



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinecrest Academy (South Campus)

15130 SW 80TH ST

Miami, FL 33193

305-386-0800

<http://pinecrestacademysouth.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
61%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
96%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pinecrest Academy (South Campus)

Principal

Carmen Cangemi

School Advisory Council chair

Jannette Gonzalez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carmen Cangemi	Principal
Ana Diaz	Assistant Principal
Jannette Gonzalez	Lead Teacher
Yuri Don	Curriculum Support Specialist
Karyn Arellano	Kindergarten Grade Level Chair
Rosa Zurita	First Grade Level Chair
Carolyn Orama	Second Grade Level Chair
Rachel Diaz	Third Grade Level Chair
Nadia Luis	Fourth Grade Level Chair
Lydia Solernou	Fifth Grade Level Chair
Shalu Sharma	SPED Chair
Amber Pfefferkorn	Math Coach 3rd - 5th
Sylvia Sarkarati	Student Services Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Carmen Cangemi - Principal
Jannette Del Rio - Teacher/EESAC Chair

Lydia Solernou - Teacher
Karyn Arellano - Teacher
Nadia Luis - Teacher
Rosa Zurita - Teacher
Angie Camacho - Parent
Francis Rivadeneira - Parent
Kim Doobay - Parent
Xmucane Saiz - Parent
Monica Paris - Parent
Jessica Valdes - Business Community Representative
Ivis Mendoza - Business Community Representative
Carol Moerler - Business Community Representative
Loni Garcia - Educational Support
Andrea Saiz - Student
Ana Simon - Alternate Parent
Eric Don - Alternate Student
Rachel Diaz - Alternate Teacher
Lourdes Rodriguez - Alternate Educational Support

Involvement of the SAC in the development of the SIP

The School Advisory Council will meet regularly to develop and to monitor the implementation of the School Improvement Plan, monitor student progress toward stated goals and objectives, determine how school funds will be used to support the school's mission and vision.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet to review student data, discuss possible fundraising opportunities, reach out to community organizations that could provide support to the school, serve as liasons between the administration and the parents and staff members of the school.

Projected use of school improvement funds, including the amount allocated to each project

The School Advisory Council projects that school improvement funds will be utilized to augment technology based instruction that supports the school's mission.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Carmen Cangemi**

Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

BS in Elementary Education, Florida International University;MS
in Reading, Barry University.

Certification in Exceptional Student Education K-12, Reading
K-12, Educational Leadership all Levels

Performance Record

2013 – School Grade

Rdg. Proficiency, 76%

Math Proficiency, 76%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 71points

Rdg. Imp. of Lowest 25% - 82 points

Math Imp. of Lowest 25% -60 points

Rdg. AMO –74

Math AMO–72

2012– School Grade

Rdg. Proficiency, 72%

Math Proficiency, 75%

Rdg. Lrg. Gains, 77 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25%, 69 points

Math Imp. of Lowest 25% 69 points

Rdg. AMO –72

Math AMO–69

2011 – School Grade

Rdg. Proficiency, 83%

Math Proficiency, 86%

Rdg. Lrg. Gains, 72points

Math Lrg. Gains, 76points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% -75 points

Rdg. AMO –69

Math AMO–66

2010 – School Grade

Rdg. Proficiency, 77%

Math Proficiency, 77%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest 25% -69 points

Math Imp. of Lowest 25% -75 points

2009 – School Grade

Rdg. Proficiency, 83%

Math Proficiency, 81%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% -68 points

Math Imp. of Lowest 25% -80 points

Ana Diaz

Asst Principal

Years as Administrator: 6

Years at Current School: 8

Credentials

BS in Elementary Education, University of Florida; Master of Education, University of Florida.

Certification in Elementary Education 1-6, Educational Leadership all levels

Performance Record

2013 – School Grade

Rdg. Proficiency, 76%

Math Proficiency, 76%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 71points

Rdg. Imp. of Lowest 25% - 82 points

Math Imp. of Lowest 25% -60 points

Rdg. AMO –74

Math AMO–72

2012– School Grade

Rdg. Proficiency, 72%

Math Proficiency, 75%

Rdg. Lrg. Gains, 77 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25%, 69 points

Math Imp. of Lowest 25% 69 points

Rdg. AMO –72

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2011 – School Grade

Rdg. Proficiency, 83%

Math Proficiency, 86%

Rdg. Lrg. Gains, 72points

Math Lrg. Gains, 76points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% -75 points

Rdg. AMO –69

Math AMO–66

2010 – School Grade

Rdg. Proficiency, 77%

Math Proficiency, 77%

Rdg. Lrg. Gains, 71 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest 25% -69 points

Math Imp. of Lowest 25% -75 points

2009 – School Grade

Rdg. Proficiency, 83%

Math Proficiency, 81%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% -68 points

Math Imp. of Lowest 25% -80 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jannette Gonzalez

Full-time / District-based

Years as Coach: 8

Years at Current School: 8

Areas

Reading/Literacy, Data, Other

Credentials

BS in Elementary Education, Florida International University; MS in Reading Education, Florida International University; Ed.S in Educational Leadership, Nova Southeastern University; Certification in Elementary Education, Reading K-12, ESOL Endorsement

Performance Record

2013 – School Grade
 Rdg. Proficiency, 76%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% -60 points
 Rdg. AMO –74
 Math AMO–72

2012– School Grade
 Rdg. Proficiency, 72%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25%, 69 points
 Math Imp. of Lowest 25% 69 points

2011 – School Grade
 Rdg. Proficiency, 83%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 72points
 Math Lrg. Gains, 76points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% -75 points
 Rdg. AMO –69
 Math AMO–66

2010 – School Grade
 Rdg. Proficiency, 77%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -69 points
 Math Imp. of Lowest 25% -75 points

2009 – School Grade
 Rdg. Proficiency, 83%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% -68 points
 Math Imp. of Lowest 25% -80 points

Classroom Teachers

of classroom teachers

37

receiving effective rating or higher

37, 100%

Highly Qualified Teachers

97%

certified in-field

37, 100%

ESOL endorsed

33, 89%

reading endorsed

6, 16%

with advanced degrees

15, 41%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

7, 19%

with 6-14 years of experience

28, 76%

with 15 or more years of experience

2, 5%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal will meet regularly with new teachers throughout the school year. The principal and assistant principal will oversee the implementation of the teacher mentoring program. At the end of the school year, the principal will allocate funds to provide veteran teachers with a mentor stipend.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Although there are no first year teachers in the 2013-2014 school year, the mentoring program at Pinecrest Academy South will pair new teachers with those that have had 5 years+ of teaching experience and those teachers that have consistently demonstrated mastery of teaching skills. The mentor and mentee will meet on a regular basis to discuss evidence-based strategies for each domain. The mentor will assist with the development of an evidence based portfolio including reflections from observations, interviews and professional development.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School will use the RtI/MTSS (Response to Intervention/ Multi-Tiered System of Supports) framework for making informed decisions about students' individual academic needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. In order to meet the requirements of the RtI/MTSS framework, the School will identify key administrative, instructional and support staff members to serve as School's RtI/MTSS team. The RtI/MTSS team will use the Problem-Solving (PS) model to meet the academic and behavioral needs of all students. The four step PS process includes a structured format that is used to analyze possible reasons for lack of progress and to plans and deliver appropriate interventions. The team will be responsible for developing progress monitoring plans that identify assessments used for diagnosis, placement and monitoring of students who are not performing at grade level.

The MTSS Leadership team will meet monthly and on an as needed basis to discuss and monitor how data-driven instruction and assessments are impacting the performance of our students. The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources and utilize the data to drive instruction. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The MTSS Leadership team will collaborate with the Literacy Leadership Team to organize activities that will increase performance, particularly in Reading, through school-wide literacy activities and programs such as Buddy Reading. The team will also disseminate information to the EESAC (Educational Excellence School Advisory Council) and request input about intervention initiatives and proposed projects.

RtI/MTSS - The RtI/MTSS model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.

Embodied in each tiers are four steps:

Step 1 – Problem Identification

Step 2 – Problem Analysis

Step 3 – Intervention Design

Step 4 – Program Evaluation

Identification of Students at Risk for Poor Learning Outcomes

struggling students will be identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year; for students who score below the cut-off point on the universal assessment (summative assessment), a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status. The tools utilized for the screening will mirror those used at the school district.

When students are identified through screening, progress monitoring or other ongoing assessment procedures as not making sufficient or satisfactory progress, the school's multi-tiered service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. Within the Rtl structure, resources are aligned in direct proportion to student needs and are depicted into a three-tier model that used increasingly more intense instruction.

Tier 1: All students in Tier I receive high quality, scientific, research based instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated.

Tier II: Supplemental interventions are provided to students who are not achieving the desired standards through the core curriculum alone. The interventions that are selected will be provided in addition to core instruction. Data gathered through Tier II ongoing-progress monitoring informs teams of modifications needed to student intervention plans.

Tier III: Intensive supports will be provided for students who are not demonstrating a positive response to Tier II interventions. These interventions will be specifically designed to meet individual needs with the goal of accelerating a student's rate of learning by increasing the intensity of the intervention by raising the frequency and duration of individualized interventions, decreasing group size, or by increasing academic engagement.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Pinecrest South MTSS team is comprised of various members of the administration, faculty and staff.

The Principal and Assistant Principal (Carmen Cangemi and Ana Diaz): Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing appropriate instructional levels of support via classroom walk-throughs and informal and formal evaluations, ensure implementation of intervention support and documentation, and communicate with parents regarding school-based Rtl plans and activities.

Grade Level Chairpersons (Ms. Arellano, Ms. Zurita, Ms. Orama, Ms. Ms. Diaz, Ms. Luis, Ms. Solernou): Provide information about core instruction, participates in student data collection, lead biweekly team meetings to disseminate information and coordinate lesson plans.

SPED Chair and Student Services Chair (Ms. Sharma and Ms. Sarkarati): Support the teachers by assisting them with the Rtl process, provide strategies/plans to support intervention support and communicate with teachers regarding school-based Rtl plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

At the beginning of each school year and at least quarterly, the Leadership Team, consisting of the Principal and Teacher will work collaboratively to generate meaningful reports on assessment data to identify areas of instructional weaknesses. The FAIR assessment will be used as screening and progress monitoring tool to differentiate instruction. In addition, teacher-made and text-adopted classroom assessments will further determine mastery of content standards. Data will be used to

understand and improve school effectiveness by targeting benchmarks based on students' needs to master specific grade level skills

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The leadership team will meet periodically to review:

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

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

Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

End of year Data: Post tests used at the school site (standardized across grade levels), Miami-Dade County Public Schools Interim Assessment in Reading, Math and Science; FAIR, FCAT, STAR, SAT, Cold Reads.

Data Management Systems: Progress Monitoring and Reporting Network (PMRN), Excel Spreadsheets, STAR Data Analysis Program.

Frequency of Data Days: Twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be provided during designated professional development days, during small sessions and Professional Learning Communities (PLC's). MTSS Leadership Team will attend two separate trainings in the summer along with the Principal. Professional Development opportunities will be offered through grade level meetings and through collaboration with other Pinecrest Inc. schools. Parents will be invited to participate in EESAC meetings where the MTSS will be explained

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 20,520

Pinecrest South will help provide an enriched and accelerated curriculum by offering students opportunities for after-school tutoring, Saturday tutoring, participation in clubs and activities that promote academic success.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The effectiveness of these strategies will be measured by analyzing the data collected from attendance rosters and comparing results.

Who is responsible for monitoring implementation of this strategy?

The administration will be responsible for collecting and analyzing the effectiveness of the strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Carmen Cangemi	Principal
Ana Diaz	Assistant Principal
Jannette Gonzalez	Lead Teacher
Yurima Don	Curriculum Support Specialist
Diane Goldman	Mentor Reading Teacher
Ivetter Luis	Kindergarten Teacher
Jillian Alvarado	First Grade Teacher
Christina SanGabino	Second Grade Teacher
Karla Espinosa	Third Grade Teacher
Magda Miguez	Fourth Grade Teacher
Lydia Solernou	Fifth Grade Teacher
Monica Kurtz	Music Teacher

How the school-based LLT functions

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

Major initiatives of the LLT

Major Initiatives of the LLT for the 2013-2014 school year are: Book Fair, Read-a-thon, Buddy Reading, Field Trips to the Actor's Playhouse based on stories they read throughout the school year, Favorite Storybook Character Parade, Peer Mentoring and Observations, Barnes and Noble Night, Reading Under the Stars (teachers/students read aloud) and Author Studies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Pinecrest Academy will administer a statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. Parental involvement will be promoted through the schools required volunteer commitment. Pre-Kindergarten students have the opportunity to buddy read with older students, participate in after-school reading activities such as Reading Under the Stars and Barnes and Noble night, and be a part of the school's annual "Storybook Character Parade". Finally, Pre-Kindergarten teachers will have the opportunity to share best practices with other Kindergarten teachers employed at the same location. This support system is designed in order to increase the percentage of students entering school with Kindergarten readiness.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	76%	Yes	77%
American Indian				
Asian		100%		
Black/African American				
Hispanic	74%	76%	Yes	77%
White	71%	63%	No	74%
English language learners	63%	60%	No	66%
Students with disabilities		64%		
Economically disadvantaged	71%	70%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	30%	31%
Students scoring at or above Achievement Level 4	161	45%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	54	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	20%	28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	76%	Yes	75%
American Indian				
Asian		100%		
Black/African American				
Hispanic	73%	75%	Yes	75%
White	62%	81%	Yes	66%
English language learners	68%	67%	No	71%
Students with disabilities		82%		
Economically disadvantaged	68%	71%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	33%	35%
Students scoring at or above Achievement Level 4	153	43%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	30%	32%
Students scoring at or above Achievement Level 4	55	46%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		4
Participation in STEM-related experiences provided for students	4	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	14	2%	1%
Students who are not proficient in reading by third grade	37	29%	26%
Students who receive two or more behavior referrals	56	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

During the 2012-2013 school year the percent of parents who completed at least 30 volunteer hours was 76 % (570). Our goal for the 2012-2013 school year is to maintain or increase to 78% (585) percentage point of parental involvement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase opportunities for parents to volunteer through targeted planning of school activities.	570	76%	78%

Goals Summary

- G1.** The results of the 2012-2013 FCAT Reading Test indicate that 45% of students achieved levels 4 & 5 proficiency. Our goal for the 2013 - 2014 school year is to increase to 46% student proficiency.
- G2.** The results of the 2012-2013 FCAT Math Test indicate that 43% of students achieved proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase level 4&5 to 44%
- G3.** The results of the 2012-2013 Science FCAT indicate that 46% of our students scored level 4 & 5. Our goal for the 2013-2014 school year is to increase the percent of students scoring levels 4 & 5 to 47%
- G4.** The results of the 2012-2013 FCAT Writing assessment indicate that 66% of our students scored a level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency to 69%.
- G5.** The goal for the 2013-2014 school year in the area of Science, Technology, Engineering and Math is to continue to implement programs such as Science Fair, SECME, Dade County Council of Teachers of Mathematics (DCCTM) Annual Mathematics Bowl and participat
- G6.** Our goal for this year is to decrease the number of students who miss 10% or more of available instructional time to 3%.
- G7.** During the 2012-2013 school year the percent of parents who completed at least 30 hours of volunteer service was 76% (570). Our goal for the 2013-2014 school year is to maintain or increase to 78% (585) of parental involvement.

Goals Detail

G1. The results of the 2012-2013 FCAT Reading Test indicate that 45% of students achieved levels 4 & 5 proficiency. Our goal for the 2013 - 2014 school year is to increase to 46% student proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- District Interim Reading Assessments, weekly benchmark assessments, STAR reports, Reading Plus reports, Accelerated Reading student progress data, and FAIR data.
- Provide teachers with an assistant for 30 minutes daily to work with on level students so that the teacher can focus on the needs of the lowest performing students.

Targeted Barriers to Achieving the Goal

- One of the areas of deficiency for students in grades 3-5 as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the purpose of figurative language.
- Our goal is to increase the number of white students meeting high standards from 63% to 74% and the number of ED students meeting high standards from 70% to 74%. Appropriate and timely placement of students in interventions continues to be an obstacle for our white and ED students.
- Our goal is to increase the number of ELL students meeting high standards from 60% to 66%. Appropriate and timely placement of students in interventions continues to be an obstacle for ELL students.
- The results of the 2012-2013 FCAT Reading Test indicate that 75% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making gains to 78%. Limited time for students to access technology based programs designed to increase students' individual progress in reading may hinder progress.
- The results of the 2012-2013 FCAT Reading Test indicate that 82% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest quartile making learning gains to 84%. Appropriate and timely placement of students in interventions will assist in increasing the learning gains of the students in the lowest quartile.
- The results of the 2012-2013 FCAT Reading assessment indicates that 30% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 32%. The area which showed minimal growth and would require students to improve performance as noted on the 2013 FCAT 2.0 Reading Test was Reading Application.
- The results of the 2013 CELLA Listening/Speaking assessment indicate that 50 % of the ELL students scored proficient in Oral skills. ELL students lack the additional opportunities, outside of school, to practice speaking and listening skills that will enhance listening comprehension and vocabulary development.

- The results of the 2013 CELLA Reading assessment indicate that 28% of the ELL students scored proficient in Reading. Due to their lack of confidence with the English language, students do not participate in enough reading activities in and outside of the classroom.

Plan to Monitor Progress Toward the Goal

Weekly walk-throughs by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports, Interim Assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team with each teachers to review individual student progress.

Person or Persons Responsible

Administrative Team and Leadership Team

Target Dates or Schedule:

Administrative team will conduct weekly walk-throughs of classrooms. Teachers will meet once a month to review assessment results in their grade level teams and they will also meet with the administrative team each quarter after Interim Progress Reports

Evidence of Completion:

Review of formative assessments such as benchmark assessment results and Interim Assessments. The 2014 FCAT 2.0 Reading assessment as a summative assessment will be utilized for evidence of completion

G2. The results of the 2012-2013 FCAT Math Test indicate that 43% of students achieved proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase level 4&5 to 44%

Targets Supported

Resources Available to Support the Goal

- Computer based programs and manipulatives

Targeted Barriers to Achieving the Goal

- The deficiency is due to limited classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities
- The results of the 2012-2013 FCAT 2.0 Math test indicate that 33% of our students achieved level 3 proficiency. Appropriate and timely placement of students in interventions will assist in increasing level 3 student proficiency to 35% during the 2013-2014 school year.
- The results of the 2012-2013 FCAT 2.0 Math test indicate that 71% of our students made learning gains. An increase in access to mathematics computer programs and manipulatives will assist us in increasing the percent of students making learning gains in mathematics to 74% during the 2013-2014 school year.
- The results of the 2012-2013 FCAT 2.0 Math test indicate that 67% of ELL meet high standards. Increasing student access to computer based mathematics programs will assist us in increasing the percent of ELL meeting high standards from 67% to 71% during the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Math Coach

Target Dates or Schedule:

monthly

Evidence of Completion:

Monthly standards based assessments.

G3. The results of the 2012-2013 Science FCAT indicate that 46% of our students scored level 4 & 5. Our goal for the 2013-2014 school year is to increase the percent of students scoring levels 4 & 5 to 47%

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmos online science simulations, materials for laboratory activities

Targeted Barriers to Achieving the Goal

- One of the areas of deficiency as noted on the FCAT 2.0 Science Assessment is Physical Science. Students have limited opportunities to participate in lab activities that relate to physical science.
- The results of the 2012-2013 Science FCAT indicate that 30% of our students scored level 3. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 3 to 32% by providing students opportunities to participate in physical science activities.

Plan to Monitor Progress Toward the Goal

Teams will review the results of school site assessment data to monitor student progress on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Science Curriculum Team

Target Dates or Schedule:

monthly

Evidence of Completion:

School site monthly assessments, walk-thru observations, grade-level meetings, data chats, Gizmos assessments

G4. The results of the 2012-2013 FCAT Writing assessment indicate that 66% of our students scored a level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency to 69%.

Targets Supported

- Writing

Resources Available to Support the Goal

- “Units of Study for Teaching Writing K-5” will be utilized in to assist with Writing instruction. Teachers will use Writer’s Workspace from the Wonders series to model the editing process.

Targeted Barriers to Achieving the Goal

- Students lack the necessary skills to edit for the correct use of capitalization, punctuation and verb tense.

Plan to Monitor Progress Toward the Goal

Review monthly writing assignments with teachers to ensure progress is being made and adjust intervention as needed. Monitor the implementation of “Writer’s Workshop” in K-5 Language Arts classes.

Person or Persons Responsible

Literacy Leadership Team, Lead Teacher, Administrative Team

Target Dates or Schedule:

monthly

Evidence of Completion:

Student’s scores on monthly writing assessments, walk-thru observations, student writing portfolios

G5. The goal for the 2013-2014 school year in the area of Science, Technology, Engineering and Math is to continue to implement programs such as Science Fair, SECME, Dade County Council of Teachers of Mathematics (DCCTM) Annual Mathematics Bowl and participat

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students need more activities related to the integration of Science, Technology, Engineering and Mathematics Strategy.

Plan to Monitor Progress Toward the Goal

Participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl. Review the number of students who submit projects to the Fair and compare to the previous year's numbers.

Person or Persons Responsible

Math and Science Curriculum Leaders, Administrators

Target Dates or Schedule:

throughout the school year

Evidence of Completion:

Participation logs and competition results.

G6. Our goal for this year is to decrease the number of students who miss 10% or more of available instructional time to 3%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Illnesses may increase absences.
- Our goal for the 2013-2014 school year is to maintain or decrease the percentage of suspensions to 1%. Maintaining such a small percentage of suspensions can be a challenge.

Plan to Monitor Progress Toward the Goal

Teachers and Administrators will monitor school environment and instruction on illness prevention.

Person or Persons Responsible

All staff and maintenance team

Target Dates or Schedule:

daily

Evidence of Completion:

School-wide walkthroughs

G7. During the 2012-2013 school year the percent of parents who completed at least 30 hours of volunteer service was 76% (570). Our goal for the 2013-2014 school year is to maintain or increase to 78% (585) of parental involvement.

Targets Supported

Resources Available to Support the Goal

- Volunteer Hours Record Sheets

Targeted Barriers to Achieving the Goal

- Maintaining a high percentage of parental involvement can be a challenge due to the limited amount of school activities offered within the school year.

Plan to Monitor Progress Toward the Goal

Teachers will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed.

Person or Persons Responsible

Administrative Team, Teachers and PALS members

Target Dates or Schedule:

During the first few weeks of the beginning of the school year and at the end of each nine week period.

Evidence of Completion:

PALS members will also keep records of completed hours and notify teachers throughout the school year. PALS members will also maintain records of PALS memberships as parents enroll in the first few weeks of school

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT Reading Test indicate that 45% of students achieved levels 4 & 5 proficiency. Our goal for the 2013 - 2014 school year is to increase to 46% student proficiency.

G1.B1 One of the areas of deficiency for students in grades 3-5 as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the purpose of figurative language.

G1.B1.S1 Students will be provided with enrichment opportunities that require them to use poetry to practice identifying descriptive language that defines mood and provides imagery and to note how authors use figurative language such as similes, metaphors and personification. Students will also be provided with enrichment opportunities to complete research projects that require them to assess, organize and check the validity and reliability of information.

Action Step 1

Weekly walk-throughs by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports, Interim Assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team with each teachers to review individual student progress.

Person or Persons Responsible

Administrative Team and Leadership Team

Target Dates or Schedule

Administrative team will conduct weekly walk-throughs of classrooms. Teachers will meet once a month to review assessment results in their grade level teams and they will also meet with the administrative team each quarter after Interim Progress Reports

Evidence of Completion

Review of formative assessments such as benchmark assessment results and Interim Assessments. The 2014 FCAT 2.0 Reading assessment as a summative assessment will be utilized for evidence of completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Weekly walk-throughs by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports, Interim Assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team with each teachers to review individual student progress.

Person or Persons Responsible

Administrative Team and Leadership Team

Target Dates or Schedule

Administrative team will conduct weekly walk-throughs of classrooms. Teachers will meet once a month to review assessment results in their grade level teams and they will also meet with the administrative team each quarter after Interim Progress Reports

Evidence of Completion

Review of formative assessments such as benchmark assessment results and Interim Assessments. The 2014 FCAT 2.0 Reading assessment as a summative assessment will be utilized for evidence of completion

Plan to Monitor Effectiveness of G1.B1.S1

Weekly walk-throughs by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports, Interim Assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team with each teachers to review individual student progress

Person or Persons Responsible

Administrative Team and Leadership Team

Target Dates or Schedule

Administrative team will conduct weekly walk-throughs of classrooms. Teachers will meet once a month to review assessment results in their grade level teams and they will also meet with the administrative team each quarter after Interim Progress Reports

Evidence of Completion

Review of formative assessments such as benchmark assessment results and Interim Assessments. The 2014 FCAT 2.0 Reading assessment as a summative assessment will be utilized for evidence of completion

G1.B2 Our goal is to increase the number of white students meeting high standards from 63% to 74% and the number of ED students meeting high standards from 70% to 74%. Appropriate and timely placement of students in interventions continues to be an obstacle for our white and ED students.

G1.B2.S1 Utilize prior year and baseline assessment data to identify students who are in need of intervention.

Action Step 1

Provide identified students with an additional 30 minutes of instruction in targeted subject area.

Person or Persons Responsible

Teachers, teacher assistants

Target Dates or Schedule

daily

Evidence of Completion

Record student progress monthly on the monitoring plan assessment data sheet to determine if students are making sufficient progress towards stated goals.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review student progress monthly on the monitoring plan assessment data sheet to determine if the students are making progress towards stated goals.

Person or Persons Responsible

RTI Team, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show growth on baseline assessment, walk-through observations

Plan to Monitor Effectiveness of G1.B2.S1

Review student progress on the monitoring plan assessment data sheet to determine if the students are making progress towards stated goals.

Person or Persons Responsible

RTI Team, Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Students will show growth on baseline assessment, walk through observations

G1.B3 Our goal is to increase the number of ELL students meeting high standards from 60% to 66%. Appropriate and timely placement of students in interventions continues to be an obstacle for ELL students.

G1.B3.S1 Utilize prior year and baseline assessment data to identify students who are in need of intervention.

Action Step 1

Provide identified students with additional 30 minutes of instruction in targeted subject area.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Record student progress on monitoring plan assessment data sheet to determine if students are making sufficient progress towards stated goals

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Review student progress monthly to determine if students are making sufficient progress towards stated goals

Person or Persons Responsible

RTI team

Target Dates or Schedule

monthly

Evidence of Completion

Students will show growth on monitoring data sheet and benchmark assessments

Plan to Monitor Effectiveness of G1.B3.S1

Review student progress monthly to determine if students are making sufficient progress towards stated goals

Person or Persons Responsible

RTI Team

Target Dates or Schedule

monthly

Evidence of Completion

Students will show growth on monitoring data sheet and benchmark assessments

G1.B4 The results of the 2012-2013 FCAT Reading Test indicate that 75% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making gains to 78%. Limited time for students to access technology based programs designed to increase students' individual progress in reading may hinder progress.

G1.B4.S1 Develop a schedule to allow students to utilize net-book laptops to work on Reading Plus and Accelerated Reader computer programs. Expand the use of technology by purchasing additional workstations and programs that target specific instructional needs. Develop a technology plan to ensure that teachers are able to identify appropriate programs that are aligned to individual student needs.

Action Step 1

Review usage and progress data that is downloaded by individual students and utilize the data to steer grade level meetings as well as quarterly administrative data chats with individual teachers.

Person or Persons Responsible

Administrative team, teachers

Target Dates or Schedule

monthly

Evidence of Completion

Usage and progress data generated by Reading Plus, STAR and Accelerated Reader

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Review usage and progress data that is downloaded by individual students and utilize the data to steer grade level meetings as well as quarterly administrative data chats with individual teachers.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review program usage and progress data generated by Reading Plus, STAR and Accelerated Reader

Plan to Monitor Effectiveness of G1.B4.S1

Review usage and progress data that is downloaded by individual students and utilize the data to steer grade level meetings as well as quarterly administrative data chats with individual teachers.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review and compare progress data generated by Reading Plus, STAR and Accelerated Reader

G1.B5 The results of the 2012-2013 FCAT Reading Test indicate that 82% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest quartile making learning gains to 84%. Appropriate and timely placement of students in interventions will assist in increasing the learning gains of the students in the lowest quartile.

G1.B5.S1 Utilize prior year and baseline assessment data to identify students who are in need of interventions. Provide teachers with an assistant for 30 minutes daily to work with on level students so that the homeroom teacher may focus on the target needs of her students. Provide after school and in-house tutoring utilizing both computer based programs and supplemental instructional programs published by Curriculum Associates and Florida Ready.

Action Step 1

Teacher will provide identified students with 30 minutes of interventions daily. Instruction will focus on student needs

Person or Persons Responsible

Teacher, teacher assistant

Target Dates or Schedule

daily

Evidence of Completion

RTI data sheet including weekly fluency and/or comprehension checks.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Student progress will be monitored on the monitoring plan assessment sheet

Person or Persons Responsible

Teacher, Administrative team, MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

Student monitoring data sheet to include weekly fluency checks and comprehension assessments

Plan to Monitor Effectiveness of G1.B5.S1

Student progress will be monitored on the monitoring plan assessment sheet

Person or Persons Responsible

Administrative team, MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

Students will show growth on the RTI data sheets that include weekly fluency checks and comprehension assessments, benchmark and interim assessments

G1.B6 The results of the 2012-2013 FCAT Reading assessment indicates that 30% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 32%. The area which showed minimal growth and would require students to improve performance as noted on the 2013 FCAT 2.0 Reading Test was Reading Application.

G1.B6.S1 Teachers will utilize reading passages that target main idea/relevant supporting details, author's purpose, and how author's perspective influences text, cause and effect, identifying text structure and explaining how it impacts meaning in text, identifying themes or topics with a variety of fiction and nonfiction titles, and comparing and contrasting throughout differing texts. Teachers will use various instructional strategies in order to provide instructional support in the areas the require improved performance

Action Step 1

Grade level focus calendar objectives will be used to steer instruction in order to address the areas of specific weakness

Person or Persons Responsible

Administrative team, Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Review benchmark assessments and 2014 FCAT 2.0 data

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Grade level focus calendar objectives will be used to steer instruction in order to address the areas of specific weakness

Person or Persons Responsible

Administrative Team, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review benchmark assessments and 2014 FCAT 2.0 data

Plan to Monitor Effectiveness of G1.B6.S1

Grade Level focus calendar objectives will be used to steer instruction in order to address the areas of specific weakness

Person or Persons Responsible

Administrative Team, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Review benchmark assessments and 2014 FCAT 2.0 data

G1.B7 The results of the 2013 CELLA Listening/Speaking assessment indicate that 50 % of the ELL students scored proficient in Oral skills. ELL students lack the additional opportunities, outside of school, to practice speaking and listening skills that will enhance listening comprehension and vocabulary development.

G1.B7.S1 Emphasize listening strategies, such as using simple direct language a strategy that teachers use which helps students gain a better understanding of what is being said as teachers restate sentences into sequences of simple sentences, restate at slower rate, pause often and provide specific explanations. Teachers will also utilize the substitution and paraphrase strategies in order for students to restate what they have read to account for vocabulary and words/concepts that are important to the reading passage.

Action Step 1

Teachers will use simple, direct language and provide students with opportunities in the classroom to engage in various types of conversations in their non-native language in order to provide meaningful language practice. Teachers will conduct grade level meetings to obtain feedback of the effectiveness of strategy implementation.

Person or Persons Responsible

ELL Teachers, ELL Chairperson

Target Dates or Schedule

Daily and monthly

Evidence of Completion

Weekly teacher generated assessments, periodic benchmark assessment results, walk-through observations

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Teachers will conduct grade level meetings to obtain feedback of the effectiveness of strategy implementation.

Person or Persons Responsible

ELL Teachers, ELL Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly teacher generated assessments, periodic benchmark assessments, walk-through observations, 2014 CELLA results

Plan to Monitor Effectiveness of G1.B7.S1

Teachers will conduct grade level meetings to obtain feedback of the effectiveness of strategy implementation.

Person or Persons Responsible

ELL Teachers, ELL Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Results of weekly teacher generated assessments, benchmark assessments, and 2014 CELLA assessment. Walk-through observations

G1.B8 The results of the 2013 CELLA Reading assessment indicate that 28% of the ELL students scored proficient in Reading. Due to their lack of confidence with the English language, students do not participate in enough reading activities in and outside of the classroom.

G1.B8.S1 Emphasize reading strategies with QAR's which help students with their reading comprehension and to assist students in understanding the relationship that exists between questions and answers. Provide students with Reciprocal teaching strategies which is designed to enhance student's comprehension of text by integrating the process of predicting, clarifying, visualizing, questioning and summarizing during reading. Utilize Reading Plus program to monitor student progress. Incorporate the use of choral reading within the classroom during read aloud time and provide students with a variety of reading resources in order to enhance oral practice and enforce reading comprehension.

Action Step 1

Weekly walk-thrus by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports. Interim assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team and the ELL chairperson with each teacher to review individual ELL student progress.

Person or Persons Responsible

Administrative Team, ELL teachers and ELL Chairperson

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative reading benchmark assessments, vocabulary assessments and FAIR data.

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Weekly walk-thrus by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports. Interim assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team and the ELL chairperson with each teacher to review individual ELL student progress.

Person or Persons Responsible

Administrative Team, ELL teachers, ELL Chairperson

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Formative reading benchmark assessments, vocabulary assessments, and FAIR data

Plan to Monitor Effectiveness of G1.B8.S1

Weekly walk-thrus by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports. Interim assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team and the ELL chairperson with each teacher to review individual ELL student progress.

Person or Persons Responsible

Administrative Team, ELL Teachers and ELL Chairperson

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Formative Reading Benchmark Assessments, vocabulary assessments, and FAIR Data

G2. The results of the 2012-2013 FCAT Math Test indicate that 43% of students achieved proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase level 4&5 to 44%

G2.B1 The deficiency is due to limited classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities

G2.B1.S1 Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area. Students will be given opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams.

Action Step 1

Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Math Coach

Target Dates or Schedule

monthly

Evidence of Completion

Monthly standards based assessments.

Facilitator:

Janice Case

Participants:

Leadership Team, Math Coach

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Math Coach

Target Dates or Schedule

monthly

Evidence of Completion

Monthly standards based assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Math Coach

Target Dates or Schedule

monthly

Evidence of Completion

Monthly standards based assessments.

G2.B2 The results of the 2012-2013 FCAT 2.0 Math test indicate that 33% of our students achieved level 3 proficiency. Appropriate and timely placement of students in interventions will assist in increasing level 3 student proficiency to 35% during the 2013-2014 school year.

G2.B2.S1 Utilize prior year and baseline assessment data to identify students who are in need of intervention. Provide teachers with an assistant 30 minutes daily to work with on level students so that the teacher can focus on the needs of the lowest performing students.

Action Step 1

Utilize basic skills assessment data to identify students who have not reached mastery of concepts and provide targeted interventions using computer based programs and manipulatives to meet student needs.

Person or Persons Responsible

RTI Team, Math Coach

Target Dates or Schedule

daily

Evidence of Completion

Weekly basic skills assessments, IXL Reports, Reflex Math reports, i-Ready assessment data reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Review weekly skills assessment data to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

RTI Team, Math Coach

Target Dates or Schedule

monthly

Evidence of Completion

Weekly assessment data, IXL reports, Reflex math reports, i-Ready assessment data report, walk-thru observations.

Plan to Monitor Effectiveness of G2.B2.S1

Review weekly skills assessments on a monthly basis to ensure progress is being made and adjust intervention as needed

Person or Persons Responsible

RTI Team, Math Coach

Target Dates or Schedule

Weekly basic skills assessments, i-Ready assessment data report, walk-thru observations

Evidence of Completion

G2.B3 The results of the 2012-2013 FCAT 2.0 Math test indicate that 71% of our students made learning gains. An increase in access to mathematics computer programs and manipulatives will assist us in increasing the percent of students making learning gains in mathematics to 74% during the 2013-2014 school year.

G2.B3.S1 Develop and netbook cart schedule to increase access to computer based programs including IXL, Reflex Math, and i-Ready. Provide teachers with manipulatives necessary to conduct lessons.

Action Step 1

Teachers will provide students with opportunities to develop problem solving activities through the use of cooperative student learning, exploration, and inquiry activities with the use of computer based programs and manipulatives. Use weekly assessment data to provide targeted interventions

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Weekly assessment data, computer program reports to ensure student progress

Action Step 2

Teachers will provide students with opportunities to develop problem solving activities through the use of cooperative student learning, exploration, and inquiry activities with the use of computer based programs and manipulatives. Use weekly assessment data to provide targeted interventions

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Weekly assessment data, computer program reports to ensure student progress

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Conduct monthly grade level discussions to attain teacher feedback on the effectiveness of program utilization and adjust instruction as needed

Person or Persons Responsible

Leadership team, Math coach

Target Dates or Schedule

monthly

Evidence of Completion

Review computer assisted program reports to ensure students are making adequate progress and walk-through observations

Plan to Monitor Effectiveness of G2.B3.S1

Conduct monthly grade level discussions to attain teacher feedback on the effectiveness of program utilization and adjust instruction as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

Review computer assisted program reports to ensure students are making adequate progress and walk-through observaitons

G2.B4 The results of the 2012-2013 FCAT 2.0 Math test indicate that 67% of ELL meet high standards. Increasing student access to computer based mathematics programs will assist us in increasing the percent of ELL meeting high standards from 67% to 71% during the 2013-2014 school year.

G2.B4.S1 Develop a netbook cart schedule to increase access to computer based programs including i-Ready, Reflex Math, and IXL. Math manipulatives will be available for all teachers upon request.

Action Step 1

Teachers will provide students with opportunities to develop problem solving activities through the use of cooperative student learning, exploration, and inquiry activities with the use of computer based programs and manipulatives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Utilize weekly assessment data to provide targeted interventions to meet student needs

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Review intervention assessments on a monthly basis to ensure progress is being made and adjust intervention as needed

Person or Persons Responsible

RTI Team

Target Dates or Schedule

monthly

Evidence of Completion

Weekly assessments and computer based program reports

Plan to Monitor Effectiveness of G2.B4.S1

Review assessment on a monthly basis to ensure progress is being made and adjust interventions as needed

Person or Persons Responsible

RTI team

Target Dates or Schedule

monthly

Evidence of Completion

Review student assessments and computer based program reports

G3. The results of the 2012-2013 Science FCAT indicate that 46% of our students scored level 4 & 5. Our goal for the 2013-2014 school year is to increase the percent of students scoring levels 4 & 5 to 47%

G3.B1 One of the areas of deficiency as noted on the FCAT 2.0 Science Assessment is Physical Science. Students have limited opportunities to participate in lab activities that relate to physical science.

G3.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands on lab activities, classroom discussions and Gizmos online simulations to reinforce higher order thinking skills.

Action Step 1

Teams will review the results of school site assessment data to monitor student progress on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Science Curriculum Team

Target Dates or Schedule

monthly

Evidence of Completion

School site monthly assessments, walk-thru observations, grade-level meetings, data chats, Gizmos assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teams will review the results of school site assessment data to monitor student progress on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Science Curriculum Team

Target Dates or Schedule

monthly

Evidence of Completion

School site monthly assessments, walk-thru observations, grade-level meetings, data chats, Gizmos assessments

Plan to Monitor Effectiveness of G3.B1.S1

Teams will review the results of school site assessment data to monitor student progress on a monthly basis and adjust instruction as needed.

Person or Persons Responsible

Leadership Team, Science Curriculum Team

Target Dates or Schedule

monthly

Evidence of Completion

School site monthly assessments, walk-thru observations, grade-level meetings, data chats, Gizmos assessments

G3.B2 The results of the 2012-2013 Science FCAT indicate that 30% of our students scored level 3. Our goal for the 2013-2014 school year is to increase the percent of students scoring level 3 to 32% by providing students opportunities to participate in physical science activities.

G3.B2.S1 Provide students with opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands on lab activities, classroom discussions and Gizmos online simulations to reinforce higher order thinking skills.

Action Step 1

Teachers will provide hands on activities and simulations using Gizmos computer based program

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Weekly assessments, Gizmos assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teams will review the results of the school site assessments and monitor student progress on a monthly basis

Person or Persons Responsible

Leadership team

Target Dates or Schedule

monthly

Evidence of Completion

School site monthly assessments, walk-through observations, data chats, Gizmos assessments

Plan to Monitor Effectiveness of G3.B2.S1

Teams will review the results of the school site assessments and monitor student progress on a monthly basis

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

School site monthly assessments, walk-through observations, data chats, Gizmos assessments

G4. The results of the 2012-2013 FCAT Writing assessment indicate that 66% of our students scored a level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency to 69%.

G4.B1 Students lack the necessary skills to edit for the correct use of capitalization, punctuation and verb tense.

G4.B1.S1 Students will participate in small group instruction with a focus on revising, editing and publishing. Monthly writing assignments will be conducted to monitor writing progress. "Units of Study for Teaching Writing K-5" and Writer's Workspace will be utilized in to assist with Writing instruction. Students will develop writing portfolios showcasing writing pieces centered on prewriting, drafting, revising, editing and publishing. After-school tutoring will be provided for small groups of students needing extra assistance with revision.

Action Step 1

Review monthly writing assignments with teachers to ensure progress is being made and adjust intervention as needed. Monitor the implementation of "Writer's Workshop" in K-5 Language Arts classes.

Person or Persons Responsible

Literacy Leadership Team, Lead Teacher, Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student's scores on monthly writing assessments, walk-thru observations, student writing portfolios

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Review monthly writing assignments with teachers to ensure progress is being made and adjust intervention as needed. Monitor the implementation of “Writer’s Workshop” in K-5 Language Arts classes.

Person or Persons Responsible

Literacy Leadership Team, Lead Teacher, Administrative Team

Target Dates or Schedule

monthly

Evidence of Completion

Student’s scores on monthly writing assessments, walk-thru observations, student writing portfolios

Plan to Monitor Effectiveness of G4.B1.S1

Review monthly writing assignments with teachers to ensure progress is being made and adjust intervention as needed. Monitor the implementation of “Writer’s Workshop” in K-5 Language Arts classes.

Person or Persons Responsible

Literacy Leadership Team, Lead Teacher, Administrative Team

Target Dates or Schedule

monthly

Evidence of Completion

Student’s scores on monthly writing assessments, walk-thru observations, student writing portfolios

G5. The goal for the 2013-2014 school year in the area of Science, Technology, Engineering and Math is to continue to implement programs such as Science Fair, SECME, Dade County Council of Teachers of Mathematics (DCCTM) Annual Mathematics Bowl and participat

G5.B1 Students need more activities related to the integration of Science, Technology, Engineering and Mathematics Strategy.

G5.B1.S1 Increase opportunities for authentic hands-on activities that integrate Science, Technology, Engineering and Mathematics. Increase participation in the Miami-Dade County Youth Fair Science Exhibition by promoting incentives such as free admission to the Fair .

Action Step 1

Participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl. Review the number of students who submit projects to the Fair and compare to the previous year's numbers.

Person or Persons Responsible

Math and Science Curriculum Leaders, Administrators

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Participation logs and competition results.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl. Review the number of students who submit projects to the Fair and compare to the previous year's numbers.

Person or Persons Responsible

Math and Science Curriculum Leaders, Administrators

Target Dates or Schedule

throughout the school year

Evidence of Completion

Participation logs and competition results.

Plan to Monitor Effectiveness of G5.B1.S1

Participation in STEM activities such as the Science Fair, SECME competition and Math Brain Bowl. Review the number of students who submit projects to the Fair and compare to the previous year's numbers.

Person or Persons Responsible

Math and Science Curriculum Leaders, Administrators

Target Dates or Schedule

throughout the school year

Evidence of Completion

Participation logs and competition results.

G6. Our goal for this year is to decrease the number of students who miss 10% or more of available instructional time to 3%.

G6.B1 Illnesses may increase absences.

G6.B1.S1 Maintain a clean environment throughout the school. Teach and emulate healthy choices and illness prevention strategies such as hand washing.

Action Step 1

Teachers and Administrators will monitor school environment and instruction on illness prevention.

Person or Persons Responsible

All staff and maintenance team

Target Dates or Schedule

daily

Evidence of Completion

School-wide walkthroughs

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Teachers and Administrators will monitor school environment and instruction on illness prevention.

Person or Persons Responsible

All staff and maintenance team

Target Dates or Schedule

daily

Evidence of Completion

School-wide walkthroughs

Plan to Monitor Effectiveness of G6.B1.S1

Teachers and Administrators will monitor school environment and instruction on illness prevention.

Person or Persons Responsible

All staff and maintenance team

Target Dates or Schedule

daily

Evidence of Completion

Schoolwide walkthroughs

G6.B2 Our goal for the 2013-2014 school year is to maintain or decrease the percentage of suspensions to 1%. Maintaining such a small percentage of suspensions can be a challenge.

G6.B2.S1 We will continue to implement the Positive Behavior Incentive System, Character Education, and Conflict Resolution programs initiated by our school counselor that focus on positive student behavior and rewards students for doing the right thing.

Action Step 1

Conduct classroom walk-throughs to promote conflict resolution programs and monitoring of Office Discipline Referrals. Meet with the PBS team on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.

Person or Persons Responsible

School Counselor

Target Dates or Schedule

weekly

Evidence of Completion

Student work samples, walk-throughs, monitoring of Office Discipline Referrals

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Conduct classroom walk-throughs to ensure promotion of conflict resolution programs and monitoring of Office Discipline Referrals. PBS team will meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.

Person or Persons Responsible

School Counselor, Administrative Team, PBS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, walk-through observations, Office Discipline Referrals

Plan to Monitor Effectiveness of G6.B2.S1

Conduct classroom walk-throughs to ensure promotion of conflict resolution programs and monitoring of Office Discipline Referrals. PBS team will meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.

Person or Persons Responsible

School Counselor, Administrative Team, PBS Team

Target Dates or Schedule

monthly

Evidence of Completion

Student work samples, walk-through observations, Office Discipline Referrals

G7. During the 2012-2013 school year the percent of parents who completed at least 30 hours of volunteer service was 76% (570). Our goal for the 2013-2014 school year is to maintain or increase to 78% (585) of parental involvement.

G7.B1 Maintaining a high percentage of parental involvement can be a challenge due to the limited amount of school activities offered within the school year.

G7.B1.S1 Increase opportunities for parents to volunteer through targeted planning of school activities and assist our "Parents as Liasons" (PALS) organization in its efforts to recruit parent volunteers by providing class incentives for 100% parental participation.

Action Step 1

Teachers will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed. PALS members will also keep records of completed hours and notify teachers throughout the school year. PALS members will also maintain records of PALS memberships as parents enroll in the first few weeks of school.

Person or Persons Responsible

Administrative Team, Teachers and PALS members

Target Dates or Schedule

During the first few weeks of the beginning of the school year and at the end of each nine week period.

Evidence of Completion

Volunteer hours record sheets and PALS volunteer hours record sheets.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Teachers will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed. PALS members will also keep records of completed hours and notify teachers throughout the school year. PALS members will also maintain records of PALS memberships as parents enroll in the first few weeks of school.

Person or Persons Responsible

Administrative Team, Teachers and PALS members

Target Dates or Schedule

During the first few weeks of the beginning of the school year and at the end of each nine week period

Evidence of Completion

Volunteer hours record sheets and PALS volunteer hours record sheets.

Plan to Monitor Effectiveness of G7.B1.S1

Teachers will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed. PALS members will also keep records of completed hours and notify teachers throughout the school year. PALS members will also maintain records of PALS memberships as parents enroll in the first few weeks of school.

Person or Persons Responsible

Administrative Team, Teachers and PALS members

Target Dates or Schedule

During the first few weeks of the beginning of the school year and at the end of each nine week period.

Evidence of Completion

Volunteer hours record sheets and PALS volunteer hours record sheets.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. The results of the 2012-2013 FCAT Math Test indicate that 43% of students achieved proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase level 4&5 to 44%

G2.B1 The deficiency is due to limited classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities

G2.B1.S1 Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area. Students will be given opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams.

PD Opportunity 1

Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.

Facilitator

Janice Case

Participants

Leadership Team, Math Coach

Target Dates or Schedule

monthly

Evidence of Completion

Monthly standards based assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT Reading Test indicate that 45% of students achieved levels 4 & 5 proficiency. Our goal for the 2013 - 2014 school year is to increase to 46% student proficiency.	\$40,283
G2.	The results of the 2012-2013 FCAT Math Test indicate that 43% of students achieved proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase level 4&5 to 44%	\$17,235
Total		\$57,518

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
School Based Budget	\$40,283	\$17,235	\$0
	\$0	\$0	\$0
Total	\$40,283	\$17,235	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The results of the 2012-2013 FCAT Reading Test indicate that 45% of students achieved levels 4 & 5 proficiency. Our goal for the 2013 - 2014 school year is to increase to 46% student proficiency.

G1.B1 One of the areas of deficiency for students in grades 3-5 as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the purpose of figurative language.

G1.B1.S1 Students will be provided with enrichment opportunities that require them to use poetry to practice identifying descriptive language that defines mood and provides imagery and to note how authors use figurative language such as similes, metaphors and personification. Students will also be provided with enrichment opportunities to complete research projects that require them to assess, organize and check the validity and reliability of information.

Action Step 1

Weekly walk-throughs by the administrative team will provide opportunities for mini observations of reading lessons as well as the chance to review lessons. Quarterly review of Reading Plus reports, Interim Assessment data, FAIR data as well as benchmark assessment results will yield information towards student progress. Data chats will be conducted by the administrative team with each teachers to review individual student progress.

Resource Type

Evidence-Based Program

Resource

Reading Wonders Series

Funding Source

School Based Budget

Amount Needed

\$40,283

G2. The results of the 2012-2013 FCAT Math Test indicate that 43% of students achieved proficiency (level 4 and 5). Our goal for the 2013-2014 school year is to increase level 4&5 to 44%

G2.B1 The deficiency is due to limited classroom opportunities to develop problem solving activities through the use of cooperative student learning exploration and inquiry activities

G2.B1.S1 Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area. Students will be given opportunities for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams.

Action Step 1

Review ongoing classroom assessments that target application of the skills taught on a monthly basis and adjust instruction as needed.

Resource Type

Technology

Resource

IXL, i-Ready, Reflex Math Computer Programs

Funding Source

School Based Budget

Amount Needed

\$17,235

G7. During the 2012-2013 school year the percent of parents who completed at least 30 hours of volunteer service was 76% (570). Our goal for the 2013-2014 school year is to maintain or increase to 78% (585) of parental involvement.

G7.B1 Maintaining a high percentage of parental involvement can be a challenge due to the limited amount of school activities offered within the school year.

G7.B1.S1 Increase opportunities for parents to volunteer through targeted planning of school activities and assist our "Parents as Liasons" (PALS) organization in its efforts to recruit parent volunteers by providing class incentives for 100% parental participation.

Action Step 1

Teachers will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed. PALS members will also keep records of completed hours and notify teachers throughout the school year. PALS members will also maintain records of PALS memberships as parents enroll in the first few weeks of school.

Resource Type

Resource

Funding Source

Amount Needed