

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinecrest Academy (North Campus)
10207 W FLAGLER ST
Miami, FL 33174
305-553-9762

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School Yes	Minority Rate 97%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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 (North Campus)

Principal

Judith Marty - Board Chair / Victoria Larrauri - Principal

School Advisory Council chair

Christina Mederos

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

Name	Title
Victoria Larrauri	Principal
Christina Mederos	Lead Teacher/Reading Coach

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

Principal – Victoria Larrauri

SAC Chair – Christina Mederos

Teachers – Venessa Rodriguez, Cindy Guerra, Deyanira Candaes (Alternate)

Parents – Mary Heinz, Hilda Fernandez, Stacey Reiley, Cory Villena, Maria Laguna (Alternate), Ainette Camacho (Alternate)

Educational Support – Connie Font, Maribel Diaz

Student – Maria Home, Rachel Muniz, Alexandra Gomez (Alternate)

Business/Community Representative – Delilah Munoz

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for final decision making relating to school improvement and accountability. At the end of the 2012-2013 school year, the School Improvement Plan writing team attended the technical assistance training. During the final EESAC meeting in May, the report from the Leadership Team on school improvement plan implementation of goal area strategies was reviewed. During the September 2013 EESAC meeting, a copy of the SIP draft will be provided to all members and the goals, budget, and the process for RtI monitoring will be discussed and reviewed. All members will

approve the final school improvement plan at the October EESAC meeting. Throughout the school year, the EESAC committee reviews student data and discusses the implementation goal area strategies and assures that the goals are aligned and met.

Activities of the SAC for the upcoming school year

The EESAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability. The EESAC assists in the preparation and evaluation of the School Improvement Plan (SIP) required from each school. The EESAC also assists in the preparation of the school's annual budget. In addition, the committee recommends waivers or changes to Florida Statute, Florida Board of Education Rules, and labor contract provisions.

The EESAC plays an important role in the distribution of school recognition funds. They establish and finalize the criteria for its distribution.

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

School Improvement Funds for the 2013-2014 school year will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category. Approximately \$2,125 will be used towards offering free after-school tutoring to struggling students.

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:

Christina Mederos		
Asst Principal	Years as Administrator: 1	Years at Current School: 4
Credentials	BS Elementary Education MS Reading EDS Ed. Leadership	
Performance Record	2013 – School Grade – A Rdg. Proficiency, 79% Math Proficiency, 92% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 88 points Rdg. Imp. of Lowest 25% - 81 points Math Imp. Of Lowest 25% - 100 points Rdg. AMO –Yes Math AMO–Yes	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Christina Mederos		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	BS Elementary Education MS Reading EDS Ed. Leadership	
Performance Record	2013 – School Grade – A Rdg. Proficiency, 79% Math Proficiency, 92% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 88 points Rdg. Imp. of Lowest 25% - 81 points Math Imp. Of Lowest 25% - 100 points Rdg. AMO –Yes Math AMO–Yes	

Classroom Teachers

of classroom teachers
21

receiving effective rating or higher

21, 100%

Highly Qualified Teachers

81%

certified in-field

21, 100%

ESOL endorsed

17, 81%

reading endorsed

1, 5%

with advanced degrees

6, 29%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

14, 67%

with 6-14 years of experience

6, 29%

with 15 or more years of experience

1, 5%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

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

1. Advertisements in both local newspaper and the web.
2. Interviews are conducted at the school. Applicants must bring copies of certification, transcripts,

and letters of recommendation.

3. The school retains highly qualified teachers by giving teacher incentives such as yearly bonuses and various recognitions throughout the school year.

4. Professional development is held throughout the year either through the district, the state, or in house presenters that the school obtains.

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

Each first year teacher is paired with a veteran teacher to serve as their mentor. In this way, the veteran teacher can guide the new rookie teacher throughout their first year.

The planned mentoring activities are as follows:

Bi-monthly meetings

Professional Development

Informal Walk Through

Classroom Observations

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

1. Use the Tier I Problem Solving process to set Tier I goals, monitor academic and behavior data, and the evaluating progress four times a year by addressing the curriculum, assessment, MTSS/RTI, and enrichment opportunities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold monthly team meetings.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Principal – Victoria Larrauri - Responsible for analyzing student data, scheduling and facilitating regular RtI meetings, ensuring attendance of team members, ensuring follow-up of action steps, and allocate resources.

Lead Teacher - Christina Mederos - Responsible for collecting student data, develop interventions matched to students' needs, monitoring student progress, SIP planning, and MTSS problem solving.

SPED Coordinator – Alexandra Arguello - Responsible for evaluating data on student progress to determine the need for special education support, SIP planning, and MTSS problem solving.

Counselor – Lydia Rodriguez - Responsible for evaluating student progress, SIP planning, and MTSS problem solving.

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

Data will be used to guide instructional decisions and system procedures for all students to:

1. Adjust the delivery of curriculum and instruction to meet the specific needs of students
2. Adjust the delivery of behavior management system
3. Adjust the allocation of school based resources
4. Drive decisions regarding targeted professional development
5. Create student growth trajectories in order to identify and develop interventions

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

Data sources:

Academic

- FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- i-Ready Reports
- Interim Assessments
- State/Local Math and Science Assessments
- FCAT
- Student Grades
- School Site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspension/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Management system used to access and analyze data:

- Collect data
- Interpret and validate data
- Meet with MTSS team and teachers
- Use data to make meaningful instructional changes for students
- Establish and manage increasingly intensive tiers of support
- Evaluate the process at all tiers to ensure the system is working
- Data chats between teachers and students

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for support, MTSS/RTI decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

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: 4,740

Pinecrest Academy offers an afterschool tutoring program twice a week from September through April. Pinecrest Academy teachers provide tutoring on Tuesdays and Thursdays, for one hour each day, reinforcing reading and math benchmarks.

Pinecrest Academy also offers 9 sessions of Saturday tutoring during the months of January, February, and March for three hours each Saturday. These tutoring sessions are also provided by Pinecrest Academy teachers. The program focuses on crunch time materials for testing, reinforces skills in reading, math, writing, and science, and further prepares students in grades 3-5 for the FCAT assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pretest is given at the beginning of each tutoring session and the same post test is given on the last day of each tutoring session. The tests are graded and compared to show growth and improvement.

Who is responsible for monitoring implementation of this strategy?

Person responsible for after school tutoring - Christina Mederos

Literacy Leadership Team (LLT)

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

Name	Title
Victoria Larrauri	Principal
Christina Mederos	AP / Reading Coach
Megan Morris	Teacher
Lorena Garrote	Teacher

How the school-based LLT functions

Hold Monthly meetings.

Maintain communication with staff for input and feedback as well as updating them with procedures and progress.

Assist with monitoring and responding to the needs of sub-groups within the expectations for adequate yearly progress.

Maintain a connection to the school's MTSS/RTI process by using the MTSS/RTI Problem Solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

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

During the summer, our incoming kindergarten students are given an assessment that measures their readiness for school.

An orientation meeting is held for incoming kindergarten parents. At this orientation, a detailed presentation of information is prepared for the parents and they are also personally invited to be a part of the Parents as Liaisons (PALS) committee. An outline of upcoming school events is also presented to the parents at this meeting.

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	69%	80%	Yes	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	80%	Yes	72%
White		80%		
English language learners	56%	68%	Yes	60%
Students with disabilities				
Economically disadvantaged	69%	77%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	31%	32%
Students scoring at or above Achievement Level 4	85	49%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	34	55%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	42%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	50%	

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	33	72%	75%
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	63%	92%	Yes	67%
American Indian				
Asian				
Black/African American				
Hispanic	63%	93%	Yes	66%
White		80%		
English language learners	56%	93%	Yes	60%
Students with disabilities				
Economically disadvantaged	63%	92%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	34%	35%
Students scoring at or above Achievement Level 4	101	58%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		89%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		89%	90%

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	16	34%	35%
Students scoring at or above Achievement Level 4	27	57%	57%

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)	1		2
Participation in STEM-related experiences provided for students	428	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	7	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	20	25%	23%
Students who receive two or more behavior referrals	24	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Pinecrest Academy North will have 100% of parents completing 30 hours of volunteer services.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% completion of 30 volunteer hours per family	428	100%	100%

Goals Summary

- G1.** Students scoring at achievement level 3 on the 2014 Math FCAT 2.0 will achieve 67% proficiency.
- G2.** Students scoring at 3.5 or above on the 2014 Writing FCAT 2.0 will increase by three percentage points to 75%.
- G3.** Pinecrest Academy North will have 100% of parents completing 30 hours of volunteer services.
- G4.** Students scoring at 3 or above on the 2014 Science FCAT 2.0 will maintain at 91% proficiency.
- G5.** Pinecrest Academy North students will increase participation in STEM-related experiences during the 2013-2014 school year.
- G6.** Pinecrest Academy North Charter School will identify at risk students early and will provide intervention for these students.
- G7.** Students scoring at achievement level 3 on the 2014 Reading FCAT 2.0 will achieve 72% proficiency.

Goals Detail

G1. Students scoring at achievement level 3 on the 2014 Math FCAT 2.0 will achieve 67% proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Professional Development
- New Go Math series - common core edition
- Math Coach Meeting updates

Targeted Barriers to Achieving the Goal

- Students' performance data for students scoring at level 3 on the 2013 Math FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Number Operations.
- Students' performance data for students making learning gains on the 2013 Math FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Numbers Operations.
- Students' performance data for students scoring at level 4 or above on the 2013 Math FCAT 2.0 indicates that the students in Grades 3-5 experienced difficulty in Reporting Category 1, Number Operations.
- Students' performance data for lowest 25% students making learning gains on the 2013 Math FCAT 2.0 indicates that the students in Grades 3-5 experienced difficulty in Reporting Category 1, Number Operations.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - monthly Successmaker Reports and Interim Assessments Summative - Results of the 2014 Math FCAT 2.0

G2. Students scoring at 3.5 or above on the 2014 Writing FCAT 2.0 will increase by three percentage points to 75%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional Development

Targeted Barriers to Achieving the Goal

- Students' scoring at 3.5 and above on the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with engaging support and a range of appropriate and specific actions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from monthly writing prompts and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - monthly writing prompts Summative Assessment - Results for the 2014 Writing FCAT 2.0

G3. Pinecrest Academy North will have 100% of parents completing 30 hours of volunteer services.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Communication with parents
- PALS committee

Targeted Barriers to Achieving the Goal

- Many parents fail to become involved in their child's school because of lack of time due to work, lack of awareness of school events, or because of a lack of interest.

Plan to Monitor Progress Toward the Goal

Meet with teachers to discuss parent completion of volunteer hours and send notices home informing the parents of their hours.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly Notices Volunteer Logs Parent Contact Logs

G4. Students scoring at 3 or above on the 2014 Science FCAT 2.0 will maintain at 91% proficiency.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Coach Meeting updates
- AIMS
- Gizmos

Targeted Barriers to Achieving the Goal

- Students scoring at achievement level 3 on the 2013 Science FCAT 2.0 indicates that students had most difficulty with the Nature of Science category.
- Students scoring at achievement level 4 or above on the 2013 Science FCAT 2.0 indicates that students had most difficulty with the Nature of Science category.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and Science FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessment - Results of the 2014 Science FCAT 2.0

G5. Pinecrest Academy North students will increase participation in STEM-related experiences during the 2013-2014 school year.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair
- Field trips
- Egg Drop Competition

Targeted Barriers to Achieving the Goal

- In order to engage students in the problem solving process, Pinecrest Academy will participate in two STEM related experiences.
- Pinecrest Academy North will maintain 100% participation in STEM related experiences.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT Science 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative - Student STEM projects Summative - Results from the 2014 Science and Mathematics FCAT 2.0

G6. Pinecrest Academy North Charter School will identify at risk students early and will provide intervention for these students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Incentives
- Communication with parents

Targeted Barriers to Achieving the Goal

- Pinecrest Academy North Charter School will decrease the percent of students who miss 10% or more of available instructional time to 1%.
- Pinecrest Academy North Charter School will decrease the percent of students who are retained to 1 % and will decrease the percent of students who are not proficient by third grade to 23%.
- Pinecrest Academy North Charter School will maintain students who receive one or more behavior referrals that lead to suspension at 0%.

Plan to Monitor Progress Toward the Goal

Following the FCIM, bi-weekly assessment data reports will be reviewed and discussed and adjustments will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Administrative Meetings Schedule and Minutes

G7. Students scoring at achievement level 3 on the 2014 Reading FCAT 2.0 will achieve 72% proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Professional development
- New reading series - Reading Wonders resources
- SuccessMaker
- I-Ready for small group interventions

Targeted Barriers to Achieving the Goal

- Students' performance data for students scoring at level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] Informational Text and Research Process [NGSSS] - Read and organize informational text and text features to perform a task.
- Students' performance data for the students scoring at Level 4 or above on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 1 – [LA.3-5.1.6.6] - Identify shades of meaning in related words.
- Students' performance data for the students making learning gains on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] - Informational Text and Research Process [NGSSS]. Read and organize informational text and text features to perform a task.
- Students' performance data for the students in the lowest 25% making learning gains on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 – [LA.3-5.1.7.5] - Identify text structure and explain how it impacts meaning in text.
- Students' performance data for the students scoring proficient in Listening/Speaking on the 2013 CELLA indicate a deficiency in being given the opportunity in and outside the classroom to speak in English.
- Students' performance data for the students scoring proficient in Reading on the 2013 CELLA indicate a deficiency in being given the opportunity to read in English.
- Students' performance data for the students scoring proficient in Writing on the 2013 CELLA indicate a deficiency in being given the opportunity to write in English.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker Reports, District Interim Assessments Summative Assessment: Results of the 2014 Reading FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring at achievement level 3 on the 2014 Math FCAT 2.0 will achieve 67% proficiency.

G1.B1 Students' performance data for students scoring at level 3 on the 2013 Math FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Number Operations.

G1.B1.S1 Students will have many and varied opportunities to make sense of problems and persevere in solving them, taking advantage on learning opportunities.

Action Step 1

Students will participate in SuccessMaker daily for 15 minutes in order to work on math skills at their individualized level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Successmaker reports

Facilitator:

Christina Mederos Emily Brause

Participants:

Teachers

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

Following FCIM model, monthly data assessment reports will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Successmaker reports Student Work samples Tests/Quizzes

Plan to Monitor Effectiveness of G1.B1.S1

Following FCIM model, monthly data assessment reports will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Interim Assessments Monthly SuccessMaker reports

G1.B2 Students' performance data for students making learning gains on the 2013 Math FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Numbers Operations.

G1.B2.S1 Students will have increased opportunities to identify, compare, and order fractions in real world contexts.

Action Step 1

Teachers will develop real world lessons to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Quizzes/tests

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

Following the FCIM model, bi-weekly assessment data will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rti Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Successmaker Reports Interim Assessments

G1.B3 Students' performance data for students scoring at level 4 or above on the 2013 Math FCAT 2.0 indicates that the students in Grades 3-5 experienced difficulty in Reporting Category 1, Number Operations.

G1.B3.S1 Provide opportunities for students to verify the reasonableness of number operation results, including problem situations.

Action Step 1

Instruction will provide opportunities for students to verify the reasonableness of number operation results, including problem situations in real life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Tests/Quizzes

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

Following the FCIM model, bi-weekly assessment data will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Monthly Successmaker Reports

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Successmaker Reports District Interim Assessments

G1.B4 Students' performance data for lowest 25% students making learning gains on the 2013 Math FCAT 2.0 indicates that the students in Grades 3-5 experienced difficulty in Reporting Category 1, Number Operations.

G1.B4.S1 Students will have many and varied opportunities to make sense of problems and persevere in solving them, taking advantage on learning opportunities.

Action Step 1

Instruction will include mathematical fluency and problem solving skills in the areas of multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Quizzes/Tests

Action Step 2

Students will participate in a small group pull-out intervention program in order to improve deficient skills utilizing the I-Ready program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly I-Ready reports

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

Following the FCIM model, bi-weekly data assessment reports will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly data assessment reports will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Successmaker Reports Interim Assessments

G2. Students scoring at 3.5 or above on the 2014 Writing FCAT 2.0 will increase by three percentage points to 75%.

G2.B1 Students' scoring at 3.5 and above on the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with engaging support and a range of appropriate and specific actions.

G2.B1.S1 Students will be taught how to use supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) through modeling.

Action Step 1

Students will be taught how to use supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) through modeling. Teachers will model writing on a weekly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Writing assessments

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

Following the FCIM model, monthly writing prompt assessments will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompt assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly writing prompt assessments will be reviewed and discussed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompt assessments

G3. Pinecrest Academy North will have 100% of parents completing 30 hours of volunteer services.

G3.B1 Many parents fail to become involved in their child's school because of lack of time due to work, lack of awareness of school events, or because of a lack of interest.

G3.B1.S1 Parents will be personally invited to participate in our PALS (Parents as Liaisons) committee and important school events.

Action Step 1

Monthly PALS meetings take place in order to update parents on upcoming events and encourage their participation in those events.

Person or Persons Responsible

Administration Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Volunteer Hours Log Parent Communication Log

Action Step 2

Increasing the communication between parents and teachers and the school and parents will be a primary goal for the school year. This communication includes phone calls, emails, and the use of the school website in order to keep parents informed about their child's academic and social progress.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Volunteer Hour Logs Parent Communication Logs Monthly calendars

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

Meet with teachers to discuss parent completion of volunteer hours and send notices home informing the parents of their hours.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Notices signed by parents Volunteer Logs

Plan to Monitor Effectiveness of G3.B1.S1

Meet with teachers to discuss parent completion of volunteer hours and send notices home informing the parents of their hours.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Notices Volunteer Logs

G4. Students scoring at 3 or above on the 2014 Science FCAT 2.0 will maintain at 91% proficiency.

G4.B1 Students scoring at achievement level 3 on the 2013 Science FCAT 2.0 indicates that students had most difficulty with the Nature of Science category.

G4.B1.S1 Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Students will utilize and maintain a science journal named IAN (Interactive Activity Notebook) where they will keep all their science notes and worksheets, complete experiments, and write lab reports.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work samples in IAN Quizzes/Tests

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

Following the FCIM model, bi-weekly data assessment reports will be reviewed and discussed and adjustments in instruction will be made as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Student work samples District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, bi-weekly data assessment reports will be reviewed and discussed and adjustments in instruction will be made as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments

G4.B2 Students scoring at achievement level 4 or above on the 2013 Science FCAT 2.0 indicates that students had most difficulty with the Nature of Science category.

G4.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Action Step 1

Incorporate the use of instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples District Interim Assessments

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Following the FCIM Model, bi-weekly data assessment reports will be reviewed and discussed and adjustments to instruction will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM Model, bi-weekly data assessment reports will be reviewed and discussed and adjustments to instruction will be made as needed.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments

G5. Pinecrest Academy North students will increase participation in STEM-related experiences during the 2013-2014 school year.

G5.B1 In order to engage students in the problem solving process, Pinecrest Academy will participate in two STEM related experiences.

G5.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions such as the Fairchild Challenge.

Action Step 1

Establish a yearly plan and timeline for the development of student projects and increase the participation in STEM competitions such as the Fairchild Challenge.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the FCIM, participation in STEM related experiences will be reviewed and discussed and more ways to participate in such events will be developed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Student participation

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, participation in STEM related experiences will be reviewed and discussed and more ways to participate in such events will be developed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples Student STEM projects

G5.B2 Pinecrest Academy North will maintain 100% participation in STEM related experiences.

G5.B2.S1 Ensure all students are aware of the schools' participation in STEM related experiences and the resources to complete the projects are given to them.

Action Step 1

Provide various opportunities within the school year for students to participate in STEM related experiences such as project based activities and the school science fair.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects District Interim Assessments

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Following the FCIM, student participation in STEM related experiences will be reviewed and discussed and new experiences to participate in such events will be developed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples Student STEM samples

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, student participation in STEM related experiences will be reviewed and discussed and new experiences to participate in such events will be developed.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples STEM projects District Interim Assessments

G6. Pinecrest Academy North Charter School will identify at risk students early and will provide intervention for these students.

G6.B1 Pinecrest Academy North Charter School will decrease the percent of students who miss 10% or more of available instructional time to 1%.

G6.B1.S1 Establish a communication system with parents about their child's attendance.

Action Step 1

Teachers will warn parents once their child has received 5 tardies with a Notice of Excessive tardies. Teachers will then issue a referral once the child receives 10 tardies and notifies the parent.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Notice of Excessive Tardies Referral

Action Step 2

Teachers will warn parents once their child has received 5 absences with a Notice of Excessive Absences. Teachers will then issue a referral once the child receives 10 absences and notifies the parent.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Notice of Excessive Absences Referral

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

Administration meets with teachers quarterly to review and discuss student attendance and develop a plan to improve student attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance logs Gradebook Notices Referrals

Plan to Monitor Effectiveness of G6.B1.S1

Administration meets with teachers quarterly to review and discuss student attendance and develop a plan to improve student attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance logs Gradebook Notices Referrals

G6.B2 Pinecrest Academy North Charter School will decrease the percent of students who are retained to 1 % and will decrease the percent of students who are not proficient by third grade to 23%.

G6.B2.S1 Identify at risk students at an early age and provide in-school intervention programs daily for deficient skills in reading.

Action Step 1

Provide all at risk, Tier II, and Tier III students with in-school intervention programs for an extra 30 minutes a day.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

I-Ready bi-weekly reports Interim Assessments

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

Following FCIM, bi-weekly data assessment reports will be reviewed and discussed and adjustments to intervention will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

I-Ready bi-weekly reports SuccessMaker monthly reports Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following FCIM, bi-weekly data assessment reports will be reviewed and discussed and adjustments to intervention will be made as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

I-Ready bi-weekly reports SuccessMaker monthly reports Interim Assessments

G6.B3 Pinecrest Academy North Charter School will maintain students who receive one or more behavior referrals that lead to suspension at 0%.

G6.B3.S1 Provide awareness of Student Code of Conduct by conducting grade-level orientations.

Action Step 1

Utilize the Student Code of Conduct by providing incentives for compliance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Anecdotal of Student behavior Detention Log Referrals documentation

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Meet with teachers to review and discuss student behavior and develop strategies to help students improve behavior.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Anecdotal Log Detention Log Referral documentation

Plan to Monitor Effectiveness of G6.B3.S1

Meet with teachers to review and discuss student behavior and develop strategies to help students improve behavior.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Anecdotal Log Detention Log Referral documentation

G7. Students scoring at achievement level 3 on the 2014 Reading FCAT 2.0 will achieve 72% proficiency.

G7.B1 Students' performance data for students scoring at level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] Informational Text and Research Process [NGSSS] - Read and organize informational text and text features to perform a task.

G7.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Students will participate in SuccessMaker daily for 15 minutes in order to work on reading skills at their individualized level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, benchmark assessments, district interim assessments

Facilitator:

Christina Mederos Emily Brause

Participants:

Teachers

Action Step 2

Students should practice locating and verifying details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, benchmark assessments, district interim assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - monthly Successmaker reports and district interim assessments

G7.B2 Students' performance data for the students scoring at Level 4 or above on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 1 – [LA.3-5.1.6.6] - Identify shades of meaning in related words.

G7.B2.S1 Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.

Action Step 1

Instructional strategies should include word walls, context clue chart, and multiple meaning charts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, student work samples

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Following the FCIM model, bi-weekly assessment reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

quizzes/tests and interim assessments

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, bi-weekly assessment reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - monthly Successmaker reports and Interim Assessments

G7.B3 Students' performance data for the students making learning gains on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] - Informational Text and Research Process [NGSSS]. Read and organize informational text and text features to perform a task.

G7.B3.S1 Provide students will the opportunities to use real-world documents that use text features.

Action Step 1

Instruction should include real-world documents such as how to articles, brochures, flyers, and websites that use text features to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Quizzes/tests Site generated assessments

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G7.B3.S1

Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Monthly Successmaker reports Interim Assessments

G7.B4 Students' performance data for the students in the lowest 25% making learning gains on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 – [LA.3-5.1.7.5] - Identify text structure and explain how it impacts meaning in text.

G7.B4.S1 Provide students with the opportunity to use texts with text structures such as cause-effect, compare/contrast, and chronological order.

Action Step 1

Instruction will include texts that use text structures such as cause-effect, compare/contrast, and chronological order to organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests Student work samples

Action Step 2

Students will participate in small group intervention for 30 extra minutes daily utilizing the I-Ready program.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly I-Ready reports

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G7.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Monthly Successmaker reports, Interim Assessments

G7.B5 Students' performance data for the students scoring proficient in Listening/Speaking on the 2013 CELLA indicate a deficiency in being given the opportunity in and outside the classroom to speak in English.

G7.B5.S1 Provide students with opportunities in and outside the classroom to speak in English.

Action Step 1

Provide various opportunities throughout the school day in and outside the classroom to speak in English.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Student work samples

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Following FCIM model, monitor student progress for all ELL students by reviewing and discussing bi weekly assessment data and adjusting instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples Interim Assessments

Plan to Monitor Effectiveness of G7.B5.S1

Following FCIM model, monitor student progress for all ELL students by reviewing and discussing bi weekly assessment data and adjusting instruction as needed.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments

G7.B6 Students' performance data for the students scoring proficient in Reading on the 2013 CELLA indicate a deficiency in being given the opportunity to read in English.

G7.B6.S1 Provide students with various opportunities to read in English in all subjects throughout the school day.

Action Step 1

Provide students with various opportunities to read in English during all subjects in and outside the classroom throughout the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments

Plan to Monitor Fidelity of Implementation of G7.B6.S1

Following FCIM model, monitor student progress for all ELL students by reviewing and discussing bi weekly assessment data and adjusting instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments

Plan to Monitor Effectiveness of G7.B6.S1

Following FCIM model, monitor student progress for all ELL students by reviewing and discussing bi weekly assessment data and adjusting instruction as needed.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student Work Samples District Interim Assessments 2014 CELLA

G7.B7 Students' performance data for the students scoring proficient in Writing on the 2013 CELLA indicate a deficiency in being given the opportunity to write in English.

G7.B7.S1 Provide students with various opportunities to write in English in and outside of the classroom.

Action Step 1

Provide students with various opportunities to write in English in and outside of the classroom in all subjects throughout the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observations Student work samples District Interim Assessments

Plan to Monitor Fidelity of Implementation of G7.B7.S1

Following FCIM model, monitor student progress for all ELL students by reviewing and discussing bi weekly assessment data and adjusting instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments

Plan to Monitor Effectiveness of G7.B7.S1

Following FCIM model, monitor student progress for all ELL students by reviewing and discussing bi weekly assessment data and adjusting instruction as needed.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples District Interim Assessments 2014 CELLA

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.

G1. Students scoring at achievement level 3 on the 2014 Math FCAT 2.0 will achieve 67% proficiency.

G1.B1 Students' performance data for students scoring at level 3 on the 2013 Math FCAT 2.0 indicates that there is a deficiency in Reporting Category 1, Number Operations.

G1.B1.S1 Students will have many and varied opportunities to make sense of problems and persevere in solving them, taking advantage on learning opportunities.

PD Opportunity 1

Students will participate in SuccessMaker daily for 15 minutes in order to work on math skills at their individualized level.

Facilitator

Christina Mederos Emily Brause

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Successmaker reports

G7. Students scoring at achievement level 3 on the 2014 Reading FCAT 2.0 will achieve 72% proficiency.

G7.B1 Students' performance data for students scoring at level 3 on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 4 – [LA.3-5.6.1.1] Informational Text and Research Process [NGSSS] - Read and organize informational text and text features to perform a task.

G7.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

PD Opportunity 1

Students will participate in SuccessMaker daily for 15 minutes in order to work on reading skills at their individualized level.

Facilitator

Christina Mederos Emily Brause

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, benchmark assessments, district interim assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring at achievement level 3 on the 2014 Math FCAT 2.0 will achieve 67% proficiency.	\$1,188
G7.	Students scoring at achievement level 3 on the 2014 Reading FCAT 2.0 will achieve 72% proficiency.	\$6,912
Total		\$8,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Operating Account		\$8,100
Total		\$8,100

Budget Details

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

G1. Students scoring at achievement level 3 on the 2014 Math FCAT 2.0 will achieve 67% proficiency.

G1.B4 Students' performance data for lowest 25% students making learning gains on the 2013 Math FCAT 2.0 indicates that the students in Grades 3-5 experienced difficulty in Reporting Category 1, Number Operations.

G1.B4.S1 Students will have many and varied opportunities to make sense of problems and persevere in solving them, taking advantage on learning opportunities.

Action Step 2

Students will participate in a small group pull-out intervention program in order to improve deficient skills utilizing the I-Ready program.

Resource Type

Evidence-Based Program

Resource

Computer program utilized for small group intervention

Funding Source

Operating Account

Amount Needed

\$1,188

G7. Students scoring at achievement level 3 on the 2014 Reading FCAT 2.0 will achieve 72% proficiency.

G7.B4 Students' performance data for the students in the lowest 25% making learning gains on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 – [LA.3-5.1.7.5] - Identify text structure and explain how it impacts meaning in text.

G7.B4.S1 Provide students with the opportunity to use texts with text structures such as cause-effect, compare/contrast, and chronological order.

Action Step 2

Students will participate in small group intervention for 30 extra minutes daily utilizing the I-Ready program.

Resource Type

Evidence-Based Program

Resource

Computer program used for small group intervention

Funding Source

Operating Account

Amount Needed

\$6,912