

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PINELOCH ELEMENTARY

District Name: Orange

Principal: Dr. Eric Cantrell

SAC Chair: Mrs. Patricia Knowles

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval:

Last Modified on: 9/14/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Barry Richardson	B.S. Elementary Education, M.S. Administration Certified in Elementary Education, School Principal	4	13	1999-2000 C/No AYP Data 2000-2001 B/No AYP Data 2001-2002 A/No AYP Data 2002-2003 A/No 2003-2004 A/No 2004-2005 A/Provisional 2005-2006 B/Provisional 2006-2007 B/No 2007-2008 A/No 2008-2009 A/No 2009-2010 B/No 2010-2011 B/No 2011-2012 C
Principal	Dr. Rick Cantrell	B.S. in Elementary Education, Certified in Elementary Education & School Principal M.S. and Ed. D in Educational Leadership	1	15	2003-2004 C/No 2004-2005 B/Provisional 2005-2006 A/Provisional 2006-2007 A/No 2007-2008 A/No 2008-2009 B/No 2009-2010 B/No 2010-2011 A/No 2011-2012 C

## 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)
Math	Sylena Shazier	B.S. Elementary Education K-6 with ESOL Endorsement, M.S. Elementary Science Education, Ed. S. Educational Leadership K-12, Certified in Conflict Analysis and Resolution	6	3	2006-2007 C/No 2007-2008 A/Yes 2008-2009 A/No 2009-2010 B/No 2010-2011 B/No 2011-2012 C
Reading	Stephanie DeLucia	B.S. Elementary Education, M.S. in Reading, ESOL Endorsed.	8	5	2007-2008 A/Yes 2008-2009 A/No 2009-2010 B/No 2010-2011 B/No 2011-2012 C
Reading/Math	Alicia Johnson	B.S. Primary, Elementary Education ESOL certification	14	5	1999-2000 C/No AYP Data 2000-2001 C/No AYP Data 2001-2002 C/No AYP Data 2002-2003 C/No 2003-2004 D/No 2004-2005 C/No 2005-2006 A/Provisional 2006-2007 C/No 2007-2008 A/Yes 2008-2009 A/No 2009-2010 B/No 2010-2011 B/No 2011-2012 C
Instructional Coach	Demetries McPherson	B.A. Liberal Arts, Certified Elementary Education K-6 with ESOL Endorsement	9	1	2003-2004 D/No 2004-2005 C/No 2005-2006 A/Provisional 2006-2007 C/No 2007-2008 A/Yes 2008-2009 A/No 2009-2010 B/No 2010-2011 B/No 2011-2012 C

## 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	All teachers at Pineloch Elementary are highly qualified and certified in their subject area(s). Teachers are recruited, interviewed, and hired based on the Orange County Public School recruitment, screening, and hiring procedures.	Dr. Eric Cantrell (Principal) Mr. Richardson (Assistant Principal) Teacher leaders	October 2012	
2	To retain highly qualified teachers, to assist in effective teacher instruction, and to monitor student progress, Pineloch Elementary provides extensive staff development opportunities as well as additional curriculum resources and materials as needed. Teacher effectiveness is observed, monitored, and supported with regular classroom observations and rounds by school administration and Instructional Support.	Dr. Eric Cantrell (Principal) Mr. Richardson (Assistant Principal) Instructional Support	May 2013	
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## 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
0%(0) of our instructional staff and paraprofessionals and 2% (1) of instructional staff received less than an effective rating.	The individual has been assigned a mentor, will participate in professional development, will be included in Lesson Study cycles, and instructional coaches will conduct model lessons in all content areas.

## 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	11.1%(6)	27.8%(15)	40.7%(22)	18.5%(10)	27.8%(15)	100.0%(54)	18.5%(10)	0.0%(0)	88.9%(48)

## 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
Nahomy Santana	Melanie White	Mrs. Santana is an experienced teacher. They will have time to meet, plan and share ideas as needed.	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.
Denise Gifford	Jessica Bradley	Ms. Gifford is an experienced teacher. They will have time to meet, plan and share ideas as needed.	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons

			using reading, writing and math strategies, respectively, to teach concepts.
Cymarion Bell	Sarah Keyes	Ms. Bell is an experienced teacher. They will have time to meet, plan and share ideas as needed.	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.
Stephanie DeLucia	Gina Medina	Ms. DeLucia is an experienced teacher. They will have time to meet, plan and share ideas as needed.	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.
Maribel Moskover	Lauren Brotzky	Mrs. Moskover is an experienced teacher. They will have time to meet, plan and share ideas as needed.	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.
Sylena Shazier	Anita Zephyr	Mrs. Shazier is an experienced teacher. They will have time to meet, plan and share ideas as needed.	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.
			The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught.

Demetries McPherson	Brandi Hammonds	Mrs. McPherson is an experienced teacher. They will have time to meet, plan and share ideas as needed.	Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.
Karlene Strachan	Heather Felsted	Ms. Strachan is an experienced teacher. They will have time to meet, plan and share ideas as needed	The mentor and the mentee are going to meet biweekly to discuss evidence-based strategies for each domain taught. Both the mentor and mentee will be given release time to observe one another. Time is given for feedback, coaching and planning. The Instructional Coach will meet with the mentors and mentees monthly. Also, the Reading Coach and Math Coach will model lessons using reading, writing and math strategies, respectively, to teach concepts.

## 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 A Pineloch Elementary follows the Florida Continuous Improvement Model as its research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.

Disaggregation of Data  
Timeline Development  
Instructional Focus  
Continuous and frequent assessment  
Intervention strategies  
Tutorials  
Enrichment  
Reteach  
Maintenance  
Monitoring

The school will use Federal Title I funds to provide instructional support personnel, Pre-Kindergarten services, RTI, Lesson Study, Core Connections writing program. The District will provide resource personnel to assist with planning and delivery of a comprehensive approach for meeting the needs of all students (with a focus on ESE and ELL students), in the areas of Reading, Mathematics, Science and Writing.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs (SES) or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title I, Part C- Migrant

Our Compliance Teacher, Anne Douglas, will coordinate any migrant activities for the 2012-2013 school year.

#### Title I, Part D

OCPS receives funding to support the Educational Alternative Outreach program in our district. Goals must be implemented at each grade level to help reduce the number of Drop-Outs in the district. School goals are coordinated with district Drop-Out prevention programs.

#### Title II

We receive supplemental funds to provide meaningful, lasting professional development that supports student achievement. Title 2 funds will also be used to pay for substitute teachers to attend the Core Connections training.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based Staffing Specialist/CCT provides services as requested by parents, teachers, and the district.

#### Title X- Homeless

Our Guidance Counselor, Valerie Plowdeniz, will serve as our homeless contact and assist families in need on an individual basis.

The district Homeless Social Worker provides 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.

Parenting classes will be offered throughout the school year by a variety of staff members.

#### Supplemental Academic Instruction (SAI)

SAI funds are currently allocated to provide a portion of the salaries for instructional resource personnel, assisting with targeting level 1 and 2 readers.

#### Violence Prevention Programs

Our MAGIC (Orange County Sheriff's Office) program will be used this year to provide students with the ability to make good decisions and avoid violence both in and out of school. We have developed a bullying/conflict resolution program to meet once a month.

#### Nutrition Programs

OCPS will send home monthly menus that include tips to show adults how to make healthy decisions when purchasing and preparing foods for their families.

#### Housing Programs

N/A

#### Head Start

The Head Start program is currently not offered on our campus.

#### Adult Education

The Adult Education program is currently not offered on our campus.

#### Career and Technical Education

Student career training is provided during our Teach-In event. While volunteering, local professionals discuss various individual professions and coursework as it relates to performing overall duties. Students from the Junior Achievement and Burnett Honors program at the University of Central Florida discuss business employment topics with our students.

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2

interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Implementation of IEP and 504 plans, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches Reading/Math:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance and leadership on K-5 reading and math standards; facilitates and supports data collection

activities; assists in data analysis; provides professional development and technical assistance to teachers regarding databased

instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a month 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, increasing infrastructure, 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 team played a vital role in the development of our SIP. This team looked at the data and came up with suggestions to meet the needs of students. They had input on our budget, staff development ideas and our master schedule.

#### 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.

Ms. Plowdeniz, our guidance counselor, will coordinate the tiered data management system with the team and the classroom teachers. Each teacher will maintain a data notebook with specific concerns and interventions for each student. The RtI team will also have a master copy of all of the RtI meetings. Data meetings will be conducted as needed.

Describe the plan to train staff on MTSS.

Ursula Taylor, our school psychologist, and Valerie Plowdeniz, our guidance counselor, presented the RtI process to the faculty during preplanning and they will schedule additional trainings for the faculty as needed throughout the year.

Describe the plan to support MTSS.

A team comprised of administration, guidance counselor, school psychologist, teachers, and instructional coaches will meet twice a month to discuss progress monitoring for the students that are going through the RtI process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

School-Based Literacy Leadership Team:  
Stephanie DeLucia, Literacy Coach  
Courtney Tyniw, Kindergarten Teacher  
Myung Lee, First Grade Teacher  
Sara Keyes, Second Grade Teacher  
Tamara Gullick, Third Grade Teacher  
Lisa Mascolo, Fourth Grade Teacher  
Antia Zephyr, Fifth Grade Teacher  
Alicia Johnson, CRT  
Linda Powell, Media Clerk  
Dr. Cantrell, Principal  
Mr. Richardson, Assistant Principal

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

The Literacy Leadership Team meets monthly to focus on school-wide literacy data and initiatives to improve teachers' craft knowledge and student achievement. The Literacy Coach will facilitate these meetings. Every participant will feel comfortable sharing effective instructional strategies, professional articles and other resources with the team. Each meeting will focus on the most current school-wide student data, instructional strategies and resources that can be used to enhance student learning. Some of the meeting topics will include, but are not limited to the following:

- Introduce/support the use of the Fountas & Pinnell Assessment System and its implications to reading instruction.
- Analyze data for instructional decision making
- Assist teachers in differentiating learning
- Observe, provide feedback, model literacy lessons and support teachers
- Facilitate professional learning opportunities to improve literacy achievement

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

School Literacy Leadership Teams will share leadership in the development and implementation of the school literacy plan. They will work directly with the Principal in monitoring literacy implementation strategies and activities school-wide. The initiative this year is to assist classroom teachers with the administration of the Fountas & Pinnell Assessment System and how to apply this to guided reading instruction. The Literacy Team will also focus on how to take the existing reading curriculum and modify it to meet the demands of Common Core State Standards (CCSS) in Kindergarten and First Grade. In all grades there will be an emphasis on how to incorporate the CCSS instructional shifts into literacy instruction. A school-wide emphasis will also be placed on strengthening students' writing craft knowledge through the implementation of Core Connections strategies. A continued focus will be to recruit, train, and provide opportunity for parent and community volunteers to participate in school-based reading initiatives in grades K-5.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/13/2012)

## \*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.

Pineloch Elementary School will assess all kindergarten students within the first twenty school days to determine school readiness. The tools used to determine this information are FLKRS and the FAIR. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or

individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or guidance counselor.

The FAIR assessment will be administered mid-year and at the end of the year in order to determine if students are making necessary learning gains. Teachers will utilize the social behavior observation checklist to determine if students are progressing in the social development.

### \*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:	Each subgroup was unable to reach the high standards target during the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 23% (70) of students scored a level 3 on the Reading FCAT.	By June 2013, 30% (105) of students will score a level 3 on the 2012 Reading FCAT.

#### 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	Limited parental involvement	Curriculum/Family Nights, parenting workshops, Report Card Nights, Pastries for Parents, Provide news letters in multiple languages	Mrs. Shazier, Parental Involvement Coordinator, PTA members, teachers	Sign-In- sheets	Survey(s)
2	Prior exposure to grade level standards	Vertical team discussions will continue to occur, Incorporate Common Core Instructional Shifts,	Teachers, Stephanie DeLucia, Literacy Coach, Mrs. Shazier, Math/Science Coach, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, Modeling, Peer Observation	Reading, Math, Science Edusoft, Imagine It, Envision, Programatic Materials FCAT Reading, Math, and Science Results
3	Students have limited exposure to testing and content vocabulary	Marzano's 6-steps to "Building Academic Vocabulary" will be revisited and implemented across all content areas	Instructional Coaches, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, and evidence in student notebooks/journals	Student notebooks/journals, Vocabulary section (s) of FAIR assessment,
4	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
5	Student organizational skills, study habits and college/career mindset	Infuse Advancement Via Individual Determination (AVID) structures and strategies into all content area instruction in 4th and 5th grade.	4th and 5th grade teachers, Stephanie DeLucia, AVID and Literacy Coach, Dr. Cantrell and Mr. Richardson	AVID binders with color coding will be provided to each student, two and three column notetaking will be incorporated into lesson delivery, AVID lessons will be lead by UCF Barnett Honors College students	AVID binder checks, observations

6	Students struggle with interpreting graphical information and referencing information from multiple sources.	Students in third, fourth and fifth grade will receive additional instruction in reference and research.	Media Clerk, Ms. Powell, Stephanie DeLucia, Literacy Coach and Barry Richardson, Assistant Principal	Review of students' performance on mini and Edusoft benchmark assessments and student assignments	Academic Rounds, review of lesson plans and student assignments Successmaker
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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:

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:	Support staff and special area teachers will be use to provided enrichment reading instruction small group instruction with an emphasis on non-fiction text instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 18% (56) of students achieved a level 4 on the Reading FCAT.	By June 2013, 25% (88) of students will score level 3 or above on the 2013 Reading FCAT.

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	Teachers maintaining or increasing academic rigor	Professional Development / Coaching	Principal AP/ CRT/ Instructional Coach	Mini-Assessments Benchmark FCAT Assesment Teacher Feedback	Mini-Assessments Benchmark FCAT Assesment FAIR Academic Rounds
2	Provide extensions of learning	Project or inquiry based projects	K-5 Teachers, Instructional resource staff	Student work	Student work
3	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, formative and summative

					assessments, observations by Instructional Coaches and Administration
4	Students have limited exposure to testing and content vocabulary	Marzano's 6-steps to "Building Academic Vocabulary" will be revisited and implemented across all content areas	Instructional Coaches, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds and evidence in student notebooks/journals	Student notebooks/journals, Vocabulary section (s) of FAIR assessment,
5	Students familiarity with inquiry/project based learning and analytical writing	Students achieving above proficiency will engage in inquiry based projects	Stephanie DeLucia, Literacy Coach, Literacy Leadership Team, Administrators	Review of student work, thinking maps, analytical writing and oral presentations	Student work, thinking maps, analytical writing and oral presentations
6	Exposure to non-fiction text.	Teachers will incorporate reading strategies into their content area instruction.	Stephanie DeLucia Literacy Coach, Dr. Cantrell, Principal, Barry Richardson, Assistant Principal, Ms. Powell, Media Clerk	Academic Rounds, Content Area assessments and Accelerated Reader reports	Content Area assessments and Accelerated Reader reports.
7	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration

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 areas in need of improvement for FCAT Reading inferencing, themes, and main idea.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Currently 63% (128) of our students made learning gains in reading from 2011 to 2012.	Our targeted goal for 2012-2013 is for 66% (XXXX) of our students to make learning gains in Reading. This is a XXXX% increase.
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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	Language Acquisition	Implementing ESOL strategies in the classroom	Dr. Cantrell, Principal, Mr. Richardson, Assistant Principal, Anne Douglas, CCT	Classroom observations	Classroom observations, CELLA
2	The idea of flexible grouping for small group and intervention instruction	Teachers will implement the FCIM with all subgroups.	Dr. Eric Cantrell, Principal, Barry Richardson, Assistant Principal, Lisa Lee, Literacy Coach, Alicia Johnson, CRT	Student performance on weekly curriculum and mini benchmark assessments and Edusoft Benchmark Assessments	Curriculum based, mini and Edusoft assessments.

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:	Our goal is to decrease the number of students classified as below proficient by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 75% (42) of the students in the lowest twenty-five percent made learning gains on the 2012 Reading FCAT.	Our goal for 2012-2013 is 78% (78) of the students in the lowest twenty-five percent will make learning gains on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The support staff has responsibilities that will periodically take them away from providing intervention.	Support staff personnel will push-in to the intervention block to target students performing below grade level.	Administration	Student performance on curriculum based assessments, Edusoft Benchmark Assessments, FAIR, and FCAT Reading Assessment	Curriculum based assessments, Edusoft Benchmark Assessments, FAIR, and FCAT Reading Assessment
2	Students who are performing below grade level need repeated exposure to reading skills and strategies.	Students who are below proficiency will receive additional intensive intervention for 30 minutes/five days a week.	Dr. Eric Cantrell, Principal and Barry Richardson, Assistant Principal	Classroom observations, student performance on formative and summative assessments	Curriculum based assessments, Edusoft Benchmark Assessments, FAIR and FCAT Reading Assessment
3	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
4	Matching students with the appropriate instructional and independent level text	The Fountas and Pinnell Assessment System will be used to track students' reading ability and comprehension of non-fiction text. The results will be used to match the students with the appropriate instructional and independent level text.	Stephanie DeLucia, Literacy Coach	Professional Development, PLC discussions, and individual teacher/literacy coach meetings	Review students' assessment forms, observations during guided reading, Accelerated Reader 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%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	The Hispanic subgroup met criteria for Safe Harbor. Our black, ELL, and economically disadvantaged subgroups did not meet the AYP goal of 79% proficiency in Reading for the 2010-2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 53% (113) of our Black students, 56% (174) of our ELL, 100% (309) of our economically disadvantaged students did not reach the target goal of 79% proficiency in Reading. Additionally, 65% (49) of our Hispanic students were proficient via Safe Harbor.	Our district has given us the goal of 86% of students meeting High Standards. We expect all of our ethnic subgroups to meet or exceed this goal.
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	Lack of exposure to English language and grade level expectations	Teachers will incorporate ESOL strategies into instruction and differentiate instruction.	Administration, Instructional coaches, and classroom teachers	Classroom walk throughs, reviewing teacher lesson plans, PLCs feedback	Teachers informal and formal observations
2	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
3	Lack of prior success in meeting high expectations in Reading during previous years.	Immerse all students in a research based Reading curriculum (NGSSS) daily. Use the FCIM approach with targeted students.	Dr. Eric Cantrell-Principal, Lisa Lee-Literacy coach, Barry Richardson-assistant principal, Alicia Johnson-crt	Academic Rounds, FAIR assessments, Edusoft Assessments	Academic Rounds, FAIR assessments, Edusoft Assessments, FCAT Assesments

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:	Our English Language Learners did not meet the expected goal for proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 66% (80) of our English Language Learners have not meet high standards in reading.	Our goal is to increase the percentage of ELL students scoring at a proficiency level on the 2013 FCAT by 5%.

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' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
2	Lack of exposure to the English language and grade level standards.	All teachers will incorporate ESOL strategies into their instruction.	Dr. Eric Cantrell-Principal and Barry Richardson-Assistant Principal	Academic Rounds and reviewing of teacher's lesson plans.	Academic Rounds and documentation of ESOL strategy usage in lesson plans.
3	Students have limited exposure to testing and content vocabulary.	Teachers will continue to implement Marzano's "Building Academic Vocabulary"	Stephanie DeLucia, Literacy Coach, Dr. Eric Cantrell, Principal and Barry Richardson, Assistant Principal	Academic Rounds and evidence in student notebooks/journals.	Vocabulary Segment of FAIR assesment, Imagine It, Science and Social Studies.

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:	Currently we do not have this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently we do not have this subgroup.	Although we do not have enough students to have a SWD subgroup, we would like to increase the percentage of SWD students scoring at proficiency level.

**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' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
2	Lack of prior success in meeting high expectations in Reading during previous years.	Immerse all students in a research based Reading curriculum daily.	Dr. Eric Cantrell-Principal, Lisa Lee-Literacy coach, Barry Richardson-assistant principal, Alicia Johnson-crt	Academic Rounds, FAIR assessments, Edusoft Assessments	Academic Rounds, FAIR assessments, Edusoft Assessments, FCAT Assesments
3	Varying Exceptionalities students have historically not been mainstreamed.	Students from the Varying Exceptionalities class will be mainstreamed into general education classes	Jessica Schofield, Helen Golgowski, ESE Resource teacher, Lisa Lee, Literacy Coach and general education classroom teachers	Academic Rounds Monitoring of individual student's transition and performance.	Academic Rounds Student performance on curriculum based and formal assessments.

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:	Our Economically Disadvantaged students did not meet the expected proficiency goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 41% (126) of our Economically Disadvantaged students did meet high standards in reading.	Our expected goal is to have 46% of our Economically Disadvantaged students to score at proficiency level on the 2013 FCAT.

**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
	Students' inability to visualize the depth and complexity of critical thinking skills required on	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for	Sign-In sheet for Professional Development, teachers will provide

1	standardized assessments.			implementation, observations	samples of implementation, observations by Instructional Coaches and Administration
2	Lack of prior success in meeting high expectations in Reading during previous years.	Immerse all students in a research based Reading curriculum daily.	Dr. Cantrell-Principal, Stephanie DeLucia, Literacy coach, Barry Richardson-assistant principal,	Academic Rounds, FAIR assessments, Edusoft Assessments	Academic Rounds, FAIR assessments, Edusoft Assessments, FCAT Assesments
3	Exposure to non-fiction text.	Teachers will incorporate reading strategies into their content area instruction.	Stephanie DeLucia, Literacy Coach, Dr. Cantrell, Principal, Barry Richardson, Assistant Principal, media Specialist	Academic rounds, Content area assessment performance and Accelerated Reader reports	Academic Rounds Content area assessments and Accelerated Reader 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
Marzano's Academic Vocabulary	Kindergarten, First, Second, Third Fourth, Fifth Grades, support and special area teachers	Stephanie DeLucia	School-wide	PLC Wednesdays	Teachers will provide examples of how they modeled the 6-steps, student notebooks,	Stephanie DeLucia and other instructional coaches and administration
Thinking Maps	Kindergarten, First, Second, Third Fourth, Fifth Grades, support and special area teachers	Alicia Johnson	School-wide	September 26, 2012	Teachers will provide samples of how they incorporated each map into instruction, student notebooks, formative and summative common assessments	Alicia Johnson and other instructional coaches, and administration

Reading 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
Use Accelerated Reader to build reading comprehension skills in all grade levels.	A web based supplemental reading comprehension program that will work with all ability levels.	General Budget	\$3,200.00
			Subtotal: \$3,200.00
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
Informational text based Reading	Use Scholastics News for informational reading in all grade levels.	General Budget	\$3,200.00
			Subtotal: \$3,200.00
			Grand Total: \$6,400.00

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:		Our goal for the year 2012-13: Kindergarten: 20%(34) 1st grade: 50%(62) 2nd grade: 79%(99) 3rd grade: 20%(13) 4th grade: 30%(40) 5th grade: 65%(72)			
2012 Current Percent of Students Proficient in listening/speaking:					
Students who score proficient in listening/speaking: Kindergarten: 14%(24) 1st grade: 46%(53) 2nd grade: 74%(82) 3rd grade: 15%(9) 4th grade: 24%(31) 5th grade: 60%(64)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent involvement	PLCs School events	Dr. Cantrell Mr. Richardson Anne Douglas	sign-in logs Parents' feedback	CELLA IPT

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:		Our goal for the year 2012-13: Kindergarten: 5% First grade: 24% 2nd grade: 58% 3rd grade: 20% 4th grade: 57% 5th grade: 78%			
2012 Current Percent of Students Proficient in reading:					
Students proficient in Reading: Kg: 0%(0) 1st grade: 19%(9) 2nd grade: 53%(29) 3rd grade: 15%(9) 4th grade: 52%(34) 5th grade: 73%(41)					
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	Parent involvement in school and home	PLCs School events Homework and Reading independently AR program	Teachers Principal Assistant principal CCT	AR tests Sign-in logs	CELLA IPT (2nd-5th)
2					

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal for 2012-2013:  
Kindergarten: 5%  
1st grade: 18%  
2nd grade: 38%  
3rd grade: 13%  
4th grade: 38%  
5th grade: 31%

2012 Current Percent of Students Proficient in writing:

The students proficient in Writing for the year 2011-2012:  
Kindergarten: 0%  
1st grade: 13%(6)  
2nd grade: 33%(19)  
3rd grade: 8%(5)  
4th grade: 33%(21)  
5th grade: 26%(15)

#### 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	Parent involvement in school and home.	AR program Schoolwide prompts school events	Teachers Principal Assistant principal CCT	Schoolwide writing assessment data	CELLA IPT(2nd-5th)

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

*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:	Based on the 2011 - 2012 77% of our lowest 25% meet high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 35% (109) of our students scored a level 3 or higher on the 2012 Math FCAT. Of the 35%(109) 66% (72) scored a level 3 on FCAT Math.	Pineloch's target goal for the 2012-2013 school year is for our level 3 students to increase by 3%. Therefore,69% (75) of our students will achieve a proficiency level of 3.

### 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	Limited parental involvement	Curriculum/Family Nights, parenting workshops, Report Card Nights, Pastries for Parents, Provide news letters in multiple languages	Mrs. Shazier, Parental Involvement Coordinator, PTA members, teachers	Sign-In- sheets	Survey(s)
2	Prior exposure to grade level standards	Vertical team discussions will continue to occur, Incorporate Common Core Instructional Shifts,	Teachers, Stephanie DeLucia, Literacy Coach, Mrs. Shazier, Math/Science Coach, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, Modeling, Peer Observation	Reading, Math, Science Edusoft, Imagine It, Envision, Programatic Materials FCAT Reading, Math, and Science Results
3	Students have limited exposure to testing and content vocabulary	Marzano's 6-steps to "Building Academic Vocabulary" will be revisited and implemented across all content areas	Instructional Coaches, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, and evidence in student notebooks/journals	Student notebooks/journals, Vocabulary section (s) of FAIR assessment,
4	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
5	Student organizational skills, study habits and college/career mindset	Infuse Advancement Via Individual Determination (AVID) structures and strategies into all content area instruction in 4th and 5th grade.	4th and 5th grade teachers, Stephanie DeLucia, AVID and Literacy Coach, Dr. Cantrell and Mr. Richardson	AVID binders with colore coding will be provided to each student, two and three column notetaking will be incorporated into lesson delivery, AVID lessons will be lead by UCF Barnett Honors College students	AVID binder checks, observations
	Envision is a new math curriculum adopted by our district. Instruction delivery and curriculum	Teachers will implement the Envision Math Curriculum with fidelity.	Ms. Shazier, Math Coach, Dr. Eric Cantrell, Principal and Mr.	The following processes will be used to determine effectiveness: Academic Rounds/observations with	The following evaluation tools will be used: Formative and summative

6	familiarity will not be at 100% proficiency until approximately thirty to forty -five days into the school year.		Richardson, Assistant Principal	feed back, formative and summative student assessment scores- RTI	assessments that are built into the Envision curriculum and Edusoft. assessments
7	Prior exposure to grade level standards	Implement research based Curriculum (NGSSS) FOR STUDENTS	Sylena Shazier, Math Coach, Dr. Cantrell, Principal, and Barry Richardson,	Academic Rounds, Modeling, (POP) Panther (Teachers) observing other (Teachers) Panthers. TEAM-PLC	Reading, Math, Science Edusoft, Envision Programatic Mateterials FCAT Math, Results
8	Supplementary Materials	Teachers will actively utilize differentiated instruction through small group and one -to-one instruction, Progress Monitoring	Administrators, School-Based Leadership Team, and Sylena Shazier, Math Coach	Academic Rounds, PLC, Lesson Plan Meetings, Instructional/ RTI & Support Meetings RtI/FCIM	Math, Edusoft, Envision, Programatic Mateterials
9					

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
1					

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:	Based on the 2011 - 2012 77% of our lowest 25% meet high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 35%(109) of students scored above at or above a level 3 on the 2012 Math FCAT. Of the 35% (109) 34% (37) of our students scored levels 4 & 5 on FCAT 2.0 Math.	Pineloch's target goal for the 2012-2013 school year is for our level 3 students to increase by 2%. Therefore, 36% (39) of our students will achieve a proficiency levels of 4 and 5.

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	Teachers maintaining or increasing academic rigor	Professional Development / Coaching	Principal AP/ CRT/ Instructional Coach	Mini-Assessments Benchmark FCAT Assesment Teacher Feedback	Mini-Assessments Benchmark FCAT Assesment FAIR

					Academic Rounds
2	Provide extensions of learning	Project or inquiry based projects	K-5 Teachers, Instructional resource staff	Student work	Student work
3	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, formative and summative assessments, observations by Instructional Coaches and Administration
4	Students have limited exposure to testing and content vocabulary	Marzano's 6-steps to "Building Academic Vocabulary" will be revisited and implemented across all content areas	Instructional Coaches, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds and evidence in student notebooks/journals	Student notebooks/journals, Vocabulary section (s) of FAIR assessment,
5	Envision is a new math curriculum adopted by our district. Instruction delivery, curriculum familiarity, and knowledge of Next Generation Sunshine State Standards will not be at 100% proficiency until approximately thirty to forty -five days into the school year.	Teachers will implement the Envision Math Curriculum and New Generation Sunshine State Standards with fidelity after forty-five days of school.	Ms. Shazier, Math Coach, Dr. Cantrell, Principal and Mr. Richardson, Assistant Principal	The following processes will be used to determine effectiveness: Academic Rounds with feed back, formative and summative student assessment scores, FCIM/RTI.	Formative and summative assessments built into the Envision curriculum and Edusoft assessments
6	Teachers maintaining or increasing academic rigor	Professional Development / Coaching	Principal AP/ CRT/ Math Coach	Mini-Assessments Benchmark FCAT Assessment will be utilized to assess the effectiveness of the selected strategy	Teacher Feedback Mini-Assessments Benchmark FCAT Assessment Academic Rounds
7	Availability of Media resources	Continue comprehensive plan for SuccessMaker for grades 3-5 Possible future purchases of licenses for SuccessMaker usage in other grade levels	Math Coach, Computer Lab Technician, 3-5 Teachers	Rtl/CIM	SuccessMaker reports of student points, percentages, and levels of progress weekly
8					

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:	Students in fourth and fifth grade need to maintain math levels from previous grades and/or increase Developmental Scale Score by one year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 63% (192) of our students made learning gains in at least one of the following three areas: (1) Improved at least one Achievement Level, (2) Maintained a High Achievement Level, or (3) Developmental Scale Score was increased by at least one year.	Our target goal for the 2012 - 2013 school year is 68% (207) of our students meet the criteria high standards in Math. This represents a 5% growth 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	Language Acquisition	Implementing ESOL strategies in the classroom	Dr. Cantrell, Principal, Mr. Richardson, Assistant Principal, Anne Douglas, CCT	Classroom observations	Classroom observations, CELLA
2	Three barriers for students will be the lack of multiplication facts, reading comprehension of word problems, and the transition from computation of math problems in third and fourth grade to application of math problems in fifth grade.	Teachers will build students math vocabulary, make real world connections with math activities, and increase multiplication drills.	Ms. Shazier, Math Coach, Dr. Choice, Principal and Mr. Richardson, Assistant Principal	The following processes will be used to determine effectiveness: Classroom walkthroughs, observations with feed back, formative and summative student assessment scores.	Formative and summative assessments built into the Envision curriculum and Edusoft assessments
3	Prior exposure to grade level standards	Implement research based Curriculum (NGSSS) FOR STUDENTS	Sylena Shazier, Math Coach, Dr. Cantrell, Principal, and Barry Richardson,	Academic Rounds, Modeling, (POP) Panther (Teachers) observing other (Teachers) Panthers.	Math, Edusoft, Envision Programatic Mateterials/ Assessments FCAT Math, Results
4					
5					

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:



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:	All of our subgroups failed to reach the high standards target goal last year. The Hispanic subgroup was the only one that reached the Safe Harbor goal of 74% proficiency.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Currently Black is our only ethnic subgroup. Of this subgroup 48% (102) of our students did not make AYP. Other ethnic groups such as White, Asian, and American Indian did not have the required number of students to create a subgroup.	Our expected goal for our Black ethnic group will be 62% (210) of our students will met AYP.
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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	Lack of exposure to English language and grade level expectations	Teachers will incorporate ESOL strategies into instruction and differentiate instruction.	Administration, Instructional coaches, and classroom teachers	Classroom walk throughs, reviewing teacher lesson plans, PLCs feedback	Teachers informal and formal observations
2	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
3	Barriers for this ethnic group will be lack of parental assistance at home with homework and lack of knowledge, comprehension, and English proficiency with parents.	Teachers will teach math skills with fidelity and effectiveness. They will also reteach the skill of the day for any struggling student, so that homework can be done independently. Curriculum/Family Night	Ms. Shazier, Math Coach, Dr. Eric Cantrell, Principal and Mr. Richardson, Assistant Principal	The following processes will be used to determine effectiveness: Academic Rounds, with feed back, formative and summative student assessment scores.	Formative and summative assessments built into the Envision curriculum and Edusoft assessments

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:	Knowledge of basic number sense, multiplication facts, and geometry need to be improved upon will our English Language Learners, as well as, being instructed in the most Least Restricted Environment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Currently 47% (82) of English Language Learners did not meet Adequate Yearly Progress in math.	Our target goal for this subgroup will be 63% (213) will met Adequate Yearly Progress.
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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
	Students' inability to visualize the depth and complexity of critical	Thinking Maps	Mrs. Johnson, Instructional Coaches,	Professional Development will be completed with entire staff, pacing	Sign-In sheet for Professional Development,

1	thinking skills required on standardized assessments.		Administration	calendar for implementation, observations	teachers will provide samples of implementation, observations by Instructional Coaches and Administration
2	English proficiency will be the number one barrier.	Teachers will use all English Speakers of Other Languages (ESOL) strategies to deliver instructions	Ms. Shazier, Math Coach, Dr. Cantrell, Principal and Mr. Richardson, Assistant Principal	The following processes will be used to determine effectiveness: Classroom walkthroughs, observations with feed back, formative and summative student assessment scores.	Formative and summative assessments built into the Envision curriculum and Edusoft assessments

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:	Currently we do not have this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently we do not have this subgroup.	Although we do not have enough students to have a Students with Disabilities subgroup, we would like to increase the percentage of student who are classified as SWD by 10% (3).

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	Envision is a new math curriculum adopted by our district	Teachers will implement the Envision Math Curriculum with fidelity.	Ms. Shazier, Math Coach, Dr. Cantrell, Principal and Mr. Richardson, Assistant Principal	Classroom walkthroughs, formative and summative assessments	Formative and summative assessments built into the Envision curriculum and Edusoft assessments

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:	Many of these students do not retain or continue to practice math facts outside of school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 44% (136) of our Economically Disadvantaged students did not make AYP in math.	Our target goal for this subgroup will be 74% (250) students will meet Adequate Yearly Progress for the 2011-2012 school year. This will be an increase of 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
	Students' inability to visualize the depth and complexity of critical thinking skills required on	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for	Sign-In sheet for Professional Development, teachers will

1	standardized assessments.			implementation, observations	provide samples of implementation, observations by Instructional Coaches and Administration
2	Having additional tools and internet access at home to practice and maintain math skills will be a barrier for this group.	Teachers will provide students with any tools or additional math resources for math practice at home.	Ms. Shazier, Math Coach, Dr. Cantrell, Principal and Mr. Richardson, Assistant Principal	The following processes will be used to determine effectiveness: Classroom walkthroughs, observations with feed back, formative and summative student assessment scores.	Formative and summative assessments built into the Envision curriculum and Edusoft assessments

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
Lesson Study	2nd Grade-Math 4th Grade-Math	Alicia Johnson and Stephanie DeLucia	2nd grade team (7 teachers) 4th grade math department (3 teachers)	October 2012- May 2013	Teachers will collaborate with one another, meet to discuss learning goals, to plan an actual classroom lesson, to observe how it works in practice, and then to revise and report on the results.	Alicia Johnson, Stephanie DeLucia, and 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
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
Use Successmaker Math weekly with level 1 and level 2 students.	Purchase the license for Successmaker.	Title 1	\$21,400.00
			Subtotal: \$21,400.00
			Grand Total: \$21,400.00

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:	It's Pineloch's goal to improve current level of performance by increasing Critical/Scientific Thinking in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 26% (27) students scored a level 3 on the 2011 Science FCAT.	By June 2013, 29% (30) of students will demonstrate science proficiency by scoring a Level 3 or above. This is an increase of 3% from the 2011-2012 academic 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	Limited parental involvement	Curriculum/Family Nights, parenting workshops, Report Card Nights, Pastries for Parents, Provide news letters in multiple languages	Mrs. Shazier, Parental Involvement Coordinator, PTA members, teachers	Sign-In- sheets	Survey(s)
2	Prior exposure to grade level standards	Vertical team discussions will continue to occur, Incorporate Common Core Instructional Shifts,	Teachers, Stephanie DeLucia, Literacy Coach, Mrs. Shazier, Math/Science Coach, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, Modeling, Peer Observation	Reading, Math, Science Edusoft, Imagine It, Envision, Programatic Materials FCAT Reading, Math, and Science Results
3	Students have limited exposure to testing and content vocabulary	Marzano's 6-steps to "Building Academic Vocabulary" will be revisited and implemented across all content areas	Instructional Coaches, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, and evidence in student notebooks/journals	Student notebooks/journals, Vocabulary section (s) of FAIR assessment,
4	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
5	Student organizational skills, study habits and college/career mindset	Infuse Advancement Via Individual Determination (AVID) structures and strategies into all content area instruction in 4th and 5th grade.	4th and 5th grade teachers, Stephanie DeLucia, AVID and Literacy Coach, Dr. Cantrell and Mr. Richardson	AVID binders with colore coding will be provided to each student, two and three column notetaking will be incorporated into lesson delivery, AVID lessons will be lead by UCF Barnett Honors College students	AVID binder checks, observations
	Not being familiar with	Teachers will create	Ms. Shazier, Mr.	The following	The following

6	science vocabulary and not having exposure to hands-on activities and experiments are two anticipated barriers.	science vocabulary walls and science notebooks, accessibility to online science resources, and increase the number of science experiments.	Ross, Ms. Strachan, Mr. Richardson, and Dr. Cantrell.	processes will be used to determine effectiveness: Academic Rounds, observations with feedback, formative and summative student assessment scores.	evaluation tools will be used: formative and summative assessments that are built into Fusion textbook series and Edusoft assessments.
7	Supplementary Materials	Students will maintain a science vocabulary notebook, use realia, illustrations, and summarization to comprehend science content.	Sylena Shazier, Science Coach	Academic Rounds, PLC, Lesson Planning Meetings, Instructional Support Meetings	Programatic Reading Comprehension mini-assessments (Science Readers) Science Edusoft, FCAT Explorer, New Path Learning Science
8	Prior exposure to grade level standards	Implement research based Curriculum (NGSSS) for students.	Sylena Shazier, Science Coach, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds, Modeling, Panthers (teachers) observing other Panthers (POP).	Science Edusoft, Fusion programatic materials FCAT Science 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:

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:	This group of students need to engage in more hands on activities and science experiments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2011, 2%(2) of our students have achieved above proficiency, level 4 or 5, in science.	By June 2013, 3% (3) of students will achieve above proficiency, level 4 or 5, in science on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers maintaining or increasing academic rigor	Professional Development / Coaching	Principal AP/ CRT/ Instructional Coach	Mini-Assessments Benchmark FCAT Assesment Teacher Feedback	Mini-Assessments Benchmark FCAT Assesment FAIR Academic Rounds
2	Provide extensions of learning	Project or inquiry based projects	K-5 Teachers, Instructional resource staff	Student work	Student work
3	Students' inability to visualize the depth and complexity of critical thinking skills required on standardized assessments.	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, formative and summative assessments, observations by Instructional Coaches and Administration
4	Students have limited exposure to testing and content vocabulary	Marzano's 6-steps to "Building Academic Vocabulary" will be revisited and implemented across all content areas	Instructional Coaches, Dr. Cantrell, Principal, and Barry Richardson, Assistant Principal	Academic Rounds and evidence in student notebooks/journals	Student notebooks/journals, Vocabulary section (s) of FAIR assessment,
5	Critical thinking and high level questioning will be barriers for this group of students.	Teachers will assign independent or group projects to encourage critical thinking, questioning, and research.	Mrs. Shazier, Ms. Strachan, Mr. Ross, Mr. Richardson, Dr. Cantrell	The following processes will be used to determine effectiveness: Classroom walkthroughs, observations with feed back, formative and summative student assessment scores.	The following evaluation tools will be used: Formative and summative assessments that are built into the Fusion curriculum Edusoft, and Write Score assessments

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
Enhancing knowledge of Fusion Curriculum	K-5	Ms. Strachan, Mrs. Shazier	Collaboration schoolwide through PLCs.	Grade levels will meet twice a month to discuss implementing strategies withing content areas and through writing.	Classroom walk throughs, and PLC Journal logs	Administration, and Instructional coaches

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
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 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:	There was a decrease in the number of students scoring at a proficient level due to conventions of writing, grammar and mechanics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 78% (76) of students scored above a level	By February 2013, 90% of students will score a level 4 on

3 or higher on the 2012 Florida Writes.			the Florida Writes.		
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	Common grade level writing instructional time.	Master schedule was created to ensure that the entire grade level provided writing instruction at a common time.	Dr. Eric Cantrell, Principal and Barry Richardson, Assistant Principal	Grade level writing prompts Teacher/Student writing conferences. PLC discussion amongst 4th grade teachers.	Master schedule, district and school- based writing assessments, FCIM
2	Exposure to FCAT Writing assessment format.	Teachers will incorporate the strategies and techniques learned from the Core Connections professional development and on-site model lessons.	Stephanie DeLucia, Literacy Coach, Dr. Eric Cantrell, Principal and Barry Richardson, Assistant Principal, Core Connections Consultant	Assessing grade level writing prompts and classroom observations.  Teacher/Student writing conferences	Academic Rounds, school-wide monthly writing prompts, PLC reviews of student writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
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
					Follow-Up Training:	

Core Connections	second, third and fourth	Core Connections trainer	second, third and fourth grade teachers, instructional coaches, administration	Initial Training: August 30th, September 5th & 6th	October 4th, 23rd, 30th, December 7th, March 15th and 19th, review of student work samples, Administration and Instructional Coaches will conduct observations	Core Connections trainer, administration and instructional coaches
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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
Aligning ELA Common Core Standards with writing instruction.	Initial Training and follow-up site visits	General Budget	\$4,500.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

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:	Pineloch encourages students to have perfect attendance. This accomplishment is awarded for each marking period and with an award ribbon in June for perfect attendance for the entire school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate is 94.57%(704).	Our expected attendance rate is 96%(733).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
26%(277) students have 10 or more absences.	Our goal is to have 2%(15) or fewer students with excessive absences this year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

We have 6.5%(49)students that had excessive tardies.		Our goal is to have 2% (15) or fewer students with excessive tardies this 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	Parents allow students to miss school without having the proper documentation for to qualify for an excused absence.	A reverse 911 phone system will make daily attendance calls notifying the parents that their child was absent from school. Our social worker will be notified as needed.	Yolanda Malave	Monitor the phone system records and give the excessive absentee information to our social worker to investigate.	Tabulate the number of students that have missed ten days or more at the end of the school year.

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						

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

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		Our goal is to use the FISH philosophy, the RTI process, Bullying and Conflict Resolution program with students to proactively manage student behaviors.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
None		None			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
None		None			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
112(14%)		30(4%)			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
72(9.61%)		22(3%)			
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	New students that are not familiar with the OCPS Code of Conduct.	Teach/review the OCPS Code of Conduct four times per year, set up a cafeteria behavior plan and a gone FISHing student recognition form.	Areliia Wright, Sylena Shazier	Perform a review of discipline referrals and cafeteria behavior plan every nine weeks.	Tally the number of referrals in the SMS student database system. Track the points given in the cafeteria over the course of the year.

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						

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
			<b>Grand Total: \$0.00</b>

*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>	Parent involvement has slightly increased over the past year. More parents are needed to step up and take a more active role in the education of their child(ren) at Pineloch.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parental involvement at PTA, SAC and PLC (Parent Leadership Council) has increased since last school year, as evidenced in a review of the sign-in sheets, agendas, and minutes for each event. On average, 52 people attended the parent meetings. Attendance at parent workshops and curriculum nights still lags behind attendance at Open House and Meet the Teacher events. Pineloch would like to continue to encourage parents to attend school events and become a part of the PTA, SAC and PLC.	40% of parents should participate in Meet the Teacher night, Report Card nights, Open House, and parent workshops.

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	Lack of communication avenues with the parents.	Use student agendas, reverse 911 phone messaging system to notify parents of school activities. Create a parent data base for parent emails, and provide morning and afternoon workshops for working parents.	Sylena Shazier	Sign in sheets for all parent meetings and phone logs of all phone messages.	Collect parent sign in sheets for school activities and collect the phone logs from the school messenger system.
2					

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						

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
Keep open lines of communication with the school and parents.	Purchase student planners	Title 1	\$4,400.00
			Subtotal: \$4,400.00
			<b>Grand Total: \$4,400.00</b>

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal is to increase the amount of exposure and activities our students have within STEM (Science, Technology, Engineering, and Mathematics) by developing inquiry through problem-based learning in all content areas provides a platform that is both rigorous and relevant			
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' inability to visualize the depth and complexity of critical thinking skills	Thinking Maps	Mrs. Johnson, Instructional Coaches, Administration	Professional Development will be completed with entire staff, pacing calendar for implementation, observations	Sign-In sheet for Professional Development, teachers will provide samples of implementation, observations by Instructional Coaches and Administration
2	Student organizational skills, study habits and college/career mindset	Infuse Advancement Via Individual Determination (AVID) structures and strategies into all content area instruction in 4th and 5th grade.	4th and 5th grade teachers, Stephanie DeLucia, AVID and Literacy Coach, Dr. Cantrell and Mr. Richardson	AVID binders with colored coding will be provided to each student, two and three column note taking will be incorporated into lesson delivery, AVID lessons will be led by UCF Barnett Honors College students	AVID binder checks, observations
3	Students' inability to relate the importance of STEM in real world situations.	Inviting professionals in the Science, Technology, Engineering and Mathematical fields to speak to students.	Instructional coaches	Classroom observations and walk throughs	Observations Feedback form teachers and students.

### 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
Integrating STEM activities into Fusion Science curriculum.	K-5	Ms. Strachan, Mrs. Shazier	School-wide	Plc meeting are scheduled twice a month	PLC Journal logs	Administration and Instructional coaches

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use Accelerated Reader to build reading comprehension skills in all grade levels.	A web based supplemental reading comprehension program that will work with all ability levels.	General Budget	\$3,200.00
				Subtotal: \$3,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Aligning ELA Common Core Standards with writing instruction.	Initial Training and follow-up site visits	General Budget	\$4,500.00
				Subtotal: \$4,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Informational text based Reading	Use Scholastics News for informational reading in all grade levels.	General Budget	\$3,200.00
Mathematics	Use Successmaker Math weekly with level 1 and level 2 students.	Purchase the license for Successmaker.	Title 1	\$21,400.00
Parent Involvement	Keep open lines of communication with the school and parents.	Purchase student planners	Title 1	\$4,400.00
				Subtotal: \$29,000.00
				Grand Total: \$36,700.00

## 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 9/12/2012)

## 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
If SAC funds become available, supplies for teachers will be purchased for Math and Reading support.	\$0.00

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

The School Advisory Council (SAC) will meet at least eight times during the 2012-2013 school year. The SAC will review the progress monitoring data as it is compiled by the school and continue having discussions with the school on the direction of movement in student performance for all students as the year develops. The SAC will also look at the guiding questions that were used to draft the school improvement plan and provide feedback to the school as it relates to the title 1 components, professional development activities, budgetary items and sustained community engagement over the balance of the year. Student, parent and teacher surveys will be issued later in the year to look at how the school is progressing in some critical areas.

# 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

Orange School District PINELOCH ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	63%	91%	31%	250	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	63%	62%			125	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	55% (YES)	73% (YES)			128	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					503	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District PINELOCH ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	63%	88%	38%	250	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	69%	63%			132	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	67% (YES)			124	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested