as needed.	Formative: CAP reports Summative: 2013 FCAT 2.0 Math 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Math Test indicate that 38% (151) of students achieved proficiency (level 4 and 5). Our goal for the 2012-2013 school year is to increase level 4&5 to 39% (155)
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (151)	39% (155)

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 level 4 and 5 students showed an area of deficiency in Geometry and Measurement as noted on the 2012 administration of the FCAT 2.0 Mathematics Test. The deficiency is due to limited classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities.	Students will be given opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams. Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area.	Leadership Team	Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.	Formative: Monthly standards based assessments. Summative: 2013 FCAT 2.0 Math 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:	
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 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 79% (210) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains in mathematics to 84% (223)
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (210)	84% (223)

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	As noted on the 2012 FCAT Mathematics Test administration, the percent of students making learning gains in math increase by 3%. The increase is due to teachers use and experience in differentiating mathematics instruction. Teachers will continue to provide students with opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities	Utilize weekly basic skills assessment data to identify students who have not achieved mastery of concepts and provide targeted interventions to meet those needs.	RtI Team, Administrative Team	Review weekly basic skills assessments on a monthly basis to ensure progress is being made and adjust intervention as needed.	Formative: Weekly basic skills assessment data reports Summative: 2013 FCAT 2.0 Math test

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:	
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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 80% (56) of students in the lowest 25% made learning gains Our goal for the 2012-2013 school year is to increase the percent of students in the lowest quartile making learning gains in mathematics to85% (60)
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (56)	85%(60)

	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	On the 2012 FCAT 2.0 Mathematics Administration, it was noted that the percent of students in the lowest 25% making learning gains increased by 5 percentage points. Classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities should be continued with more frequency to maintain adequate progress with the lowest performing students.	Utilize weekly assessment data to identify students who have not achieved mastery of concepts and provide targeted interventions to meet those needs.	Administration, RtI Team	Review intervention assessments on a monthly basis to ensure progress is being made and adjust intervention as needed.	Formative: Bi-weekly assessment data reports; intervention assessments Summative: 2013 FCAT Math test

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 toreduce the percent of non-proficient students by 50%. 5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
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				

End of Elementary School Mathematics Goals

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
Success Maker	K-5	Lead Teacher	Grades K-5 Mathematics teachers	September 17, 2012	Interventions schedule; reports from computer assisted program	Administrative Team
Gizmos	3-5	Lead Teacher	Grade 3-5 Mathematics teachers	September 26, 2012	Grade level planning sessions; reports from computer assisted program	Administrative Team
Reflex Math	K-5	Lead Teacher	Grade K-5 Mathematics teachers	August 16, 2012	Grade level planning sessions; reports from computer assisted program	Administrative Team

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
Goals 1-4	Refelx Math	School-Based Funding	$3,000.00
Goals 1-4	Gizmos Math	School-Based Funding	$1,680.00
			Subtotal: $4,680.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-4	Gizmo's Teacher Training	Schoo-Based Funding	$1,500.00
			Subtotal: $1,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,180.00

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:	On the 2012 Administration of the Science FCAT, 50% (75) of students achieved proficiency (FCAT Level 3). Our goal for the 2012-2013 school year is to increase the percent of students scoring achievement level 3 in science to 52% (78).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(75)	52% (78)

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 according to 4 years of trend data has been Life and Nature of Science. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands on lab activities and classroom discussions to reinforce higher order thinking skills. Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing	Science Curriculum Team and Leadership Team	Teams will review the results of school site assessment data to monitor student progress on a monthly basis and adjust instruction as needed.	Formative: School site monthly assessments Summative: 2013 FCAT 2.0 Science test

	of hypothesizes, data analysis, explanation of variables and experimental design in life 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:	
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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 Administration of the Science FCAT, 21% (31) of students scored above proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase the percent of students scoring levels 4 & 5 to 22% (32)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(31)	22%(32)

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	According to assessment data, students need additional opportunities to increase levels of proficiency specifically in the reporting category of Nature of Science.	Identify students scoring 4 and 5 on the reading and mathematics portion of the FCAT and provide them with opportunities to develop independent, experimental and real world projects. Provide opportunities for all students to engage in project based learning that supports higher order thinking skills needed to achieve the highest	Leadership team, Liaison	Projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary.	Formative: Benchmark Test Summative: 2013 FCAT 2.0 Science test

	levels of proficiency specifically in the reporting category of Nature of 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:	
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				

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
Gizmos	4-5	Lead Teacher	4th and 5th grade Science teachers	September 2012 – Ongoing	Grade-level planning sessions; reports from computer assisted programs	Administrative Team
PLC Focus: Hands-on approach to teaching Science concepts	K-5	Science Liaison	K-5 Science Teachers	October 24, 2012	Classroom walk-thrus	Administrative Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Hands-onscience kits and manipulatives	School-based Budget	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

2.1	Gizmos Science	School-based Funding	$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: $2,000.00

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:	On the 2012 administration of the Writing FCAT, 90% (115) of students achieved adequate yearly progress in writing. Our goal for the 2012-2013 school year is to increase the percent of students scoring 3.0 or higher to 91% (116)
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (115)	91% (116)

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	On the 2012 Administration of the Writing FCAT, 90% (115) of students achieved adequate yearly progress in writing. However, only 26% were considered proficient according to the new standard score of 4.0-6.0. Limited professional development in instructional strategies for teaching mastery of the new higher standards in writing may impact our writing scores.	Students will participate in small group instruction with a focus on elaboration. Monthly writing assignments will be conducted to monitor writing progress. "Units of Study for Teaching Writing K-5" will be utilized in to assist with Writing instruction. Students will develop writing portfolios showcasing writing pieces centered on prewriting, drafting, revising, editing and publishing. After-school tutoring will be provided for small groups of students needing extra assistance with revision.	Literacy Leadership Team, Administrative Team	Review monthly writing assignments with teachers to ensure progress is being made and adjust intervention as needed. Monitor the implementation of "Writer's Workshop" in K-5 Language Arts classes.	Formative: Student's scores on monthly writing assessments Summative: 2013 FCAT Writing 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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				

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
Primary Pizzazz Writing Workshop	K-2	Melissa Forney	All K-2 Teachers	August 13, 2012	Review writing samples to monitor the effectiveness of writing instruction.	Leadership Team
Razzle Dazzle Writing Workshop	3-5	Melissa Forney	All Language Arts Teachers in 3-5	August 14, 2012	Review writing samples to monitor the effectiveness of writing instruction.	Leadership Team
Data Chats: Making instructional decisions based on student assessment outcomes	K-5	Lead Teacher, Grade Level Chairperson	School-wide	9/12/12, 10/17/12, 11/14/12, 12/12/12, 1/23/13, 2/20/13, 3/20/13, 4/10/13, 5/22/13	Review benchmark assessment data to measure progress correlated to the NGSSS Focus Calendars	Assistant Principal, Principal

Writing 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
1.1	Melissa Forney's Primary Pizzaz and Razzle Dazzle	School-based Budget	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

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 for this year is to increase attendance to 97.16% by minimizing absences by creating a welcoming environment for our students. In addition, our goal for this year is to decrease the number of students with excessive absences and excessive tardiness by 5 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.16%	97.16
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
108	103
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
114	108

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	Illnesses and HINI warnings may increase absences.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and illness prevention strategies such as hand washing.	All Staff and Maintenance Team	Administrators will monitor school environment and instruction on illness prevention.	School-wide walkthroughs
	Our school's arrival area	Provide extended	Support Staff,	Administrators will	Attendance

| 2 | is easily impacted by traffic patterns in the surrounding residences. | supervision time to students prior to the start of the school day to widen the arrival window. | Maintenance Team and Administration | monitor tardy logs quarterly to ensure students are coming to school on time and meet to adjust the arrival supervision time as needed. | record results |

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
Truancy Prevention	K-5	Assistant Principal	K-5 teachers and support staff	August 2012	Review of attendance records	School counselor and Administrative Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students receiving perfect attendance in each quarter of the 2012-2013 school year	School-Based budget	$200.00
			Subtotal: $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
Additional support staff	Staff to provide morning supervision	School-based budget	$1,728.00
			Subtotal: $1,728.00
			Grand Total: $1,928.00

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 average suspension rate in 2012 was 0 students. Our goal for 2013 is to maintain the total number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

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 total numbers of indoor and outdoor suspensions were significantly low.

Maintaining such a small percentage of suspensions can be a challenge. | Continue to implement the Positive Behavior Incentive System, Character Development, and Conflict Resolution programs initiated by our School Counselor that focuses on positive student behavior and rewards students for doing the right thing. | School Counselor | Conduct classroom walkthroughs to promote Conflict resolution programs and monitoring of Office Discipline Referrals | Conduct classroom walkthroughs and monitoring of Office Discipline Referrals and Conflict resolution programs. |

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
Code of Student Conduct Review	K-5	School Counselor	School-Wide	PLC's: October 2012, January 2013, March 2013, May 2013	Review of suspension records	School Counselor and Administrative Team

Peer Mediation	K-5	School Counselor	School-Wide	PLC's: October 2012, January 2013, March 2013, May 2013	Student Participation records	School Counselor and Administrative Team

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
Peer Mediators Training	Printing of training manual	School-Based Budget	$50.00
			Subtotal: $50.00
			Grand Total: $50.00

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year the percent of parents who completed at least 30 volunteer hours was 75 % (562). Our goal for the 2012-2013school year is to maintain or increase our 78% (585) percentage point of parental involvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75% (562)	978% (585)

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
	Maintaining a high percentage of parental involvement can be a challenge due to the limited number of school	Increase opportunities for parents to volunteer through targeted planning of school activities.	Administrative Team, Teachers and PALs Organization	Review of volunteer hour records and school activity plans to ensure effectiveness of strategy.	Volunteer hour records

1	activities we can offer each year.	Assist our Parent As Liaisons (PALs) organization in its efforts to recruit parent volunteers by providing class incentives for 100% participation.			

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 Activities	K-5	Administratative Team	Grade Level Chairpersons	September 2012 - Ongoing	Maintain records of parental involvement in school activities	Administration

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

End of Parent Involvement Goal(s)

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	The goal for the 2012-2013 school year in the area of Science, Technology, Engineering and Math is to continue to implement programs such as Science Fair,

	STEM Goal #1:		SECME, and participation in our advanced academic curriculum. We will continue to encourage our students to participate in competition activities such as SECME and the Math Brain Bowl.

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 more activities related to the integration of Science, Technology, Engineering and Mathematics Strategy.	Increase opportunities for authentic hands-on activities that integrate Science, Technology, Engineering and Mathematics. Increase participation in the Miami-Dade County Youth Fair Science Exhibition by promoting incentives such as free admonition to the Fair	Math and Science Professional Learning Community members. Administrators and Science Coach.	Participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl. Review the number of students who submit projects to the Fair and compare to the previous year's numbers.	Participation logs and competition results.

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	K-5	Principal	Science PLC members	2012-2013 Monthly meetings	Monthly meeting minutes	PLC Chairperson
Math	K-5	Assistant Principal	Math PLC members	2012-2013 Monthly meetings	Monthly meeting minutes	PLC Chairperson

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
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Science Fair set-up	School-Based Funding	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

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	Goal Area 4	After School	Tutoring EESAC	$1,500.00
Science	1.1	Hands-onscience kits and manipulatives	School-based Budget	$2,000.00
Attendance	Truancy Prevention	Provide incentives for students receiving perfect attendance in each quarter of the 2012-2013 school year	School-Based budget	$200.00
				Subtotal: $3,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal Area 1, 2 & 3	Achieve 3000 Literacy Program	School-based budget	$22,000.00
CELLA	Goal s 2 & 3	BrainPop	School Based Budget	$1,500.00
CELLA	Goal 2	Achieve 3000	School Based Budget	$0.00
Mathematics	Goals 1-4	Refelx Math	School-Based Funding	$3,000.00
Mathematics	Goals 1-4	Gizmos Math	School-Based Funding	$1,680.00
Science	2.1	Gizmos Science	School-based Funding	$0.00
				Subtotal: $28,180.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Goal 3	Melissa Forney's Primary Pizzaz and Razzle Dazzle	School Based Budget	$0.00
Mathematics	Goals 1-4	Gizmo's Teacher Training	Schoo-Based Funding	$1,500.00
Writing	1.1	Melissa Forney's Primary Pizzaz and Razzle Dazzle	School-based Budget	$2,500.00
				Subtotal: $4,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal Area 4	Teacher Assistant Personnel	School based budget	$20,000.00
Attendance	Additional support staff	Staff to provide morning supervision	School-based budget	$1,728.00
Suspension	Peer Mediators Training	Printing of training manual	School-Based Budget	$50.00
STEM	1.1	Science Fair set-up	School-Based Funding	$200.00
				Subtotal: $21,978.00
				Grand Total: $57,858.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͏ɳ Priority	j͏ɳ Focus	j͏ɳ Prevent	j͏ɳ NA

Are you a reward school: j͏ɳ Yes j͏ɳ 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

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
Funds to pay for tutors for free after-school tutoring program	$1,500.00

Describe the activities of the School Advisory Council for the upcoming year

Encourage parental involvement by developing partnerships with local businesses that can assist in supporting school initiatives.
Offer tutorial services to assist students who are not meeting standards in Reading and Mathematics.
Monitor the implementation of the School Improvement Plan SIP through ongoing data analysis.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
PINECREST ACADEMY (SOUTH CAMPUS)
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	86%	62%	67%	298	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%	76%			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?	69% (YES)	75% (YES)			144	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					590	
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 ACADEMY (SOUTH CAMPUS)
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	78%	86%	52%	294	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	71%	67%			138	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?	69% (YES)	75% (YES)			144	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested