



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinecrest Preparatory Academy Charter High
School

14901 SW 42ND ST
Miami, FL 33185
305-559-8583

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

67%

Alternative/ESE Center

No

Charter School

Yes

Minority Rate

96%

School Grades History

2013-14

A

2012-13

A

2011-12

C

2010-11

B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Pinecrest Preparatory Academy Charter High

Principal

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

School Advisory Council chair

Zuleika Santos-Gonzalez

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

Name	Title
Maria B. Nunez	Principal
Jennifer Kairalla	Assistant Principal
Zuleika Santos-Gonzalez	SPED Chair
Cindy Osorio	English Chair
Patricia Vasta	Mathematics Chair
Duwayne Hass	Social Science Chair
Claudia Jurado	Science Chair
Jennifer Pino	Electives Chair
Joel Mesa	Dean of Discipline
Michelle Escoto	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 High 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 two teacher, two parents, one student, 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 High Charter School. Council Membership includes Maria B. Nunez, Principal; Zuleika Santos-Gonzalez, Teacher; DuWayne Hass, Teacher; Leonor Santana, Parent; Laura Diaz, Parent; Alyson Diaz, and Student; Jennifer Hernandez, Business/Community Representative; Michelle Escoto, Educational Support.

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 this SIP.

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 SIP writing team.

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

Projected use of the SAC funds:

- Tutoring (including Saturday Success Academy for Reading, Algebra I and Geometry) \$1700.00
- Educational Field Trips- \$475.00

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: 4

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: Pending
 Rdg. Proficiency, 61%
 Math Proficiency, N/A
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 83 points
 Rdg. AMO 62
 Math AMO 71
 2012: School Grade = C
 Rdg. Proficiency, 25%
 Math Proficiency, N/A%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, N/A points
 Rdg. Imp. of Lowest 25% -
 82 points
 Math Imp. of Lowest 25% -
 n/a points
 Rdg. AMO 58
 Math AMO–36_
 2011: School Grade = B
 AYP =No; Reading: 42% Making Learning Gains; 63% Lowest
 25% Percent Making Learning Gains; 47% at Mastery. Math: 72%
 ; 84% Writing Mastery
 2010: School Grade = D
 AYP = No; % Making Learning Gains = Reading 40% Math 68%
 Lowest 25% Making Learning Gains = Reading 40% Math 57%;
 Reading Mastery 26%, Math Mastery 57%, Science Mastery 34%,
 Writing Mastery 88%
 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%

Jennifer Kairalla

Asst Principal

Years as Administrator: 2

Years at Current School: 4

Credentials

BA – Music Education, University of Miami;
MS– Educational Leadership, Nova Southeastern University.

Performance Record

2013: School Grade: Pending
 Rdg. Proficiency, 61%
 Math Proficiency, N/A
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 83 points
 Rdg. AMO 62
 Math AMO 71
 2012: School Grade = C
 Rdg. Proficiency, 25%
 Math Proficiency, N/A%
 Rdg. Lrg. Gains, - 64 points
 Math Lrg. Gains, -N/A points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - N/A points
 Rdg. AMO-58
 Math AMO-36
 2011: School Grade = B
 AYP = No; Reading: 42% Making Learning Gains; 63% Lowest 25% Percent Making Learning Gains; 47% at Mastery. Math: 72% ; 84% Writing Mastery
 2010: School Grade = D
 AYP = No; % Making Learning Gains = Reading 40% Math 68%
 Lowest 25% Making Learning Gains = Reading 40% Math 57%;
 Reading Mastery 26%, Math Mastery 57%, Science Mastery 34%,
 Writing Mastery 88%
 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%

Classroom Teachers

of classroom teachers

16

receiving effective rating or higher

0%

Highly Qualified Teachers

69%

certified in-field

11, 69%

ESOL endorsed

2, 13%

reading endorsed

0, 0%

with advanced degrees

7, 44%

National Board Certified

0, 0%

first-year teachers

2, 13%

with 1-5 years of experience

6, 38%

with 6-14 years of experience

5, 31%

with 15 or more years of experience

3, 19%

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 High 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 Rtl 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:

- Michelle Escoto, 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 supports 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 and 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
- Jamestown Reading Navigator 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 training in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
- MTSS team members will attend district training 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 High Charter School. The after school program targets students demonstrating deficiencies in EOC courses. The after school program begins in early October and ends in April and it 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 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.

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

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

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
Jennifer Kairalla	Assistant Principal
Cindy Osorio	Teacher
Adriana Almendarez	Teacher
Florangel Goble	Teacher
Adielys Gonzalez	Teacher
Barbara Ferreiro	Teacher
DuWayne Hass	Teacher
Cassandra Sainz	Teacher
Yackilinda 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 Rtl process by using the Rtl 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 EnglishTeacher.

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 Standards will guide instruction in all content areas 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 Rtl 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 High School offers various vocational courses that lead to Industry Certification. Courses in fields such as Business, Computers, Arts and Multimedia help students understand the relevance of school to work and career planning. To that end, these courses aid in facilitating the school to work transition by providing them the necessary tools for success.

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 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.

Strategies for improving student readiness for the public postsecondary level

Pinecrest Preparatory High School provides students with a rigorous college preparatory curriculum that meets and exceeds the requirements of the Florida State University Systems. The school requires students to graduate with four credits in English, Math, Science and Social Sciences as well as encouraged to take challenging courses to maximize their potential. PPHS continues to expand their Advanced Placement program by offering two additional courses during this school year and affording students the opportunity to participate in Dual Enrollment via its partnership with Florida International University. The PSAT will continue to be offered to all 9th, 10th and 11th grade students. In addition, the College Advisory Program (CAP) Advisor continues to closely monitor the student body to assure effective preparation for post-secondary education as well as ensure students will meet the requirements for Bright Futures Scholarship.

Pinecrest Preparatory High School offers various vocational courses that lead to Industry Certification. Courses in fields such as Business, Computers, Arts and Multimedia help students understand the relevance of school to work and career planning. To that end, these courses aid in facilitating the school-to-work transition by providing them the necessary tools for success.

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	58%	62%	Yes	62%
American Indian				
Asian				
Black/African American				
Hispanic	57%	63%	Yes	61%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	59%	63%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	35%	38%
Students scoring at or above Achievement Level 4	65	26%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
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)		<i>[data excluded for privacy reasons]</i>	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	51%

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	56	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	71%	Yes	42%
American Indian				
Asian				
Black/African American				
Hispanic	36%	71%	Yes	42%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	33%	68%	Yes	40%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		77%	79%
Students in lowest 25% making learning gains (EOC)		83%	85%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	49%	53%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	33%	35%
Students scoring at or above Achievement Level 4	60	41%	42%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	45%	48%
Students scoring at or above Achievement Level 4	14	11%	12%

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		10
Participation in STEM-related experiences provided for students	200	83%	85%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	221	50%	51%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	60	43%	46%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	1%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	152	36%	46%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	114	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**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	8%	7%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	6	5%	4%
Students with grade point average less than 2.0	39	12%	11%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	75	23%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	54	16%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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 workshop 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 performance quartile.	57	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.** The results of the 2013 Geometry EOC assessment indicate that 74% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 77%.
- G2.** Pinecrest Preparatory High 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.
- G3.** Pinecrest Preparatory High 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 course offerings by 10%.
- G4.** The results of the 2013 Reading assessment indicate that 62% of students achieved the AMO Target. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percent in order to meet the AMO target of 62%.
- G5.** Based on District Baseline Assessment, 0% of students are at mastery.
- G6.** Pinecrest Preparatory Charter High School will maintain or exceed the Miami-Dade County Public Schools Graduation Rate of 73.3%.
- G7.** During the 2012-2013 school year, 50% of the parents of lowest performing students attended school events and workshops. Our goal for the 2014 school year is to increase parental participation by 10 percentage points to 60%.
- G8.** The results of the 2013 Algebra I EOC assessment indicate that 53% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 59%.
- G9.** The results of the 2013 FCAT 2.0 Writing assessment indicate that 49% 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 54%.
- G10.** In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.
- G11.** The results of the 2013 Algebra I and Geometry EOC assessments indicate that all students, including our subgroups, met criteria. Our goal for the 2013-2014 school year is to maintain or exceed 71% student proficiency.
- G12.** The results of the 2013 Biology EOC assessment indicate that 55% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%.

Goals Detail

G1. The results of the 2013 Geometry EOC assessment indicate that 74% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 77%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- -Highly qualified teachers -Carnegie Cognitive Tutor -Discovery Learning - Gizmos -BrainPop - Promethean Planet -MDCPS Baseline and Interim Assessments in Writing -Extended Learning Opportunities -Professional Learning Communities -CPALMS -MDCPS Pacing Guides -Pearson Geometry 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

G2. Pinecrest Preparatory High 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 -Honor Courses -Advanced Placement 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 83% of our students participated in STEM-related experiences.
- The number of students enrolling and completing accelerated STEM courses is limited because not enough our students take STEM courses.
- The number of students taking one or more STEM AP exams is limited because not enough our students take STEM courses.
- The number CTE-STEM concentrators are limited because not enough our students take STEM courses.
- The number of students taking and passing CTE-STEM industry exams are limited because not enough our students take STEM courses.

Plan to Monitor Progress Toward the Goal

Following the FCIM, using data from the Interim Assessments and pertinent assessments (Interims, AP probes, etc).

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The STEM team and/or 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.

G3. Pinecrest Preparatory High 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 course offerings by 10%.

Targets Supported

- CTE

Resources Available to Support the Goal

- -Honors courses -AP Courses -Dual Enrollment -Highly Qualified Teachers -Extended learning opportunities -Professional Learning Communities -Professional Development

Targeted Barriers to Achieving the Goal

- The variety of CTE related 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, the MTSS/Rtl Team will monitor the implementation of identified strategy and adjust if needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Counselor logs Subject selection forms/student requests Curriculum Bulletin

G4. The results of the 2013 Reading assessment indicate that 62% of students achieved the AMO Target. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percent in order to meet the AMO target of 62%.

Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Highly Qualified teachers SpringBoard Pre-AP Curriculum Jamestown Reading Navigator for Intensive Reading Course Achieve3000 in all English, Social Studies and Science courses Discovery Learning BrainPop Promethean Planet FAIR Assessment data to differentiate instruction MDCPS Baseline and Interim Assessments in Reading Extended Learning Opportunities Professional Learning Communities MDCPS Pacing Guides Honors Courses Advanced Placement Courses Dual Enrollment 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 1: Vocabulary.
- 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 3: Literary Analysis-Fiction/Nonfiction.
- The areas of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 1: Vocabulary 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 1: Vocabulary and Reporting Category 3: Literary Analysis-Fiction/Nonfiction.
- As noted by CELLA in listening and speaking, a challenge for the ELL population is the limited background knowledge and how such impedes a connection to the content curriculum.
- As noted by CELLA in Reading, a challenge for the ELL population is vocabulary.
- As noted by CELLA in Reading, 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/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G5. Based on District Baseline Assessment, 0% of students are at mastery.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- -Highly qualified teachers -Discovery Learning -Prometheum Planet -Achieve3000 -Pacing guides -MDCPS Baseline and Interim Assessments in US History -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.
- Students also lack proficiency in vocabulary, reading interpreting and analyzing primary and document based questions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and US History 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 US History EOC

G6. Pinecrest Preparatory Charter High School will maintain or exceed the Miami-Dade County Public Schools Graduation Rate of 73.3%.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- -Student Services Department -Highly Qualified teachers -CAP Counselor -Dual Enrollment Courses -Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- Pinecrest Preparatory High Charter School recognizes that an increase in Economically Disadvantaged students who need to work in order to help their family, paired with an unstable economy, create the possibility for increased dropout rate.
- Graduating students are not familiar with different college programs available to them as well as scholarships.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Counselor logs Progress Reports Report Cards Attendance logs

G7. During the 2012-2013 school year, 50% of the parents of lowest performing students attended school events and workshops. Our goal for the 2014 school year is to increase parental participation by 10 percentage points to 60%.

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

G8. The results of the 2013 Algebra I EOC assessment indicate that 53% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 59%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- -Highly Qualified teachers -Carnegie Cognitive Tutor -Discovery Learning -Gizmos -BrainPop - Promethean Planet -MDCPS Baseline and Interim Assessments in Algebra I -Extended Learning Opportunities -Professional Learning Communities -CPALMS -MDCPS Pacing Guides -Pearson Algebra I Textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency for students achieving a Level 3, as noted by the 2013 Algebra EOC administration, was polynomials.
- The area of deficiency for students achieving a Level 4, as noted by 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

G9. The results of the 2013 FCAT 2.0 Writing assessment indicate that 49% 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 54%.

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 Guide

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 Writing Process Standard.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims 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 Writing FCAT 2.0

G10. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- -Student Services Department -Highly Qualified teachers -Attendance Review Committee - Plasco Trac software -Dean of Discipline -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 Miami-Dade County Public School Parent and Student Handbook.
- Parents of 9 grade students with absences in the first 20 days are not fully aware of the attendance policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.
- Parents and students (in grade 9 who fail two or more courses or do not move to Grade 10 in time) are not fully aware of the policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.
- Parents and students (with GPA <2.0) are not fully aware of the policies and procedures outlined in the Miami-Dade County Public School 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, monthly reports will be reviewed and strategy adjust as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

attendance review committee logs, attendance rosters, and COGNOS reports

G11. The results of the 2013 Algebra I and Geometry EOC assessments indicate that all students, including our subgroups, met criteria. Our goal for the 2013-2014 school year is to maintain or exceed 71% student proficiency.

Targets Supported

- Math (High School, High School AMO's)

Resources Available to Support the Goal

- Highly Qualified teachers
- Carnegie Cognitive Tutor
- Gizmos
- Discovery Learning
- BrainPop
- Promethean Planet
- MDCPS Baseline and Interim Assessments in Algebra I and Geometry
- Extended Learning Opportunities
- Professional Learning Communities
- MDCPS Pacing Guides
- CPALMS
- Prentice Hall Algebra I Student Textbook
- Prentice Hall Geometry Student Textbook

Targeted Barriers to Achieving the Goal

- The area of deficiency for students achieving learning gains, as noted by the 2013 Algebra EOC administration, was polynomials, and for students achieving learning gains, noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.
- The area of deficiency for students achieving learning gains in the lowest 25%, as noted by the 2013 Algebra EOC administration, was polynomials, and for students achieving learning gains, 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 Algebra I and Geometry EOC.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessment- Results for the 2014 EOC in Algebra I and Geometry

G12. The results of the 2013 Biology EOC assessment indicate that 55% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%.

Targets Supported

- Science
- 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 Promethean Planet MDCPS Baseline and Interim Assessments in Reading Extended Learning Opportunities Professional Learning Communities

Targeted Barriers to Achieving the Goal

- As noted by the results of the 2013 Biology EOC, the areas of deficiencies for students scoring a level 3 are Molecular and Cellular Biology.
- As noted by the results of the 2013 Biology EOC, the areas of deficiencies for students scoring a level 4 or above are 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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 Geometry EOC assessment indicate that 74% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 77%.

G1.B1 The area of deficiency for students achieving level 3 as noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G1.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

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G1.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 Carnegie Cognitive Tutor Reports Interim Assessments

Plan to Monitor Effectiveness of G1.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 Carnegie Cognitive Tutor Reports Interim assessments

G1.B2 The area of deficiency for students achieving level 4 as noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G1.B2.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Action Step 1

Using project-based learning for enrichment, students will explain and apply formulas to determine surface area, lateral area, and volume of solids.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G1.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 Learning Logs Quizzes/tests

Plan to Monitor Effectiveness of G1.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 Learning Logs Quizzes/tests

G2. Pinecrest Preparatory High 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.

G2.B1 The number of experiences are limited since not enough of our students take STEM courses.

G2.B1.S1 Increase the number of students participating in Projects Based Learning and STEM courses.

Action Step 1

Establish a plan and 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 Chair

Participants:

Mathematics and Science Teachers

Plan to Monitor Fidelity of Implementation of G2.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

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 G2.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.

G2.B2 The data indicates that only 83% of our students participated in STEM-related experiences.

G2.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

Facilitator:

STEM Team

Participants:

Guidance Counselor and STEM Teacher

Plan to Monitor Fidelity of Implementation of G2.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 G2.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

G3. Pinecrest Preparatory High 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 course offerings by 10%.

G3.B1 The variety of CTE related course offerings is limited by student choice during subject selection.

G3.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

Counselor logs Subject selection forms/student requests Curriculum Bulletin

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

Following the FCIM, the administration will monitor the implementation of identified strategy and adjust 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 G3.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

G3.B2 The percent of students participating in accelerated courses is limited by student choice during subject selection.

G3.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 G3.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 G3.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

G3.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.

G3.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 their English 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 G3.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 G3.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

G3.B4 The CTE program concentrators are limited by number of teachers holding industry certification.

G3.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 G3.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 G3.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

G3.B5 The number of teachers holding industry certification is limited by the areas of specialization of the school's personnel.

G3.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 G3.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 G3.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

G4. The results of the 2013 Reading assessment indicate that 62% of students achieved the AMO Target. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percent in order to meet the AMO target of 62%.

G4.B1 The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary.

G4.B1.S1 Teachers will design lessons that emphasize deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Students need practice with prefixes, suffixes, root words, synonyms, and antonyms

Person or Persons Responsible

Teachers

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 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 G4.B1.S1

Following the FCIM, the LLT along with administration will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SpringBoard Embedded Assessments Achieve 3000 benchmark assessments Quizzes/Tests and Interim Assessments

G4.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 3: Literary Analysis-Fiction/Nonfiction.

G4.B2.S1 Students will focus on recognizing implicit meaning or the details within a text that support inferencing.

Action Step 1

Students will practice reducing textual information into key points so 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

Action Step 2

Implement Achieve3000 in Social Studies classes where teachers assign weekly content-based articles to enrich reading comprehension and writing skills.

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

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

SpringBoard Embedded Assessments Achieve 3000 benchmark assessments Quizzes/Tests and Interim Assessments

G4.B3 The areas of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 1: Vocabulary and Reporting Category 3: Literary Analysis-Fiction/Nonfiction.

G4.B3.S1 The student will determine the correct meaning of words with multiple meanings in context.

Action Step 1

Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

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.B3.S1

Following the FCIM, the LLT along with administration will monitor the implementation of identified strategies and adjust instruction when 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 G4.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SpringBoard Embedded Assessments Achieve 3000 benchmark assessments Quizzes/Tests and Interim Assessments

G4.B4 The areas of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 1: Vocabulary and Reporting Category 3: Literary Analysis-Fiction/Nonfiction.

G4.B4.S1 The student will determine the correct meaning of words with multiple meanings in context.

Action Step 1

Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

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.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quaterly

Evidence of Completion

SpringBoard Embedded Assessments Achieve3000 Benchmark Assessments Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quaterly

Evidence of Completion

SpringBoard Embedded Assessments Achieve3000 Benchmark Assessments Quizzes/Tests and Interim Assessments

G4.B5 As noted by CELLA in listening and speaking, a challenge for the ELL population is the limited background knowledge and how such impedes a connection to the content curriculum.

G4.B5.S1 The teacher will use illustrations and diagrams and teach visual literacy

Action Step 1

The teacher will model looking at illustrations before reading the text.

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.B5.S1

Following the FCIM, the LLT along with administration will monitor the implementation of identified strategies and adjust instruction when 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 G4.B5.S1

Following the FCIM, the LLT along with administration will monitor the implementation of identified strategies and adjust instruction when 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.B6 As noted by CELLA in Reading, a challenge for the ELL population is vocabulary.

G4.B6.S1 ELL students will receive instruction in differences 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 G4.B6.S1

Following the FCIM, the LLT along with administration will monitor the implementation of identified strategies and adjust instruction when 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 G4.B6.S1

Following the FCIM, the LLT along with administration will monitor the implementation of identified strategies and adjust instruction when 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.B7 As noted by CELLA in Reading, a challenge for the ELL population is grammar.

G4.B7.S1 The teacher will Incorporate a 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 G4.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

SpringBoard Embedded Assessments Achieve 3000 benchmark assessments Quizzes/Tests and Interim Assessments

G5. Based on District Baseline Assessment, 0% of students are at mastery.

G5.B1 Students lack prior knowledge due to having no previous instruction in the scope of the content area.

G5.B1.S1 Provide activities which help students develop an understanding of content-specific vocabulary taught in history.

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

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G5.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

Achieve 3000 benchmark assessments Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.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

Achieve 3000 benchmark assessments Quizzes/Tests and Interim Assessments

G5.B1.S2 Implement standard-based focus calendar (Crunch Time Plan) for remediation of benchmarks not mastered.

Action Step 1

The Crunch-time Plan will be implemented via bell-ringers and review of scheduled assessments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

March to May, during class time.

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

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

Plan to Monitor Effectiveness of G5.B1.S2

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

G5.B2 Students also lack proficiency in vocabulary, reading interpreting and analyzing primary and document based questions.

G5.B2.S1 Provide activities which help students develop an understanding of content-specific vocabulary taught in history.

Action Step 1

Students will engage in activities that will strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Achieve3000 probes Quizzes/Tests

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Quizzes/tests MDCPS Interim Assessments Achieve3000 data reports

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Quizzes/tests MDCPS Interim Assessments Achieve3000 data reports

G6. Pinecrest Preparatory Charter High School will maintain or exceed the Miami-Dade County Public Schools Graduation Rate of 73.3%.

G6.B1 Pinecrest Preparatory High Charter School recognizes that an increase in Economically Disadvantaged students who need to work in order to help their family, paired with an unstable economy, create the possibility for increased dropout rate.

G6.B1.S1 Guidance Counselor will identify and meet with at-risk students to discuss Student Progression Plan options and credit-recovery programs and enroll students in respective program.

Action Step 1

Guidance Counselor and administrator will host meetings with parents of at risk students to inform them of graduation requirements and monitor progress.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs Progress Reports Report Cards Attendance logs

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

Following the FCIM, the administration will monitor the implementation of identified strategy and adjust if needed

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Progress Reports Report Cards Attendance logs

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Counselor logs Progress Reports Report Cards Attendance logs

G6.B2 Graduating students are not familiar with different college programs available to them as well as scholarships.

G6.B2.S1 The College Advisory Program (CAP) counselor will host informational sessions that will address college preparedness, financial aid, and any other relevant topic.

Action Step 1

Host regular visits from various post secondary admissions representatives.

Person or Persons Responsible

CAP Advisor

Target Dates or Schedule

Ongoing

Evidence of Completion

CAP Advisor logs Meeting attendance 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

Quaterly

Evidence of Completion

CAP Advisor logs Meeting attendance 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

CAP Advisor logs Meeting attendance logs

G7. During the 2012-2013 school year, 50% of the parents of lowest performing students attended school events and workshops. Our goal for the 2014 school year is to increase parental participation by 10 percentage points to 60%.

G7.B1 Only 50 % of the parents of the lowest performing students attended school events and workshops.

G7.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 G7.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 G7.B1.S1

Following the FCIM, the MTSS/RtI 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

G8. The results of the 2013 Algebra I EOC assessment indicate that 53% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 59%.

G8.B1 The area of deficiency for students achieving a Level 3, as noted by the 2013 Algebra EOC administration, was polynomials.

G8.B1.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

Results from quizzes/tests Carnegie Learning Tutor reports Interim assessments

Plan to Monitor Fidelity of Implementation of G8.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

Results of quizzes/tests Carnegie Learning reports Interim assessments

Plan to Monitor Effectiveness of G8.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 Carnegie Learning Interim results

G8.B2 The area of deficiency for students achieving a Level 4, as noted by the 2013 Algebra EOC administration, was polynomials.

G8.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 G8.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 G8.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

G9. The results of the 2013 FCAT 2.0 Writing assessment indicate that 49% 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 54%.

G9.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 Writing Process Standard.

G9.B1.S1 The student 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.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

SpringBoard Embedded Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM, the LLT along with administrators will monitor the implementation of identified strategies. Monthly assessment data 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 Interim assessment

G10. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time.

G10.B1 Parents and students (missing 10% or more of instructional time) are not fully aware of the attendance policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.

G10.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 will refer students to Guidance Counselor for further assistance.

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Review Committee logs, Attendance rosters, and COGNOS reports

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

Monthly

Evidence of Completion

Attendance Review Committee logs, Attendance Rosters, and COGNOS reports

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM, review reports and adjust strategies as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Review Committee logs, Attendance Rosters, and COGNOS reports

G10.B2 Parents of 9 grade students with absences in the first 20 days are not fully aware of the attendance policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.

G10.B2.S1 The 9th grade students with absences in the first 20 days will be referred to the MTSS/Rtl team for monitoring.

Action Step 1

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

Person or Persons Responsible

Attendance

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Review Committee logs, Attendance rosters, and COGNOS reports

Plan to Monitor Fidelity of Implementation of G10.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Attendance Review Committee logs, Attendance rosters, and COGNOS reports

Plan to Monitor Effectiveness of G10.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee logs, Attendance rosters, and COGNOS reports

G10.B3 Parents and students (in grade 9 who fail two or more courses or do not move to Grade 10 in time) are not fully aware of the policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.

G10.B3.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 G10.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

Weekly progress reports Report Cards Counselor Logs

Plan to Monitor Effectiveness of G10.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

Weekly progress reports Report Cards Counselor Logs

G10.B4 Parents and students (with GPA <2.0) are not fully aware of the policies and procedures outlined in the Miami-Dade County Public School Parent and Student Handbook.

G10.B4.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 G10.B4.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 G10.B4.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

Report Cards Counselor Logs Guidance Counselor and CTE Teacher

G10.B5 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.

G10.B5.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 G10.B5.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 G10.B5.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

G11. The results of the 2013 Algebra I and Geometry EOC assessments indicate that all students, including our subgroups, met criteria. Our goal for the 2013-2014 school year is to maintain or exceed 71% student proficiency.

G11.B1 The area of deficiency for students achieving learning gains, as noted by the 2013 Algebra EOC administration, was polynomials, and for students achieving learning gains, noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G11.B1.S1 In Algebra, 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:

Mathematics Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G11.B1.S1

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

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes and tests Carnegie Learning Reports

Plan to Monitor Effectiveness of G11.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 Carnegie Cognitive Tutor Reports Interim Assessments

G11.B1.S2 In Geometry, 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.

Facilitator:

Mathematics Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G11.B1.S2

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

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes and tests Carnegie Learning Reports

Plan to Monitor Effectiveness of G11.B1.S2

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 Carnegie Cognitive Tutor Reports Interim Assessments

G11.B2 The area of deficiency for students achieving learning gains in the lowest 25%, as noted by the 2013 Algebra EOC administration, was polynomials, and for students achieving learning gains, noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G11.B2.S1 In Algebra I, 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

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Quizzes/Tests Carnegie Learning Reports

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Quizzes/tests Carnegie Learning Reports

G11.B2.S2 In Geometry, identify and use properties of congruent or similar solids to solve problems.

Action Step 1

In Geometry, identify and use properties of congruent or similar solids to solve problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests Carnegie Learning Reports

Plan to Monitor Fidelity of Implementation of G11.B2.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Quizzes/Tests and Interim Assessments Carnegie Log Reports

Plan to Monitor Effectiveness of G11.B2.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Quaterly

Evidence of Completion

Quizzes/Tests and Interim Assessments Carnegie Log Reports

G12. The results of the 2013 Biology EOC assessment indicate that 55% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%.

G12.B1 As noted by the results of the 2013 Biology EOC, the areas of deficiencies for students scoring a level 3 are 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

Teachers

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 model, 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 As noted by the results of the 2013 Biology EOC, the areas of deficiencies for students scoring a level 4 or above are 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:

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

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. The results of the 2013 Geometry EOC assessment indicate that 74% of students achieved a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 77%.

G1.B2 The area of deficiency for students achieving level 4 as noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G1.B2.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

PD Opportunity 1

Using project-based learning for enrichment, students will explain and apply formulas to determine surface area, lateral area, and volume of solids.

Facilitator

Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G2. Pinecrest Preparatory High 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.

G2.B1 The number of experiences are limited since not enough of our students take STEM courses.

G2.B1.S1 Increase the number of students participating in Projects Based Learning and STEM courses.

PD Opportunity 1

Establish a plan and 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 Chair

Participants

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.

G2.B2 The data indicates that only 83% of our students participated in STEM-related experiences.

G2.B2.S1 Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum, particularly with CTE and related STEM academic teachers.

PD Opportunity 1

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

Facilitator

STEM Team

Participants

Guidance Counselor and STEM Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs Subject selection forms/student requests Curriculum Bulletin

G3. Pinecrest Preparatory High 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 course offerings by 10%.

G3.B4 The CTE program concentrators are limited by number of teachers holding industry certification.

G3.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

G3.B5 The number of teachers holding industry certification is limited by the areas of specialization of the school's personnel.

G3.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

G4. The results of the 2013 Reading assessment indicate that 62% of students achieved the AMO Target. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percent in order to meet the AMO target of 62%.

G4.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 3: Literary Analysis-Fiction/Nonfiction.

G4.B2.S1 Students will focus on recognizing implicit meaning or the details within a text that support inferencing.

PD Opportunity 1

Implement Achieve3000 in Social Studies classes where teachers assign weekly content-based articles to enrich reading comprehension and writing skills.

Facilitator

Achieve3000 Trainer

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G8. The results of the 2013 Algebra I EOC assessment indicate that 53% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 59%.

G8.B2 The area of deficiency for students achieving a Level 4, as noted by the 2013 Algebra EOC administration, was polynomials.

G8.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.

G11. The results of the 2013 Algebra I and Geometry EOC assessments indicate that all students, including our subgroups, met criteria. Our goal for the 2013-2014 school year is to maintain or exceed 71% student proficiency.

G11.B1 The area of deficiency for students achieving learning gains, as noted by the 2013 Algebra EOC administration, was polynomials, and for students achieving learning gains, noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G11.B1.S1 In Algebra, 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

Mathematics Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G11.B1.S2 In Geometry, provide opportunities for the students to apply geometric concepts in modeling real-world situations.

PD Opportunity 1

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

Facilitator

Mathematics Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G12. The results of the 2013 Biology EOC assessment indicate that 55% of students achieved level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 60%.

G12.B2 As noted by the results of the 2013 Biology EOC, the areas of deficiencies for students scoring a level 4 or above are 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

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
G4.	The results of the 2013 Reading assessment indicate that 62% of students achieved the AMO Target. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percent in order to meet the AMO target of 62%.	\$14,141
G11.	The results of the 2013 Algebra I and Geometry EOC assessments indicate that all students, including our subgroups, met criteria. Our goal for the 2013-2014 school year is to maintain or exceed 71% student proficiency.	\$2,500
Total		\$16,641

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
FTE	\$2,500	\$0	\$2,500
	\$0	\$0	\$0
Grant	\$14,141	\$0	\$14,141
Total	\$16,641	\$0	\$16,641

Budget Details

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

G4. The results of the 2013 Reading assessment indicate that 62% of students achieved the AMO Target. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percent in order to meet the AMO target of 62%.

G4.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 3: Literary Analysis-Fiction/Nonfiction.

G4.B2.S1 Students will focus on recognizing implicit meaning or the details within a text that support inferencing.

Action Step 2

Implement Achieve3000 in Social Studies classes where teachers assign weekly content-based articles to enrich reading comprehension and writing skills.

Resource Type

Technology

Resource

College Board SpringBoard Pre-AP Curriculum

Funding Source

Grant

Amount Needed

\$14,141

G11. The results of the 2013 Algebra I and Geometry EOC assessments indicate that all students, including our subgroups, met criteria. Our goal for the 2013-2014 school year is to maintain or exceed 71% student proficiency.

G11.B1 The area of deficiency for students achieving learning gains, as noted by the 2013 Algebra EOC administration, was polynomials, and for students achieving learning gains, noted by the 2013 Geometry EOC administration was Three Dimensional Geometry.

G11.B1.S1 In Algebra, 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.

Resource Type

Technology

Resource

Achieve3000

Funding Source

FTE

Amount Needed

\$2,500

G11.B1.S2 In Geometry, 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.

Resource Type

Evidence-Based Program

Resource

Carnegie Learning Cognitive Tutor

Funding Source

Amount Needed