



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinecrest Academy Charter Middle School

14901 SW 42ND ST

Miami, FL 33185

305-559-8583

<http://pinecrestpreparatoryacademy.dadeschools.net>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 57%
Alternative/ESE Center No	Charter School Yes	Minority Rate 94%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 B
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	22
Goals Detail	23
Action Plan for Improvement	34
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	84
Appendix 2: Budget to Support Goals	94

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 Charter Middle School

Principal

Judith C. Marty, Governing Board Chair; Maria B. Nunez, Principal

School Advisory Council chair

Claudia Jurado

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

Name	Title
Maria B. Nunez	Principal
Amelia Estrada	Assistant Principal
Zuleika Santos-Gonzalez	SPED Chair
Cindy Osorio	Language Arts Department Chair
Patricia Vasta	Mathematics Department Chair
DuWayne Hass	Social Science Department Chair
Claudia Jurado	Science Department Chair
Jennifer Pino	Electives Department Chair
Joel Mesa	Dean of Discipline
Rebeca Castilla	Student Services

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

The purpose of the Pinecrest Preparatory Middle Charter School Educational Excellence School Advisory Council is to work together to ensure improved student achievement.

The School Advisory Council shall be made up of five teachers, four parents, one student, one education support, one business/community representative, and the principal. With the exception of the principal and the business/community representative, all members shall be elected by their respective constituent groups. The principal, teachers, parents, and students shall also elect alternate representation. The

Council will be representative of the ethnic, racial, linguistic, and economic community served by Pinecrest Preparatory Middle Charter School.

Council Membership includes Maria B. Nunez, Principal; Claudia Jurado, Teacher; Cindy Osorio, Teacher; Joel Mesa, Teacher; Patricia Vasta, Teacher; Jennifer Pino, Teacher; Michelle Escoto, Educational Support; Malena Tsokopoulos, Parent; Edga Brana, Parent; Reyna Ramos, Parent; Milady Paz, Parent; Aime Souto, Parent; Lisset Morejon, Parent; Nina Tsokopoulos, Student; Jennifer Hernandez, Business/Community Representative.

Involvement of the SAC in the development of the SIP

During the fourth quarterly SAC meeting held May 7, 2013 the council members reviewed the end-of-year SIP and provided recommendations for the development of 2013-2014 SIP. The School Improvement Plan is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress, is shared and discussed at quarterly meetings. The SAC participates in the mid-year SIP review and strategies are revised if needed. The council also reviews suggested strategies at the end-of-year SIP review which takes place during the fourth quarterly meeting. At this meeting the council also approves the following school year's SIP writing team.

Activities of the SAC for the upcoming school year

The School Improvement Plan is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress is shared and discussed at quarterly meetings. The SAC participates in the mid-year SIP review and strategies are revised if needed. The council also reviews suggested strategies at the end-of-year SIP review which takes place during the fourth quarterly meeting. At this meeting the council also approves the following school year's SIP writing team.

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

Tutoring (including Saturday Success Academy) - 2,500
 Educational Field Trips - \$450

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

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:

Judith C. Marty, Governing Board Chair; Maria B. Nunez, Principal

Principal

Years as Administrator: 8

Years at Current School: 7

Credentials

BA - Primary K -3 Elementary 1 –6, Barry University;
 MS - Reading K –12, Barry University; Educational Specialist -
 Educational Leadership, Nova Southeastern University

Performance Record

2013: School Grade = A
 Reading Proficiency - 75%
 Math Proficiency - 63%
 Reading Learning Gains - 75 points
 Math Learning Gains - 69 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. Progress – 75
 Math Progress – 70
 2012: School Grade = A
 Rdg. Proficiency - 67%
 Math Proficiency - 64%
 Rdg. Lrg. Gains - 66 points
 Math Lrg. Gains - 70 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 72 points
 Rdg. Progress – 73
 Math Progress – 66
 2011: School Grade = A
 AYP = No; % Making Learning Gains = Reading 70%; Math 68%;
 Lowest 25% Making Learning Gains = Reading 70% Math 66%;
 Reading Mastery 77% Math Mastery 68% , Science Mastery 48%
 Writing Mastery 84%
 2010: School Grade = B
 AYP = No; % Making Learning Gains = Reading 65% Math 63%
 Lowest 25% Making Learning Gains = Reading 51% Math 64%;
 Reading Mastery 74%, Math Mastery 67%, Science Mastery 41%,
 Writing Mastery 91%
 2009: School Grade = A
 AYP = Yes; % Making Learning Gains = Reading 71% Math 72%;
 Lowest 25% Making Learning Gains = Reading 77% Math 69%;
 Reading Mastery 83%, Math Mastery 75%, Science Mastery 46%,
 Writing Mastery 96%; Science 48%
 Principal of Pinecrest Academy South Campus
 School Grade A; AYP = Yes; % Making Learning Gains = Reading
 75% Math 75%; Lowest 25% Making Learning Gains = Reading
 68% Math 80%; Reading Mastery 83%, Math Mastery 81%,
 Science Mastery 53%, Writing Mastery 98%

Amelia Estrada

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

BA – Political Science, Florida International University;
 MA – Latin American & Caribbean History, FIU
 MS – Educational Leadership, University of Phoenix

Performance Record

2013: School Grade: A
 Rdg. Proficiency - 75%
 Math Proficiency - 63%
 Rdg. Lrg. Gains - 75 points
 Math Lrg. Gains - 69 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. Progress – 75
 Math Progress – 70
 2012: School Grade A
 Rdg. Proficiency, 67%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 72 points
 Rdg. Progress – 73
 Math Progress – 66
 2011: School Grade = A
 AYP = No; % Making Learning Gains = Reading 70%; Math 68%;
 Lowest 25% Making Learning Gains = Reading 70% Math 66%;
 Reading Mastery 77% Math Mastery 68% , Science Mastery 48%
 Writing Mastery 84%
 2010: School Grade = B
 AYP = No; % Making Learning Gains = Reading 65% Math 63%
 Lowest 25% Making Learning Gains = Reading 51% Math 64%;
 Reading Mastery 74%, Math Mastery 67%, Science Mastery 41%,
 Writing Mastery 91%

Classroom Teachers

of classroom teachers

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

91%

certified in-field

21, 91%

ESOL endorsed

3, 13%

reading endorsed

0, 0%

with advanced degrees

9, 39%

National Board Certified

0, 0%

first-year teachers

2, 9%

with 1-5 years of experience

10, 43%

with 6-14 years of experience

9, 39%

with 15 or more years of experience

2, 9%

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

- Partnering new and beginning teachers with veteran teachers.
 - Providing leadership opportunities for teachers.
 - Tailored professional development based upon teacher needs.
 - Participation in the Professional Learning Communities (PLCs) during Early Release days.
- The Principal, Assistant Principal, Department Chairs and Professional Development Liaison are responsible for implementing and monitoring the school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school.

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

The Pinecrest Preparatory Middle Charter School mentoring program entails pairing first and second year teachers with MINT certified teachers within the same subject area, if possible. Teachers with previous teaching experience and teachers within their second and third year of teaching receive a buddy teacher.

The mentor and mentee will meet bi-monthly in a Professional Learning Community. The mentor is given release time to observe the mentee, and vice versa. Time is given for feedback, coaching and planning.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress toward those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
- Respond when grades, subject areas, classes, or individual students have not shown a positive response (i.e. MTSS problem solving process and monitoring progress of instruction).
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
- 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.
- Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly in order to:

- Review OPM data for intervention groups to evaluate group and individual student response.
- Support interventions where there is not an overall positive group response
- Select students (as per SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Tier 1 (Leadership Team)

The Principal, Maria Nunez, and Assistant Principal, Amelia Estrada, will be responsible for scheduling and facilitating regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Joel Mesa, school reading, math, science, and behavior specialists
- Zuleika Santos-Gonzalez, Special education personnel
- Rebeca Castilla, School guidance counselor

- Michelle Escoto, Educational Support
- Amelia Estrada, Administrator
- In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts. These members include:

- Rebeca Castilla, School guidance counselor
- Eduardo Armenteros, School psychologist
- Amelia Estrada, Administrator

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

- Rebeca Castilla, School guidance counselor
- Eduardo Armenteros, School psychologist
- Amelia Estrada, Administrator
- Zuleika Santos-Gonzalez, Special education personnel
- Michelle Escoto, Educational Support

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

The leadership team will use the Tier 1 and Tier 2 worksheets to document and support any academic or behavioral goal listed on the SIP plan as well as document the specific plan to monitor fidelity of MTSS implementation. The 4 step problem solving process spearheads discussion during the fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings. As a result:

- The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will provide levels of support and interventions to students based on data.
- The Leadership Team will consider data at the end of the year Tier 1 problem solving.

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

Managed data will include:

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
- Interim Assessments (Reading, Mathematics, Writing, Science, Algebra I, Geometry, Biology, and Civics)
- FCAT

Student grades

Behavior

- Student Case Management System
- Detentions
- Suspensions/Expulsions

- Discipline referrals issues by and administration per day and per month.
- Attendance
- Referrals to outside community agencies

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

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

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

The school will participate in the MTSS district professional development which consists of:

- Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and

2, and School Support Team Training.

- MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers

1 and 2, and School Support Team Training.

- Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using the Self-Assessment of Problem Solving Implementation (SAPSI) to reach a rating of at least 80% MTSS implementation in the school.

The school will use back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site.

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:** 4,800

All students will benefit from the school-wide tutoring programs offered at Pinecrest Preparatory Middle Charter School. The after school program targets students demonstrating deficiency in EOC courses. The program begins in early October and ends in April and is offered Monday through Thursday for 60 minutes.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at that time. Instructional focus calendars are adjusted to meet the needs of the students.

Who is responsible for monitoring implementation of this strategy?

The RtI team is responsible for collecting and analyzing the data.

Strategy: Weekend Program**Minutes added to school year:** 1,440

All students will benefit from the school-wide tutoring programs offered at Pinecrest Preparatory Middle Charter School. The Saturday Success Academy program begins in January and ends in April. This program is offered for eight consecutive Saturdays for three hours per session. This program remediates all students not meeting high standards in Math, Reading, and Science

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at the time. Instructional focus calendars are adjusted to meet the needs of the students.

Who is responsible for monitoring implementation of this strategy?

The RtI team is responsible for collecting and analyzing the data.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Maria B. Nunez	Principal
Amelia Estrada	Assistant Principal
Cindy Osorio	Teacher
Adriana Almendarez	Teacher
Florangel Goble	Teacher
Adielys Gonzalez	Teacher
Barbara Ferreiro	Teacher
DuWayne Hass	Teacher
Cassandra Sainz	Teacher
Yacklinda Carballosa	Teacher
Zuleika Santos-Gonzalez	Teacher

How the school-based LLT functions

The LLT creates capacity of reading knowledge within the school and focuses on areas of literacy concerns across the school. The school-based LLT meets once a month and mainly serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity.

Major initiatives of the LLT

One of the major initiatives of the LLT will be to maintain a connection to the school's RtI process by using the RtI problem solving approach to ensure that a MTSS of reading support is present and effective. Recognizing and affirming teachers' successes in the area of literacy is a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community. This will be supported by initiating Sustained Silent Reading during homeroom. In addition, every student will be required to read a minimum of three novels per quarter and submit a literacy project to their English Language Arts Teacher.

The LLT will continue to implement activities such as literacy week, a book fair with a parent night, and book clubs for students and parents. The LLT will be supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The MDCPS Pacing Guides that address the NGSSS and Common Core State Standards will guide instruction in all content area classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate reading strategies within lessons using exemplar texts, Achieve3000, as well as Sustained Silent Reading during homeroom. Administrative informal and formal observations will monitor implementation; State and district mandated assessment as well as classroom-based assessment data will be disaggregated during RtI meetings.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Pinecrest Preparatory Middle Charter School offers various acceleration courses that lead to the attainment of high school credit in the middle school. Courses, such as Physical Science, Algebra I, and Biology, help accelerate their coursework giving opportunity for students to obtain college credits during the high school years.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The Pinecrest Preparatory Student Services Department develops a yearly Curriculum Bulletin that provides students, as well as parents, with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies and tracks for students to choose from. School counselors conduct presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form. In addition, counselors review school course plan to assure that students are enrolled in courses that align with the students' future career goals.

Strategies for improving student readiness for the public postsecondary level

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	73%	75%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	73%	75%	Yes	76%
White	63%	70%	Yes	66%
English language learners	68%	51%	Yes	71%
Students with disabilities	58%	58%	Yes	62%
Economically disadvantaged	70%	72%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	35%	37%
Students scoring at or above Achievement Level 4	275	40%	41%

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)		73%	76%

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)	22	81%	83%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	46%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	48%	53%

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	139	48%	53%
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	66%	70%	Yes	69%
American Indian				
Asian				
Black/African American				
Hispanic	67%	71%	Yes	70%
White	63%	57%	No	66%
English language learners	62%	61%	Yes	66%
Students with disabilities	52%	55%	Yes	57%
Economically disadvantaged	63%	68%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	172	35%	38%
Students scoring at or above Achievement Level 4	136	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		96%	96%
Middle school performance on high school EOC and industry certifications		88%	89%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	56%	58%
Students scoring at or above Achievement Level 4	47	26%	27%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	20	95%	95%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	26%	31%
Students scoring at or above Achievement Level 4	10	6%	8%

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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	52%	54%
Students scoring at or above Achievement Level 4	26	24%	25%

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)	5		7
Participation in STEM-related experiences provided for students	694	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	162	28%	38%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	121	75%	80%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE industry certification exams		0%	1%
CTE program concentrators	3	100%	100%
CTE teachers holding appropriate industry certifications	0	0%	1%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	71%	6%
Students who fail a mathematics course	19	3%	2%
Students who fail an English Language Arts course	21	3%	2%
Students who fail two or more courses in any subject	12	2%	1%
Students who receive two or more behavior referrals	154	22%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	83	12%	11%

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

Provide parent workshops and events during evening hours to accommodate working families.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents of students in lowest performing quartile.	175	50%	60%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Pinecrest Preparatory Middle Charter School recognizes that the variety of course offerings is limited by student choice during subject selection. As a result, the goal is to increase the number of CTE courses offered by 10%.
- G2.** In monitoring the Middle School Acceleration, our school is to maintain or exceed participation by 1 percentage point to 97%, and increase performance by 1 percentage point to 89%.
- G3.** The results of the 2013 FCAT 2.0 Reading Assessment indicate that 75% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 76%.
- G4.** The results of the 2013 FCAT 2.0 Science Assessment indicate that 32% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 39%.
- G5.** The results of the 2013 Algebra I EOC assessment indicate that 82% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to increase the percent of students achieving a level 3 and above by 3 percentage percentage points.
- G6.** In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.
- G7.** Based on District Baseline Assessment, 0% of students are at mastery.
- G8.** The results of the 2013 FCAT 2.0 Writing Assessment indicate that 48% of students achieved level 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.
- G9.** Pinecrest Preparatory Middle Charter School recognizes the need to increase the number of students participating in Project Based Learning and STEM courses. Our goal for the 2013-2014 is to increase such.
- G10.** During the 2012-2013 school year, 50% of the parents of lowest performing students attended school events and workshops. Our goal for this school year is to increase parental participation from 50 percentage points to 60 percentage points.
- G11.** The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 70% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 71%.
- G12.** The results of the 2013 Biology EOC assessment indicate that 76% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 79%.

- G13.** The results of the 2013 Geometry EOC assessment indicate that 100% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percent of students achieving a level 3 and above at 95%.

Goals Detail

G1. Pinecrest Preparatory Middle Charter School recognizes that the variety of course offerings is limited by student choice during subject selection. As a result, the goal is to increase the number of CTE courses offered by 10%.

Targets Supported

- CTE

Resources Available to Support the Goal

- - Advanced Courses - High school courses - Highly Qualified Teachers - Professional Learning Communities - Extended Learning Opportunities - Professional Development

Targeted Barriers to Achieving the Goal

- The variety of course offerings is limited by student choice during subject selection.
- The percent of students participating in accelerated courses is limited by student choice during subject selection.
- The percent of students enrolling and completing CTE exams is limited by the number of students that choose to take a CTE exam track.
- The CTE program concentrators are limited by number of teachers holding industry certification.
- The number of teachers holding industry certification is limited by the areas of specialization of the school's personnel.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

- Subject Selection forms / student requests - Curriculum Bulletin

G2. In monitoring the Middle School Acceleration, our school is to maintain or exceed participation by 1 percentage point to 97%, and increase performance by 1 percentage point to 89%.

Targets Supported

Resources Available to Support the Goal

- - Highly qualified teachers - Carnegie Cognitive Tutor - Gizmos - Discovery Learning - BrainPop - Prometheus Planet - MDCPS Baseline and Interim Assessments in Math - Extended Learning Opportunities - Professional Learning Communities - CPalms - MDCPS Pacing Guides - Student Textbooks - Florida Achieves! Focus

Targeted Barriers to Achieving the Goal

- Middle School Acceleration is at 96% participation in Algebra I, Geometry, and Biology. The challenge for the 2013-2014 school year is to maintain the high level of participation.
- Middle School Acceleration is at 88% performance in Algebra I, Geometry, and Biology. The challenge is the inconsistency of students attending the extended learning opportunities offered.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and EOC Assessments.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 EOC Assessments

G3. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 75% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 76%.

Targets Supported

Resources Available to Support the Goal

- - High Qualified teachers - SpringBoard PreAP curriculum - iReady supplemental curriculum for Intensive Reading course - Voyager Learning for Intensive Reading course - Achieve3000 in Language Arts, Science and Social Studies courses - Discovery Learning - BrainPop - Promethean Planet - FAIR assessment data to differentiate instruction - MDCPS Baseline and Interim Assessment in Reading - Extended Learning Opportunities - Professional Learning Communities - MDCPS Pacing Guides - Advanced Courses

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis Fiction/Nonfiction.
- The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application.
- The areas of deficiency for students making Learning Gains, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading Application and Reporting Category 3: Literary Analysis Fiction/Nonfiction.
- The areas of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading Application and Reporting Category 3: Literary Analysis Fiction/Nonfiction.
- As noted by the CELLA assessment in Listening and Speaking, a challenge for the ELL population is limited background knowledge and how such impedes a connection to the content curriculum.
- As noted by the CELLA assessment in Reading, a challenge for the ELL population is vocabulary.
- As noted by the CELLA assessment in Writing, a challenge for the ELL population is grammar.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0 Reading.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0 CELLA 2014 for ELL population

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 32% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 39%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- - Highly Qualified teachers - Gizmos - Discovery Learning - BrainPop - Prometheus Planet - MDCPS Baseline and Interim Assessments in Science - Extended Learning Opportunities - Professional Learning Communities - CPalms - MDCPS Pacing Guides - Buckledown Science Supplemental Workbook - Pearson Interactive Science Student Textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency for students at Achievement Level 3, as noted on the 2013 FCAT 2.0 Science administration, were Reporting Categories Physical Science and Life Science.
- The area of deficiency for students at Achievement Level 4 and above, as noted on the 2013 FCAT 2.0 Science administration, were Reporting Categories Physical Science and Life Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G5. The results of the 2013 Algebra I EOC assessment indicate that 82% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to increase the percent of students achieving a level 3 and above by 3 percentage percentage points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- - Highly qualified teachers - Carnegie Cognitive Tutor - Gizmos - Discovery Learning - BrainPop - Prometheus Planet - MDCPS Baseline and Interim Assessments in Reading - Extended Learning Opportunities - Professional Learning Communities - CPalms - MDCPS Pacing Guides - Student Textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency for students at Achievement Level 3, as noted on the 2013 Algebra EOC administration, was polynomials.
- The area of deficiency for students at Achievement Level 4 and above, as noted on the 2013 Algebra EOC administration, was polynomials.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and Algebra EOC.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 Algebra EOC

G6. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- - Highly Qualified Teachers - PLASCO Trac software - Attendance Review Committee - Dean of Discipline - Student Services Department - Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- Parents and students (missing 10% or more of instructional time) are not fully aware of the attendance policies and procedures outlined in the MDCPS Parent and Student Handbook.
- Parents and students (in grade 6 who fail two or more courses or do not move to grade 7 in time) are not fully aware of the policies and procedures outlined in the MDCPS Parent and Student Handbook.
- Parents and students (behavior) are not fully aware of the policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

- Attendance Committe Logs - Attendance Rosters - COGNOS reports

G7. Based on District Baseline Assessment, 0% of students are at mastery.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- - High Qualified teachers - Achieve3000 in Language Arts, Science and Social Studies courses - Discovery Learning - BrainPop - Promethean Planet - MDCPS Baseline and Interim Assessment in Civics - Extended Learning Opportunities - Professional Learning Communities - MDCPS Pacing Guides - CPalms

Targeted Barriers to Achieving the Goal

- Students lack prior knowledge due to having no previous instruction in the scope of the content area.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Civics EOC.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 Civics EOC.

G8. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 48% of students achieved level 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

Targets Supported

- Writing

Resources Available to Support the Goal

- - Highly Qualified teachers - SpringBoard Pre-AP Curriculum - Discovery Learning - BrainPop - Promethean Planet - MDCPS Baseline and Interim Assessments in Writing - Extended Learning Opportunities - Professional Learning Communities - MDCPS Pacing Guides

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at or above a 3.5, as noted on the 2013 FCAT Writing 2.0 administration, was Drafting, within the Writing Process Standard.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from Interim and FCAT 2.0 Writing Assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 FCAT 2.0 Writing Assessment

G9. Pinecrest Preparatory Middle Charter School recognizes the need to increase the number of students participating in Project Based Learning and STEM courses. Our goal for the 2013-2014 is to increase such.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- -Highly Qualified teachers -Advanced Courses -MDCPS Pacing Guides -Discovery Learning -CPALMS -Promethean Planet -Extended Learning Opportunities -Professional Learning Communities

Targeted Barriers to Achieving the Goal

- The number of experiences are limited since not enough of our students take STEM courses.
- The data indicates that only 95% of our students participated in STEM related experiences.

Plan to Monitor Progress Toward the Goal

Following the FCIM, using data from the Interim Assessments and statewide assessments.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The STEM team and Administrative Team will look for increased participation in school-site STEM competitions that serve as a selection process for the district and state STEM competitions.

G10. During the 2012-2013 school year, 50% of the parents of lowest performing students attended school events and workshops. Our goal for this school year is to increase parental participation from 50 percentage points to 60 percentage points.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- - The Parent Academy - Community Involvement Specialist

Targeted Barriers to Achieving the Goal

- Only 50 % of the parents of the lowest performing students attended school events and workshops.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the MTSS/Rtl team will revise the reports and adjust strategies as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Event attendance logs Parent survey results

G11. The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 70% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 71%.

Targets Supported

Resources Available to Support the Goal

- - Highly qualified teachers - Carnegie Cognitive Tutor - Gizmos - Discovery Learning - BrainPop - Prometheus Planet - MDCPS Baseline and Interim Assessments in Math - Extended Learning Opportunities - Professional Learning Communities - CPalms - MDCPS Pacing Guides - Student Textbooks - Florida Achieves! Focus

Targeted Barriers to Achieving the Goal

- The White subgroup did not make AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category: Geometry and Measurement.
- The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.
- The area of deficiency for students scoring at Achievement Level 4 and above, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.
- The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.
- The area of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.
- Middle School Acceleration is at 96% participation in Algebra I, Geometry, and Biology. The challenge for the 2013-2014 school year is to maintain the high level of participation.
- Inconsistency of students' attending the extended learning opportunities offered.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 FCAT 2.0 Math Assessment

G12. The results of the 2013 Biology EOC assessment indicate that 76% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 79%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- - Highly Qualified teachers - CPALMS - MDCPS Pacing Guides - Achieve3000 in all English, Social Studies and Science courses - Discovery Learning - BrainPop - Prometheus Planet - MDCPS Baseline and Interim Assessments in Biology - Extended Learning Opportunities - Professional Learning Communities - Miller & Levine Biology Student Textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency for students at Achievement Level 3, as noted by the 2013 Biology EOC results, was Molecular and Cellular Biology.
- The area of deficiency for students at Achievement Level 4 or above, as noted by the 2013 Biology EOC results, was Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and Biology EOC

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 Biology EOC

G13. The results of the 2013 Geometry EOC assessment indicate that 100% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percent of students achieving a level 3 and above at 95%.

Targets Supported

Resources Available to Support the Goal

- - Highly qualified teachers - Carnegie Cognitive Tutor - Gizmos - Discovery Learning - BrainPop - Prometheus Planet - MDCPS Baseline and Interim Assessments in Reading - Extended Learning Opportunities - Professional Learning Communities - CPalms - MDCPS Pacing Guides - Pearson Geometry Student Textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency for students achieving level 3, as noted by the 2013 Geometry EOC administration, was Three Dimensional Geometry.
- The area of deficiency for students achieving level 4, as noted by the 2013 Geometry EOC administration, was Three Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and Geometry EOC.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments- Results for the 2014 Geometry EOC

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Pinecrest Preparatory Middle Charter School recognizes that the variety of course offerings is limited by student choice during subject selection. As a result, the goal is to increase the number of CTE courses offered by 10%.

G1.B1 The variety of course offerings is limited by student choice during subject selection.

G1.B1.S1 Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum, particularly with CTE and related STEM academic teachers, for example: Engineering with Physics, Information Technology with Mathematics; Health Science or Agriculture with Biology.

Action Step 1

Monitor and review student schedules with CTE teachers and counselor to ensure enrollment of intermediate and advanced level courses.

Person or Persons Responsible

Guidance Counselor and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

- Subject Selection forms / student requests - Curriculum Bulletin

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

Following the FCIM model, the administration will monitor the implementation of identified strategy and adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

- Subject Selection forms / student requests - Curriculum Bulletin

Plan to Monitor Effectiveness of G1.B1.S1

Monitor and review student schedules with CTE teachers and counselor to ensure enrollment of intermediate and advanced level courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

- Subject Selection forms / student requests - Curriculum Bulletin

G1.B2 The percent of students participating in accelerated courses is limited by student choice during subject selection.

G1.B2.S1 The counselor will monitor and review student schedules with CTE teachers and counselor to ensure enrollment of intermediate and advanced level courses, building strong academies.

Action Step 1

Students will open and maintain a FACTS.org account and address career and college preparatory curriculum in the Language Arts classes.

Person or Persons Responsible

Counselor and CTE Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

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

Following the FCIM, administration will monitor reports and adjust strategy if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

G1.B3 The percent of students enrolling and completing CTE exams is limited by the number of students that choose to take a CTE exam track.

G1.B3.S1 Promote student development of certification goals and student awareness of industry certification guidelines.

Action Step 1

The students will be required to open and maintain a FACTS.org account and address career and college preparatory curriculum in Career Planning class.

Person or Persons Responsible

Counselor and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

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

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

G1.B4 The CTE program concentrators are limited by number of teachers holding industry certification.

G1.B4.S1 Facilitate certification for teachers interested in teaching CTE courses.

Action Step 1

Potential CTE teachers will attend Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.

Person or Persons Responsible

Administration

Target Dates or Schedule

Annually

Evidence of Completion

Professional Development Logs Certifications status

Facilitator:

CTE Staff

Participants:

Administration

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

Following the FCIM, administration will review reports and adjust strategy if need be.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development Logs Certifications status

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM, administration will review reports and adjust strategy if need be.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development Logs Certifications status

G1.B5 The number of teachers holding industry certification is limited by the areas of specialization of the school's personnel.

G1.B5.S1 Facilitate certification for teachers interested in teaching CTE courses.

Action Step 1

CTE teachers will attend Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Logs Certification status

Facilitator:

CTE Staff

Participants:

Administration

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

Following the FCIM, administration will review reports and adjust strategy if need be.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development Logs Certification status

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM, administration will review reports and adjust strategy if need be.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development Logs Certification status

G2. In monitoring the Middle School Acceleration, our school is to maintain or exceed participation by 1 percentage point to 97%, and increase performance by 1 percentage point to 89%.

G2.B1 Middle School Acceleration is at 96% participation in Algebra I, Geometry, and Biology. The challenge for the 2013-2014 school year is to maintain the high level of participation.

G2.B1.S1 Parent meetings will be held to notify parents of the tutoring resources available.

Action Step 1

Send notifications and monitor attendance.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Roster, Interim Assessment results

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

Data Reports

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments

G2.B2 Middle School Acceleration is at 88% performance in Algebra I, Geometry, and Biology. The challenge is the inconsistency of students attending the extended learning opportunities offered.

G2.B2.S1 Provide extended learning opportunities that engage students in project-based learning.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, the goal is to support mathematical fluency and problem solving proficiency by providing time to practice and apply learned concepts to real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessment; technology reports

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

Data analysis based on ongoing classroom and quarterly Interim Assessments.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Quarterly Interim Assessment; classroom based assessments; technology reports

G3. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 75% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 76%.

G3.B1 The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis Fiction/Nonfiction.

G3.B1.S1 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choices sets the author's tone and advances the work's theme.

Action Step 1

Students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Achieve3000 Trainer

Participants:

Teacher

Action Step 2

Students practice reducing textual information to key points so that comparisons can be made across texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.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 and Interim Assessments

Plan to Monitor Effectiveness of G3.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B2 The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application.

G3.B2.S1 Students will determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Action Step 1

Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will help students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B2.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 and Interim Assessments

Plan to Monitor Effectiveness of G3.B2.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B3 The areas of deficiency for students making Learning Gains, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading Application and Reporting Category 3: Literary Analysis Fiction/Nonfiction.

G3.B3.S1 Students will determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Action Step 1

Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should help students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B3.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 and Interim Assessments

Plan to Monitor Effectiveness of G3.B3.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B3.S2 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choices sets the author's tone and advances the work's theme.

Action Step 1

Students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B3.S2

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 and Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S2

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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B4 The areas of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading Application and Reporting Category 3: Literary Analysis Fiction/Nonfiction.

G3.B4.S1 Students will determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Action Step 1

Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author’s purpose. Teachers should help students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.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

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.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

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B4.S2 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choices sets the author's tone and advances the work's theme.

Action Step 1

Students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B4.S2

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 and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S2

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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B5 As noted by the CELLA assessment in Listening and Speaking, a challenge for the ELL population is limited background knowledge and how such impedes a connection to the content curriculum.

G3.B5.S1 The teacher will use illustrations and diagrams and teach visual literacy.

Action Step 1

The student will use pre-reading strategies such as picture walk and predicting.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B5.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 and Interim Assessments

Plan to Monitor Effectiveness of G3.B5.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B6 As noted by the CELLA assessment in Reading, a challenge for the ELL population is vocabulary.

G3.B6.S1 ELL students will receive instruction in meaning due to context.

Action Step 1

Students will engage in affix or root word activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B6.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B6.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G3.B7 As noted by the CELLA assessment in Writing, a challenge for the ELL population is grammar.

G3.B7.S1 The teacher will incorporate grammar workshops.

Action Step 1

The students will maintain a writing portfolio.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B7.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B7.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

- SpringBoard Embedded Assessments - Achieve3000 benchmark assessments - Quizzes/Tests and Interim Assessments

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 32% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 39%.

G4.B1 The area of deficiency for students at Achievement Level 3, as noted on the 2013 FCAT 2.0 Science administration, were Reporting Categories Physical Science and Life Science.

G4.B1.S1 Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

- Student work and site generated assessments, including benchmarks.

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

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Attendance logs

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Attendance logs

G4.B2 The area of deficiency for students at Achievement Level 4 and above, as noted on the 2013 FCAT 2.0 Science administration, were Reporting Categories Physical Science and Life Science.

G4.B2.S1 Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Participation / Attendance rosters and completions

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Participation / Attendance rosters at competitions

G5. The results of the 2013 Algebra I EOC assessment indicate that 82% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to increase the percent of students achieving a level 3 and above by 3 percentage percentage points.

G5.B1 The area of deficiency for students at Achievement Level 3, as noted on the 2013 Algebra EOC administration, was polynomials.

G5.B1.S1 Increase opportunities to model real world situations with polynomial equations using multiple representations (graphical, tabular, algebraic and verbal) to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Math Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G5.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Carnegie Cognitive Tutor Reports

G5.B2 The area of deficiency for students at Achievement Level 4 and above, as noted on the 2013 Algebra EOC administration, was polynomials.

G5.B2.S1 Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to practice the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Math Department Chair

Participants:

Teacher

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

Following the FCIM, the administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Carnegie Cognitive Tutor Reports Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, the administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Carnegie Cognitive Tutor Reports Quizzes/Tests and Interim Assessments

G6. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.

G6.B1 Parents and students (missing 10% or more of instructional time) are not fully aware of the attendance policies and procedures outlined in the MDCPS Parent and Student Handbook.

G6.B1.S1 Students who miss 10% or more of the available instructional time will be referred to the MTSS/Rtl team for monitoring.

Action Step 1

Attendance Clerk will conduct parent conferences and refer students to the Guidance Counselor further assistance.

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

- Attendance Review Committee logs - COGNOS reports - Attendance rosters

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

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

- Attendance Committee Logs - Attendance Rosters - COGNOS reports

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

- Attendance Committee Logs - Attendance Rosters - COGNOS reports

G6.B2 Parents and students (in grade 6 who fail two or more courses or do not move to grade 7 in time) are not fully aware of the policies and procedures outlined in the MDCPS Parent and Student Handbook.

G6.B2.S1 To address at risk students, Student Services will closely monitor the academic progress of these students and host Retention Prevention Conferences on a quarterly basis.

Action Step 1

Students will be placed on a weekly progress report and guidance counselor will meet with such students on a monthly basis.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Progress reports Report Cards Counselor logs

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

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Weekly progress reports Report Cards Counselor Logs

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Weekly progress reports Report Cards Counselor Logs

G6.B3 Parents and students (behavior) are not fully aware of the policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.

G6.B3.S1 The MSTSS/RtI team will monitor students who receive two or more behavior referrals providing them counseling and encouraging parental involvement in this process.

Action Step 1

A reward system will be established to recognize students for good behavior.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificates of reward Counseling logs Parent call logs

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

Following the FCIM, administration will monitor reports and adjust strategy if need be.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Certificates of reward Counseling logs Parent call logs

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM, administration will monitor reports and adjust strategy if need be.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Certificates of reward Counseling logs Parent call logs

G7. Based on District Baseline Assessment, 0% of students are at mastery.

G7.B1 Students lack prior knowledge due to having no previous instruction in the scope of the content area.

G7.B1.S1 Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Action Step 1

Students will use an Interactive Notebook as a portfolio to organize coursework such as vocabulary, timelines, document analysis, active note taking and engage in reflective review of course content and student progress towards scheduled assessments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and 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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Quizzes/Tests and Interim Assessments

G8. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 48% of students achieved level 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

G8.B1 The area of deficiency for students scoring at or above a 3.5, as noted on the 2013 FCAT Writing 2.0 administration, was Drafting, within the Writing Process Standard.

G8.B1.S1 Students will write a draft, appropriate to the topic, audience, and purpose.

Action Step 1

Students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

ELA Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G8.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 and Interim Assessments

Plan to Monitor Effectiveness of G8.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

- SpringBoard Embedded Assessments - Quizzes/Tests and Interim Assessments

G9. Pinecrest Preparatory Middle Charter School recognizes the need to increase the number of students participating in Project Based Learning and STEM courses. Our goal for the 2013-2014 is to increase such.

G9.B1 The number of experiences are limited since not enough of our students take STEM courses.

G9.B1.S1 Increase the number of students participating in Project Based Learning and STEM courses.

Action Step 1

Establish a timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

Mathematics and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The STEM team and Administrative Team will look for increased participation in school-site STEM competitions that serve as a selection process for the district and state STEM competitions.

Facilitator:

Math and Science Department Chairs

Participants:

Math and Science Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Following the FCIM model, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

The STEM team and Administrative Team will look for increased participation in school-site STEM competitions that serve as a selection process for the district and state STEM competitions.

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM, the administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

The STEM team and Administrative Team will look for increased participation in school-site STEM competitions that serve as a selection process for the district and state STEM competitions.

G9.B2 The data indicates that only 95% of our students participated in STEM related experiences.

G9.B2.S1 Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum, particularly with CTE and related STEM academic teachers.

Action Step 1

Monitor and review student schedules with STEM teachers and counselor to ensure enrollment of intermediate and advanced level courses.

Person or Persons Responsible

Guidance Counselor and STEM Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs Subject Selection Forms / student requests Curriculum Bulletin

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject Selection Forms / student requests Curriculum Bulletin

Plan to Monitor Effectiveness of G9.B2.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject Selection Forms / student requests Curriculum Bulletin

G10. During the 2012-2013 school year, 50% of the parents of lowest performing students attended school events and workshops. Our goal for this school year is to increase parental participation from 50 percentage points to 60 percentage points.

G10.B1 Only 50 % of the parents of the lowest performing students attended school events and workshops.

G10.B1.S1 Offer parent events / meetings during evening hours to accommodate working families.

Action Step 1

Administer parent survey to determine interests and needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Survey Results

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Following the FCIM, the administration will monitor the reports and adjust strategy if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets Parent Survey results

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM, the MTSS/Rtl team will revise the reports and adjust strategies as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Event attendance logs Parent survey results

G11. The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 70% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 71%.

G11.B1 The White subgroup did not make AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category: Geometry and Measurement.

G11.B1.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Action Step 1

Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding of the process to determine the surface area and volume of prisms, pyramids, and cylinders in the classroom.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Math Department Chair

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G11.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G11.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Florida, Focus, Achieves Reports - Quizzes/Tests and Interim Assessments

G11.B2 The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.

G11.B2.S1 Use the Pacing Guide and Florida Achieves! Focus technology resource to progress monitor students' mastery of targeted grade level objectives and essential content.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Florida Achieves! Focus Reports - Quizzes/Tests and Interim Assessments

Facilitator:

Math Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G11.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

G11.B3 The area of deficiency for students scoring at Achievement Level 4 and above, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.

G11.B3.S1 Provide students with enrichment opportunities to extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/ cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models.

Action Step 1

Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G11.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G11.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Florida Achieves! Focus Reports - Quizzes/Tests and Interim Assessments

G11.B4 The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.

G11.B4.S1 Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G11.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G11.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Florida Achieves! Focus Reports - Quizzes/Tests and Interim Assessments

G11.B5 The area of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.

G11.B5.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Action Step 1

Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding of the process to determine the surface area and volume of prisms, pyramids, and cylinders in the classroom.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G11.B5.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G11.B5.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Florida Achieves! Focus Reports - Quizzes/Tests and Interim Assessments

G11.B6 Middle School Acceleration is at 96% participation in Algebra I, Geometry, and Biology. The challenge for the 2013-2014 school year is to maintain the high level of participation.

G11.B6.S1 Teachers will maintain the level of rigor and higher order thinking through the use of implemented strategies.

Action Step 1

Students will be enrolled in courses that meet their potential, participating in high school courses.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Interim Assessments Classroom based assessments

Plan to Monitor Fidelity of Implementation of G11.B6.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject Selection Forms / student requests Curriculum Bulletin

Plan to Monitor Effectiveness of G11.B6.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject Selection Forms / student requests Curriculum Bulletin

G12. The results of the 2013 Biology EOC assessment indicate that 76% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 79%.

G12.B1 The area of deficiency for students at Achievement Level 3, as noted by the 2013 Biology EOC results, was Molecular and Cellular Biology.

G12.B1.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Students will design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Following the FCIM, the administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Lab reports

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM, the administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Lab reports

G12.B2 The area of deficiency for students at Achievement Level 4 or above, as noted by the 2013 Biology EOC results, was Molecular and Cellular Biology.

G12.B2.S1 Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.

Action Step 1

Students will design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student graded assignments Quizzes/Tests Lab reports

Facilitator:

Science Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student graded assignments Quizzes/Tests Lab reports

Plan to Monitor Effectiveness of G12.B2.S1

Following the FCIM, administration will review reports and adjust strategies if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student graded assignments Quizzes/Tests Lab reports

G13. The results of the 2013 Geometry EOC assessment indicate that 100% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to maintain the percent of students achieving a level 3 and above at 95%.

G13.B1 The area of deficiency for students achieving level 3, as noted by the 2013 Geometry EOC administration, was Three Dimensional Geometry.

G13.B1.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Action Step 1

Identify and use properties of congruent or similar solids to solve problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G13.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments Carnegie Cognitive Tutor Reports

Plan to Monitor Effectiveness of G13.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

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Quizzes/Tests and Interim Assessments - Carnegie Cognitive Tutor Reports

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. Pinecrest Preparatory Middle Charter School recognizes that the variety of course offerings is limited by student choice during subject selection. As a result, the goal is to increase the number of CTE courses offered by 10%.

G1.B4 The CTE program concentrators are limited by number of teachers holding industry certification.

G1.B4.S1 Facilitate certification for teachers interested in teaching CTE courses.

PD Opportunity 1

Potential CTE teachers will attend Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.

Facilitator

CTE Staff

Participants

Administration

Target Dates or Schedule

Annually

Evidence of Completion

Professional Development Logs Certifications status

G1.B5 The number of teachers holding industry certification is limited by the areas of specialization of the school's personnel.

G1.B5.S1 Facilitate certification for teachers interested in teaching CTE courses.

PD Opportunity 1

CTE teachers will attend Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.

Facilitator

CTE Staff

Participants

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Logs Certification status

G3. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 75% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 76%.

G3.B1 The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis Fiction/Nonfiction.

G3.B1.S1 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choices sets the author's tone and advances the work's theme.

PD Opportunity 1

Students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Facilitator

Achieve3000 Trainer

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G5. The results of the 2013 Algebra I EOC assessment indicate that 82% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to increase the percent of students achieving a level 3 and above by 3 percentage points.

G5.B1 The area of deficiency for students at Achievement Level 3, as noted on the 2013 Algebra EOC administration, was polynomials.

G5.B1.S1 Increase opportunities to model real world situations with polynomial equations using multiple representations (graphical, tabular, algebraic and verbal) to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Facilitator

Math Department Chair

Participants

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

G5.B2 The area of deficiency for students at Achievement Level 4 and above, as noted on the 2013 Algebra EOC administration, was polynomials.

G5.B2.S1 Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

Provide opportunities for students to practice the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents.

Facilitator

Math Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G8. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 48% of students achieved level 3.5 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 53%.

G8.B1 The area of deficiency for students scoring at or above a 3.5, as noted on the 2013 FCAT Writing 2.0 administration, was Drafting, within the Writing Process Standard.

G8.B1.S1 Students will write a draft, appropriate to the topic, audience, and purpose.

PD Opportunity 1

Students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Facilitator

ELA Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G9. Pinecrest Preparatory Middle Charter School recognizes the need to increase the number of students participating in Project Based Learning and STEM courses. Our goal for the 2013-2014 is to increase such.

G9.B1 The number of experiences are limited since not enough of our students take STEM courses.

G9.B1.S1 Increase the number of students participating in Project Based Learning and STEM courses.

PD Opportunity 1

Establish a timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Facilitator

Math and Science Department Chairs

Participants

Math and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The STEM team and Administrative Team will look for increased participation in school-site STEM competitions that serve as a selection process for the district and state STEM competitions.

G11. The results of the 2013 FCAT 2.0 Mathematics Assessment indicate that 70% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 71%.

G11.B1 The White subgroup did not make AMO for 2013. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category: Geometry and Measurement.

G11.B1.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

PD Opportunity 1

Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding of the process to determine the surface area and volume of prisms, pyramids, and cylinders in the classroom.

Facilitator

Math Department Chair

Participants

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G11.B2 The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category: Geometry and Measurement.

G11.B2.S1 Use the Pacing Guide and Florida Achieves! Focus technology resource to progress monitor students' mastery of targeted grade level objectives and essential content.

PD Opportunity 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems.

Facilitator

Math Department Chair

Participants

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Florida Achieves! Focus Reports - Quizzes/Tests and Interim Assessments

G12. The results of the 2013 Biology EOC assessment indicate that 76% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 79%.

G12.B2 The area of deficiency for students at Achievement Level 4 or above, as noted by the 2013 Biology EOC results, was Molecular and Cellular Biology.

G12.B2.S1 Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.

PD Opportunity 1

Students will design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes.

Facilitator

Science Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student graded assignments Quizzes/Tests Lab reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The results of the 2013 FCAT 2.0 Reading Assessment indicate that 75% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 76%.	\$18,926
G4.	The results of the 2013 FCAT 2.0 Science Assessment indicate that 32% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 39%.	\$27,700
G5.	The results of the 2013 Algebra I EOC assessment indicate that 82% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to increase the percent of students achieving a level 3 and above by 3 percentage percentage points.	\$2,500
G7.	Based on District Baseline Assessment, 0% of students are at mastery.	\$2,160
Total		\$51,286

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
FTE	\$21,426	\$29,860	\$51,286
Total	\$21,426	\$29,860	\$51,286

Budget Details

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

G3. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 75% of students achieved the Adequate Measurable Objective target. Our goal for the 2013-2014 school year is to maintain or exceed the AMO by 1 percentage point to 76%.

G3.B1 The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis Fiction/Nonfiction.

G3.B1.S1 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choices sets the author's tone and advances the work's theme.

Action Step 1

Students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Resource Type

Technology

Resource

College Board SpringBoard Pre-AP Curriculum

Funding Source

FTE

Amount Needed

\$18,926

G4. The results of the 2013 FCAT 2.0 Science Assessment indicate that 32% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 39%.

G4.B1 The area of deficiency for students at Achievement Level 3, as noted on the 2013 FCAT 2.0 Science administration, were Reporting Categories Physical Science and Life Science.

G4.B1.S1 Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Resource Type

Evidence-Based Program

Resource

Florida Civic Economic Economy and Geography Student Textbook

Funding Source

FTE

Amount Needed

\$27,700

G5. The results of the 2013 Algebra I EOC assessment indicate that 82% of students achieved a level 3 and above. Our goal for the 2013-2014 school year is to increase the percent of students achieving a level 3 and above by 3 percentage percentage points.

G5.B1 The area of deficiency for students at Achievement Level 3, as noted on the 2013 Algebra EOC administration, was polynomials.

G5.B1.S1 Increase opportunities to model real world situations with polynomial equations using multiple representations (graphical, tabular, algebraic and verbal) to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Resource Type

Technology

Resource

Achieve3000

Funding Source

FTE

Amount Needed

\$2,500

G7. Based on District Baseline Assessment, 0% of students are at mastery.

G7.B1 Students lack prior knowledge due to having no previous instruction in the scope of the content area.

G7.B1.S1 Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Action Step 1

Students will use an Interactive Notebook as a portfolio to organize coursework such as vocabulary, timelines, document analysis, active note taking and engage in reflective review of course content and student progress towards scheduled assessments.

Resource Type

Evidence-Based Program

Resource

Carnegie Cognitive Tutor

Funding Source

FTE

Amount Needed

\$2,160