

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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325 West Gaines Street
Tallahassee, Florida 32399

School Name: PINE MEADOW ELEMENTARY SCHOOL

District Name: Escambia

Principal: Terri Fina

SAC Chair: Heidi Chism

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/31/2012

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	Terri Fina	Bachelors in Social Work Bachelors in Elementary Education Masters in Special Education Certificate in Curriculum and Instruction	3	8	2007-2008 West Pensacola Elementary Assistant Principal School Grade "D" AYP - 85% 2008-2009 West Pensacola Elementary Assistant Principal School Grade "C" AYP - 85% 2009-2010 Pine Meadow Elementary Principal School Grade "A" AYP - 100% 2010-2011 Pine Meadow Elementary Principal School Grade "A" AYP - 97%

					2011-2012 Pine Meadow Elementary Principal School Grade "A"
Assis Principal	Jay Watts	B.S. Science M.Ed. Ed Leadership Certified in PE Middle Grades in Math, Science and Drivers Ed School Principalship	1	7	2007-2008 Warrington Middle School Assistant Principal School Grade "D" AYP - 69% 2008-2009 Warrington Middle School Assistant Principal School Grade "C" AYP - 82% 2009-2010 West Pensacola Elementary Assistant Principal School Grade "D" AYP -69% 2010-2011 West Pensacola Elementary Assistant Principal School Grade "C" AYP -74% 2011-2012 Pine Meadow Elementary Assistant Principal School Grade "A"

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.

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)
No data submitted				

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	Continue with partner/mentor teacher through the second year with new teachers	Principal Assistant principal	Ongoing	
2	Assign partner teacher for teachers new to Pine Meadow	Principal Assistant Principal	Ongoing	
3	Regular meetings of new teachers with Principal	Principal	On-going	
4	Assign consulting teacher for all first year teachers	Principal Assistant Principal	On-going	
5	Hire NCLB Highly Qualified Teachers	Principal Assistant Principal	Ongoing	

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
100% of all instructors at Pine Meadow Elementary are teaching in-field.	

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
54	3.7%(2)	35.2%(19)	37.0%(20)	44.4%(24)	38.9%(21)	100.0%(54)	25.9%(14)	0.0%(0)	24.1%(13)

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
Melanie Johnson	Beth Cribbs	Ms. Cribbs is new to Fourth grade and Pine Meadow. Ms. Johnson has demonstrated through classroom observations and data that she is a highly effective fourth grade teacher.	Weekly common planning period Weekly meetings Release time for Ms. Cribbs to observe in Ms. Johnson's class. Release time for Ms. Johnson to observe in Ms. Cribbs's class.
Michelle Williams	Kelly Ferguson	Ms. Ferguson is new to Pine Meadow. Ms. Williams has demonstrated through classroom observations and data that she is a highly effective fourth grade teacher.	Weekly common planning period Weekly meetings Release time for Ms. Ferguson to observe in Ms. Williams's class. Release time for Ms. Williams to observe in Ms. Ferguson's class.
Cassi McGee	Elizabeth Gilley	Ms. Gilley is new to Pine Meadow. Ms. McGee has demonstrated through classroom observations and data that she is a highly effective fifth grade teacher.	Weekly common planning period Weekly meetings Release time for Ms. McGee to observe in Ms. Gilley's room. Release time for Ms. Gilley to observe in Ms. McGee's room.
		Ms. DuBose is new to fifth	

Karen Potter	Vicki DuBose	grade. Ms. Potter has demonstrated through classroom observations and data that she is a highly effective fifth grade teacher.	Weekly common planning period Weekly meetings Release time for Ms.DuBose to observe in Ms.Potter's room. Release time for Ms.Potter to observe in Ms. DuBose room.
Chelle Melville START teacher	Daniel Gaines	Ms.Gaines is new to teaching and Pine Meadow. Ms.Melville has demonstrated through classroom observations and data that she is a highly effective kindergarten teacher.	Weekly common planning period Weekly meetings Release time for Ms. Gaines to observe in Ms.Melville's room.
Melissa Broadwater START teacher	Tiffany Sewell	Ms. Sewell is new to teaching and Pine Meadow. Ms.Broadwater has demonstrated through classroom observations and data that she is a highly effective second grade teacher.	Weekly common planning period Weekly meetings Release time for Ms.Sewell to observe in Ms. Broadwater's room.

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

\$5,125 - Parent Educator to develop and coordinate parent involvement activities.
\$29,462 - Half a unit of a technology coordinator to develop and present inservice to staff.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at Pine Meadow Elementary.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (in-service education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various

key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center. Pine Meadow currently has no ESOL students enrolled.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The program is overseen by the District Title I office. At Pine Meadow Elementary we have identified 23 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced from our school's budget. In the past we have used SAI monies for consumables to use when working with struggling students and educational software. We will continue to use the SAI monies to support academically struggling students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

Pine Meadow Elementary houses a Head Start program. The program has two teachers in one building. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Pine Meadow Elementary has a variety of guest speakers that speak to our students about various careers as well as videos that discuss different careers to promote career awareness.

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Terri Fina - Principal
Jay Watts - Assistant Principal
Gina Burke - Guidance Counselor
Patti Young - School Psychologist
ESE Teachers - grade appropriate teacher
General Education Teachers - grade appropriate teacher

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 RTI Leadership Team meets weekly to engage in the following activities: review universal screening data and link to instructional decisions; 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. The team will also 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 and making decisions about implementation.

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 RTI Leadership Team met with the School Advisory Council (SAC) and the principal to help develop the SIP. The team provided data on: Tier 1,2 and 3 targets, academic and social/emotional areas that need to be addressed; helped set clear expectations of 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: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, CIM assessment, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), FCAT Simulation
End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development in the problem-solving process, elements of the tiers, and data collection/graphing will be provided for all new employees and a review for the rest in August. Continuing professional development will be provided by content specialist during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RTI team will determine additional professional development needs during the weekly RTI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

At Pine Meadow Elementary we call this team our Reading Leadership Team. The following are the members of this team.
Terri Fina - Principal
Jay Watts - Assistant Principal
Shelley Gray - Kindergarten
Mary Nicholas - First Grade
Heidi Chism - First Grade Inclusion
Diane Taylor - Second grade
Kim Hauck - Media Specialist
Melissa Holloway - 3d grade
Britney Caine- 4th grade

Karen Potter - 5th grade

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

Pine Meadow's school-based reading leadership team meets on a monthly basis. The role of this team will be to identify and address areas of strength and weakness in our reading program looking both at issues within a grade level as well as issues through all grade levels.

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

One of our major initiatives for this year will be working on increasing our students reading for pleasure and proficiency through Accelerated Reader, reading clubs and Family reading night with the theme "TEAM P.M.E. Readers In Training". Several teachers went to training this summer and will be providing inservice to the staff on differentiation strategies as well as other strategies to improve classroom instruction. Some teachers will be involved in a book study on either "Advancing Differentiation" or "Daily Five". Another initiative this committee will be working on it to address reading vertically throughout the school to ensure that we have seamless instruction going on from grade to grade in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/4/2012)

*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.

At Pine Meadow Elementary prior to the beginning of the school year kindergarten teachers contact all parents to discuss expectations and curriculum for the upcoming year. We invited parents to attend an orientation specifically about the school year for kindergartners reviewing everything a parent of a kindergartner needs to know. Teachers will also assess all kindergartners as early as possible in the school year.

The Head Start program has one unit located on our school campus. We work with the Head Start program to provide pre-kindergarten students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the year. Parents are invited to come and register their children and receive information (transportation, breakfast and lunch, etc.) that will assist in the transition to our school. Additionally voluntary pre-kindergarten programs are available through several private providers serving our school. These providers include Miss Kathy's, Malena's Preschool and Marcus Point Baptist Church Preschool.

*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.

Not applicable

*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?

Not applicable

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?

Not applicable

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](#)

Not applicable

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:	84% of Pine Meadow Elementary's students met high standards in reading for the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% of Pine Meadow Elementary third, fourth and fifth grade students met high standards in reading for the 2011/2012 school year.	We expect to increase the number of students meeting high standards in reading by 3% in the 2012/2013 school year.

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	Struggling readers	Leveled readers Additional instruction in small groups Differentiated instruction Additional tutoring during the school day Individualized computer programs Tutoring outside of the school day	Classroom teacher	Fair Data Benchmark tests in reading series CIM assessment data	EducationCity reports FCAT Fair Data Fastforward
2	Attendance	Monitor absences and tardies closely Attendance child study meetings	Administration and guidance	Attendance reports	Attendance reports

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:	No Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No Data

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	NA	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	56% (139) of Pine Meadow fourth and fifth graders made a level 4 or 5 on FCAT reading for the 2010-2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(118) of Pine Meadow fourth and fifth graders made a level 4 or 5 on FCAT reading for the 2011/2012 school year.	We expect to maintain or increase by 1% the number of fourth and fifth graders earning a level 4 or 5 on FCAT reading for the 2012/2013 school year.

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	Adequate enrichment to increase proficiency levels three and above.	Plan enrichment activities. Collaboration between gifted teacher and regular classroom teachers.	Classroom teacher	Enrichment activities will be shared on a regular basis	FCAT

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:	No Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	71% of Pine Meadow students made learning gains in reading in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% of Pine Meadow students made a year's worth of progress in reading in the 2011/2012 school year.	We plan to maintain or increase by 1% the number of Pine Meadow's students making learning gains in reading in the 2012/2013 school year.

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	Struggling students	CIM focus lessons Leveled readers Additional instruction in small groups Differentiated instruction Custom courses in Successmaker Additional tutoring during the school day.	Classroom teacher	CIM assessment Successmaker data Benchmark tests in reading series FAIR data	Successmaker reports FAIR data FCAT
2	Attendance	Monitor closely absences and tardies Attendance child study meetings	Administration and guidance	Attendance reports	Attendance reports

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	66% of the lower quartile of students at Pine Meadow Elementary made learning gains in reading in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of the lower quartile of students at Pine Meadow Elementary made learning gains in reading in the 2011/2012 school year.	We expect to maintain or increase by 1% the number of students in the lower quartile making learning gains in reading for the 2012/2013 school year.

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
	Struggling readers	Leveled readers Additional instruction in	Classroom teacher	FAIR data STAR data	Successmaker reports

1		small groups Differentiated instruction Custom courses in Successmaker Additional tutoring during school hours.		Benchmark tests in reading series Successmaker data	FCAT FAIR data
2	Attendance	Monitor attendance and tardies closely Attendance child study meetings	Administration and guidance	Attendance reports	Attendance report

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 # To have 100% of our students reading on proficiency level.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	73	75	78	81	

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:	This subgroup made AYP in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The subgroup Black did not make AMO targets in Reading. The subgroup White did make the AMO target in reading.	This subgroup will meet AMO targets in Reading.

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	Attendance	Variety contacts to parents to discuss importance of consistent attendance	Administration Guidance Counselor	Attendance Report	Attendance Report
2	Struggling readings	Levelized readers Additional reading time during day Tutoring outside of school day Differentiated instruction Computerized instruction	Classroom teacher	Report Cards FCAT reading scores	Report Cards FCAT reading scores

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:

No data			No data		
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	NA	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:	This subgroup made AYP in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The subgroup SWD did not make AMO targets in reading.	This subgroup will make AMO targets in reading in the 2012/2013 school year.

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	Attendance	Attendance child study meetings Attendance letters and other contacts to notify to parents how important consistent attendance is	Administration Guidance counselor	Attendance reports	Attendance reports
2	Struggling students	Differentiated instruction Additional reading instruction throughout the school day Tutoring outside of the school day Levelized readers Computer programs	Classroom teacher	Report cards FCAT reading	Report cards FCAT reading

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:	This subgroup made AYP in reading in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This subgroup made AMO targets in Reading	This subgroup will continue to make AMO targets in Reading.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Child study meetings Attendance letters and other communication to parents about the importance of daily attendance.	Administration Guidance counselor	Attendance reports	Attendance reports
2	Struggling students	Levelized readers Differentiated instruction Tutoring outside of the school day. Additional reading time/instruction Computer program	Classroom teacher	Report cards FCAT reading	Report cards FCAT reading

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
Daily Five	All grade levels	Designated trained classroom teachers	School wide	Monthly learning community meetings	Classroom observations and lesson plans	Administration
FAIR	All grade levels	Grade level chair and Technology Coordinator	School wide	Ongoing at data grade level meeting	Data notebooks	Administration
CIM Focus Lessons	All grade levels	Grade level chair or other designated teacher	School wide	Ongoing at grade level meetings	CIM assessments and data notebooks	Administration
Educational software	All grade levels	Technology coordinator	School wide	Pre-planning and as needed	Data notebooks and reports generated by software	Administration
Differentiated Instruction	All grade levels	Designated trained classroom teachers	School wide	Ongoing at grade level meetings Monthly faculty meetings and teacher planning days	Classroom observations and lesson plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional books for classroom use	Textbooks	SAI	\$16,000.00
			Subtotal: \$16,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

AR, Star, Fastforward and EducationCity	Educational Software	SAI	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book study	Books and materials on differentiated instruction, Daily Five and other reading strategies		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Tutoring outside of the school day		\$0.00
			Subtotal: \$0.00
			Grand Total: \$26,000.00

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:			No data		
2012 Current Percent of Students Proficient in listening/speaking:					
No data					
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	NA	NA

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:					
2012 Current Percent of Students Proficient in reading:					
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				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
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				

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
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

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:	84% of Pine Meadow's third, fourth and fifth graders met high standards in math on FCAT in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of Pine Meadow's third, fourth and fifth graders met high standards in math on FCAT in the 2011/2012 school year.	We expect to maintain or increase by 2% the number of Pine Meadow third, fourth and fifth graders that meet high standards in math on FCAT in the 2012/2013 school year.

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	Struggling students	Additional instruction in small groups Differentiated instruction CIM focus lessons	Classroom teacher	Benchmark tests in math series CIM assessments	FCAT
2	Attendance	Monitor attendance and tardies closely Attendance child study meetings	Administration and guidance	Attendance reports	Attendance reports

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	59% of Pine Meadow's fourth and fifth graders made a level 4 or 5 on FCAT math for the 2010/2011 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% of Pine Meadow's fourth and fifth graders made a level 4 or 5 on FCAT math for the 2011/2012 school year.	We expect Pine Meadow's fourth and fifth graders to maintain or increase by 1% the number of fourth and fifth graders making a level 4 or 5 in FCAT math for the 2012/2013 school year.

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	Adequate enrichment activities to increase proficiency levels 3 and above	Plan enrichment activities Collaboration between gifted teacher and regular classroom teacher	Classroom teacher	Activities will be shared on a regular basis	FCAT

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:	No data
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2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	72% of Pine Meadow's students made learning gains in FCAT math in the 2010/2011 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of Pine Meadow students made learning gains in FCAT math in the 2011/2012 school year.	We expect to maintain or increase by 1% the number of Pine Meadow students to show learning gains in FCAT math in the 2012/2013 school year.

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
	Struggling students	Added instruction for	Classroom teacher	CIM assessments	FCAT

1		small groups Differentiated instruction CIM focus lessons		Benchmark tests in math series	
2	Attendance	Monitor closely attendance and tardies Attendance child study meetings	Administration and guidance	Attendance reports	Attendance reports

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% of Pine Meadow's lowest quartile made learning gains in FCAT math during the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% of our lowest quartile made learning gains in FCAT math in the 2011/2012 school year.	We expect Pine Meadow students to maintain or increase by 1% the number of students in our lowest quartile to make learning gains in FCAT math for the 2012/2013 school year.

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	Struggling students	Additional instruction for small groups Differentiated instruction CIM focus lessons	Classroom teacher	CIM assessments Benchmark tests in math series	FCAT
2	Attendance	Monitor closely absences and tardies Attendance child study meetings	Administration and guidance	Attendance reports	Attendance reports

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 # To have 100% of our students reach proficiency in math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	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:	This subgroup met AYP for the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Black subgroup did not make AMO targets in Mathematics. The White subgroup did not make AMO targets in Mathematics.	This subgroup will meet AMO targets in Mathematics.

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	Attendance	Attendance child study Attendance letters and other communication to parents about the importance of daily attendance`	Administration Guidance counselor	Attendance reports	Attendance reports
2	Struggling students	Differentiated instruction Tutoring Additional math time/instruction Computer programs	Classroom teacher	Report card FCAT math	Report card FCAT math

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 mathematics. Mathematics Goal #5D:	This subgroup met AYP during the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The subgroup SWD did not make AMO targets in Mathematics	This subgroup will make AMO targets in Mathematics.

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	Attendance	Child study meetings Attendance letters and other communication to parents to express importance of daily attendance	Administration Guidance counselor	Attendance reports	Attendance reports
2	Struggling students	Differentiated instruction Tutoring Additional math time/instruction computer program	Classroom teacher	Report card FCAT math	Report card FCAT math

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:	This subgroup did not meet AYP in the area of math proficiency in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This subgroup Economically Disadvantaged did not make AMO targets in Mathematics.	We expect this subgroup to make AMO targets in Mathematics.

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	Attendance	Child study meetings Attendance letters and other communication to express importance of daily attendance to parents	Administration Guidance counselor	Attendance reports	Attendance reports
2	Struggling students	Differentiated instruction Tutoring Additional math time/instruction Computer program	Classroom teacher	Report card FCAT math	Report card FCAT math

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
Cim Focus Lessons	All grade levels	Grade level chair	School - wide	Ongoing	CIM assessments	Administration
Educational Software	All grade levels	Technology coordinator	School-wide	Preplanning and teacher planning days	Reports generated by software and data notebooks	Administration
Differentiated instruction	All grade levels	Grade level chairs and designated trained classroom teachers	School-wide	Monthly faculty meetings and ongoing in grade level meetings	Classroom observations and lesson plans	Administration
GoMath	All grade levels	Grade level chairs and technology coordinator	School-wide	Ongoing	Classroom observations, lesson plans and data notebooks	Administration

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
Education City	Educational software	SAI	\$2,400.00
			Subtotal: \$2,400.00
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
Tutoring	Tutoring outside of school day		\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,400.00

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:	65% of Pine Meadow fifth graders achieved level 3 or above on FCAT science in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

72% of Pine Meadow fifth graders achieved level 3 or above on FCAT science in the 2011/2012 school year.			We expect to maintain or increase by 1% the number of fifth grades that achieve a level 3 or higher on FCAT science in the 2012/2013 school year.		
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	Struggling students	Successmaker science Additional instruction in small groups Differentiated instruction CIM focus lessons	Classroom teachers	CIM assessments Successmaker reports	FCAT Science
2	Attendance	Monitor absences and tardies closely Attendance child study meetings	Administration and guidance	Attendance reports	Attendance reports

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	26% of Pine Meadow's fifth graders made a level 4 or 5 on FCAT Science in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% of Pine Meadow's fifth graders made a level 4 or 5 on FCAT Science in the 2011/2012 school year.	We expect to maintain or increase by 1% the number of fifth graders that make a level 4 or 5 on FCAT science in the 2012/2013 school year.

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	Adequate enrichment activities to increase proficiency levels 3 and above.	Plan enrichment activities Collaboration between gifted teacher and regular education classroom teacher	Classroom teacher	Activities shared on a regular basis	FCAT
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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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	NA

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
CIM focus lessons	All grade levels	Grade level chair	School-wide	Ongoing	CIM assessments and data notebooks	Administration
EducationCity science	3,4 & 5	Technology coordinator	Grades 3,4 & 5	Ongoing	Reports generated by software and data notebooks	Administration

Science 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
Education City	Educational software	SAI	\$2,400.00
			Subtotal: \$2,400.00

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: \$2,400.00			

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:	94% of Pine Meadow's fourth graders met high standards in FCAT Writing in the 2010/2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% of Pine Meadow's fourth grade students met high standards in FCAT Writing in the 2011/2012 school year.	We expect at least 90% or more of our fourth graders to meet high standards in FCAT Writing in the 2012/2013 school year.

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	Struggling students	Differentiated instruction Additional instruction in small groups CIM focus lessons	Classroom teacher	CIM assessments Monthly writing test	FCAT Writing
2	Attendance	Monitor absences and tardies closely Attendance child study meetings	Administration and guidance	Attendance report	Attendance report

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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	NA	NA

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
CIM focus lessons	All grade levels	Grade level chair and other designated classroom teachers	School-wide	On-going	CIM assessments and data notebooks	Administration
Thinking maps	All grade levels	Bonnie Halford	School-wide	Pre-planning and on-going	Monthly writing prompts Lesson plans observations	Administration
Writing standards	All grade levels	Designated staff	School-wide	On-going	Lesson Plans Observations	Administration

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
Thinking maps	Training for new teachers and review for others		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Tutoring outside of school day		\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	The average daily attendance at Pine Meadow Elementary for the 2010/2011 school year was 95.3.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance at Pine Meadow Elementary for the 2011/2012 school year was 95.6.	Pine Meadow Elementary will maintain that attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Pine Meadow Elementary had five child study meetings for attendance during the 2011/2012 school year.	Pine Meadow Elementary will maintain its low number of child student meetings for attendance.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Pine Meadow Elementary had 68 students with excessive tardies for the 2011/2012 school year.	Pine Meadow Elementary will decrease the number of students with excessive tardies by 1% for the 2012/2013 school year.

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	Large number of out of district students.	Continual contact with parents of students with excessive tardies and/or absences.	Administration and guidance	Attendance and tardy reports	Attendance and tardy reports
2	Uninformed parents	Kindergarten orientation for several hours where we give parents extensive information in person. Orientation K - 5 week before school starts reviewing school information especially attendance information. Open House scheduled review school information especially attendance information. Flyer sent home first week of school outlining importance of good attendance and attendance policy. Handbook sent home first week. Teachers reviewed attendance policy with students and asked students to review with parents.	Administration and Parent Educator Classroom teacher	Attendance and tardy reports	Attendance and tardy reports

	Attendance policy posted on website.			
	Attendance information sent out in newsletters.			

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
Review attendance policy and procedures.	All grade levels	Administration	School-wide	Pre-planning	Review as needed.	Administration

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
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 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:	Pine Meadow Elementary had 0 in-school suspensions and 23 out of school suspensions for the 2010/2011 school year.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Pine Meadow Elementary had 4 in-school suspensions for the 2011-2012 school year.	Pine Meadow Elementary will maintain the low number of in school suspensions for the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Pine Meadow Elementary had 3 students with in school suspensions for the 2011-2012 school year.	Pine Meadow Elementary will maintain the low number of students with in school suspensions for the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Pine Meadow Elementary had 12 out of school suspensions for the 2011-2012 school year.	Pine Meadow Elementary will maintain the low number of out of school suspensions for the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Pine Meadow Elementary had 9 students with out of school suspensions for the 2011-2012 school year.	Pine Meadow Elementary will maintain the low number of students with out of school suspensions for the 2012-2013 school year.

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	Uninformed parents	Handbooks, flyers information shared at orientation, open house and parent/teacher conferences concerning behavior expectations Monthly parent contacts	Administration and teachers	Discipline reports	Discipline reports
2	Uninformed students	Review handbooks with comprehension activities Review rules on closed network Posters with behavior expectations "Pawsitively" awesome student awards.	Administration and teachers	Discipline reports	Discipline 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
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Review district "Bullying" policy and reporting system	All grade levels	Administration	School-wide	Aug/Sept.	Monthly meeting of discipline committee	Administration
Review school-wide discipline plan	All grade levels	Administration	School-wide	Aug/Sept.	Monthly meeting of discipline committee.	Administration
Pawsitively awesome student program and monthly positive parent contacts	All grade levels	Administration	School-aide	pre-planning and ongoing	Monthly grade level meetings and awards turned in.	Administration

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>	In the 2010/2011 school year Pine Meadow offered a multitude of activities for parents and accumulated 5,200 volunteer hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In the 2011-2012 school year Pine Meadow offered a variety of activities for parents at a variety of times and accumulated 5,800 volunteer hours.	In the 2012-2013 school year Pine Meadow Elementary will continue offering a multitude of activities for parents, will increase the use of our Parent Resource room and have PTA work days increase from one day a week to two.

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	Communication with parents through: website newsletters class newsletters phone calls parent conferences Kindergarten orientation K-5 orientation Open House Weekly Panther Paws	Administration	Increase in activities and volunteer hours.	List of parent activities Number of volunteer hours

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
Volunteer training	All grade levels	Administration	School-wide	Pre-planning	Training as needed throughout the year.	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
Parent educator	Parent educator to present mini classes for parents and a resource for academics for parents	Title I	\$5,125.00
			Subtotal: \$5,125.00
			Grand Total: \$5,125.00

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:				
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
No Data Submitted						

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
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	Additional books for classroom use	Textbooks	SAI	\$16,000.00
				Subtotal: \$16,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AR, Star, Fastforward and EducationCity	Educational Software	SAI	\$10,000.00
Mathematics	Education City	Educational software	SAI	\$2,400.00
Science	Education City	Educational software	SAI	\$2,400.00
				Subtotal: \$14,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book study	Books and materials on differentiated instruction, Daily Five and other reading strategies		\$0.00
Writing	Thinking maps	Training for new teachers and review for others		\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Tutoring outside of the school day		\$0.00
Mathematics	Tutoring	Tutoring outside of school day		\$0.00
Writing	Tutoring	Tutoring outside of school day		\$0.00
Parent Involvement	Parent educator	Parent educator to present mini classes for parents and a resource for academics for parents	Title I	\$5,125.00
				Subtotal: \$5,125.00
				Grand Total: \$35,925.00

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 9/4/2012)

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
	\$0.00

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

The Pine Meadow School Advisory Committee wants to work closely with the Pine Meadow PTA to increase parent involvement in all activities scheduled at Pine Meadow as well as increase parents knowledge and skills about how to teach and reinforce academics with their own child.

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

Escambia School District PINE MEADOW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	94%	65%	327	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%	72%			143	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?	66% (YES)	70% (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					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District PINE MEADOW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	87%	86%	67%	324	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	67%	80%			147	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)	79% (YES)			141	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					612	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested