FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CYPRESS ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Paulette Samai

SAC Chair: Dr. Kathleen Rains

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		1) Ed.D in Curriculum & Instructional Leadership. 2) M. Ed. in Guidance and Counseling Education. 3) Certified School Principal by the State of			2010-2011 School grade: C AYP: No Reading FCAT: 49% of students in grades 3-5 scored a level 3 or higher. In Math the # of below level students decreased by 5% 2009-2010 School grade: C AYP: No Reading FCAT: 53% of students in grades 3-5 scored a level 3 or higher. 2008-2009 School grade: A AYP: No Reading FCAT: 61% of students in grades 3-5 scored a level 3 or higher. Writing 91% scored level3.5 and above. Science 34% level 3 or higher a 9 point increase from last year.

| Principal | Dr. Paulette Samai | Florida
4) Certified Educational Leadership –all grade levels by the State of Florida
5) Certified School Guidance Counselor by the State of Florida
6) ESOL Endorsed
7) B.A. in Psychology
8) A.A. in Business Administration and Paralegal Studies | 3 | 14 | 2007-2008
School grade: A
AYP:No
Reading FCAT: 65% of students in grades 3-5 scored a level 3 or higher
In Reading the # of below level students decreased by 17%
In Math the # of below level students decreased by 3%

Previous School: Riverside Elementary
2006-2007
School grade: A
AYP: Yes
Reading FCAT: 83% of students in grades 3-5 scored a level 3 or higher

2005-2006
School grade: A
AYP: Yes
Reading FCAT: 85% of students in grades 3-5 scored a level 3 or higher.

2004-2005
School grade: A
AYP: Yes
Reading FCAT: 83% of students in grades 3-5 scored a level 3 or higher. |
| Assis Principal | Mrs. Shezette Blue-Small | Bachelor's in Elementary Education Master's in Educational Leadership | 1 | 10 | District Administrator (Curriculum Specialist/Core Curriculum- Non-school based) |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Claudine Dunbar - Creary	BA Degree Elem Ed. Certificaton Florida Atlantic Univ; MA Degree Curriculum And Instruction, Specialist Degree Ed. Leadership Degree Nova Southeastern; Elem Ed.; 1-6 ESOL Endorsement Gifted Endorsement	9	4	2009-2010 School grade: C AYP: 74% Reading FCAT: 58% of students in grades 3-5 scored a level 3 or higher. 2008-2009 School grade: A AYP: 82% Reading FCAT: 60% of students in grades 3-5 scored a level 3 or higher.
Science	Marie Elisma	BA Degree in Health Admin, Florida Atlantic Univ; MA Degree in Reading, Nova Southeastern; Elem Ed Certification 1-6 Doctoral Candidate in Instructional Leadership ESOL Endorsement NBCT-Early & Middle Childhood/Literacy:	12	4	2009-2010 School grade: C AYP: 74% Reading FCAT: 58% of students in grades 3-5 scored a level 3 or higher. 2008-2009 School grade: A AYP: 82% Science FCAT: 38% of 5th grades students met high standards in science.Reading FCAT: 60% of students in grades 3-5 scored a level 3 or higher.

	Reading-Language Arts			

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Coaching/Mentoring/Modeling	Administration/Reading Coach/National Board Certified Teachers	ongoing	
2	2. Providing targeted staff development to meet needs of student populations.	Administration Support staff/ Teacher leaders/ National Board Certified Teachers	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	0.0%(0)	51.0%(26)	29.4%(15)	19.6%(10)	9.8%(5)	96.1%(49)	0.0%(0)	11.8%(6)	76.5%(39)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jackie Hanlon	Ashley Kager	New to school/new to grade	Coaching/modeling
Carin Foldes	Lisa Hart	Same grade level to encourage curriculum planning and collaboration	Coaching/modeling
Susan Deveau	Maribeth Brawer	Curriculum planning/new to grade level	Coaching/modeling
Blanca Hernandez	Doris Henao	Curriculum planning/ new to grade level	Coaching/modeling

Stacey Evans	Masche Thompson	Curriculum planning/ new to grade level	Coaching/modeling
Jennifer Barkin	Eileen Reich	Curriculum planning/new to grade level	Coaching/modeling

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part A Title One provides necessary funds for parent and staff trainings. It also pays for supplies. We work with the Title one
department to provide low-income students with SES tutoring. The school works closely with the Title One department to ensure that we follow state guidelines for Title one schools. Pays for Teachers: Matusik 100%, Barkin 100%, Hart 100%, Rowe 50%, Monroe 32%, Fraser 2%

Title I, Part C- Migrant

All Migrant students are invited to participate in SES tutoring. Students in grades 3-5 are also invited to attend our on site Saturday FCAT tutorial program (Hoot Camp).

In 2009-2010 migrant students were offered free tutoring; in 2010-2011, migrant students were offered four free weeks of tutoring during the summer, all from the Title One office. If needed students take part in the RTI process. The RtI process is used to provide consistent monitoring and to guide curriculum/instructionaladjustments as needed.

Title I, Part D

N/A

Title II

N/A

Title III

Pays for teachers;Fraser 98%, Monroe 68%

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Pays for teachers;Hanlon 54.92%, Thompson 7%

Violence Prevention Programs

We have a part-time School Resource Deputy provided by the Broward Sheriffs Office. Our SRD (School Resource Deputy) teaches the GREAT and STAR program. We have a "Guidance" special which all students will attend. This special will focus on anti-bullying, conflict resolution, character education and peer mediation. All programs equip students with information on how to keep out of gangs and make good choices to avoid gangs and to stay away from drugs, weapons, and violence. We also participate school-wide in district Anti-Bullying activities, Silence Hurts, and National Red Ribbon Week initiatives.

Nutrition Programs

The school nurse provides information to both the students and the staff on healthy eating habits including the food pyramid

and physical exercise. Following the morning announcements students routinely do desk exercises and participate in sharing conversations with teachers focused on nutritional tips. In the 2011-12 school year all students will participate in the Commit 2 be Fit program sponsored by the district, implemented and monitored the Physical Education Teacher.

Housing Programs

N/A

Head Start

We currently have students participating in two Head Start Pre-K fully enrolled classes and one PLACE class. These classes are required to follow district guidelines for PK programs. These Pre-K classrooms will continue to utilize the curriculum: The Owl Program.

Adult Education

The Media Center, our school library, is available after school to accommodate students sharing with their parents and to provide adults in the community and ELL learners an opportunity to improve their skills in reading and math while working on computer based programs.

Career and Technical Education

Students participate in career education via research projects, career day events provided to enrich student knowledge, experience and access to information about a variety of jobs and the career paths that can be achieved with continued schooling. Fifth Grade Teachers will participate in JA Biztown Junior Achievement Workshop learning integration of the program into the Social Studies curriculum. Fifth grade students will participate in the JA Biztown field trip May 2012.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Samai: Principal, Mrs. Blue-Small: Assistant Principal, Mrs. Dunbar-Creary: Reading Resource and ESOL Contact and Instructional Coach, Ms. Friedman: ESE Specialist , Ms. Day: School Psychologist, Mrs. Reutershan: School Speech Pathologist, Mrs. Settles: Guidance Counselor and Mr. Corley: Social Worker

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

RtI leadership team collaborates monthly. At these monthly meetings we discuss all diagnostic/assessment information on individual students to determine specific/appropriate interventions to be put in place. The meetings are facilitated by the Principal and Assistant Principal, and the schools Speech Pathologist serves as the coordinator/case manager. All interventions used are from the Struggling Reader and Math Chart (Triumphs, Fundations, Phonics for Reading, Great Leaps, Super QAR, Words Their Way, Six-Minute Solution, Elements of Reading,Text Talk, Wilson Reading, Soar to Success, Destination Math and TouchMath) and all data collected is tracked on a monitoring log which is completed by the classroom teacher. The log is used to depict a visual picture of each students progress in the data room (Cypress's Locker room). The room is updated regularly based on student performance and progress and as data is reviewed,trends are noted and interventions are continued/concluded/tweaked. At Cypress the RtI process is used to provide consistent monitoring and to guide curriculum/instructional adjustments as needed. Outcomes are shared with all appropriate personnel.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The team meets two times monthly to review and discuss data, including the instructional focus calendar and any other curricula updates or adjustments needed to address students' progress and staff needs. Students are screened upon entry to school based on academic abilities (reading, math, ESOL) to make literacy instruction meaningful. Students are assigned district prescribed text per grade level and performance need. Following the schools Data Chat Monitoring System we screen, monitor, and assess students in order to provide targeted intervention and enhancement. Professional development is provided as needed for all staff.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The LLT/CPST/RtI team meets bi weekly to summarize data at each tier in the core content areas.
Tier 1 students are those students who are demonstrating success with core curriculum.

Tier 2 students are those students who score below proficient levels on initial screenings, other assessments, or who are not successful with regular classroom or where behavior impacts their academic performance. At the Tier 2 level, teachers develop interventions and methods of progress monitoring for those interventions. Academic and behavioral data are recorded and graphed to determine the viability of the intervention(s). Teachers maintain and monitor the progress or lack thereof. If the graphed data demonstrate that the interventions are not viable, the teacher can request a meeting with the RtI /CPST to develop and implement Tier 3 interventions.

Tier 3 students are those students who continue to demonstrate non-proficiency in academics and/or behavior despite precise implementation of Tier 2 interventions. The RtI/CPST team will meet regarding the student. At said meeting, teachers provide information pertaining to the implemented Tier 2 intervention(s) and the progress monitoring status; data are reviewed. Based on the consensus of the team, existing interventions will be modified or new interventions will be developed based on area(s) of need. Additional data may be requested in the form of observations and diagnostic testing which will be assigned to RtI/CPST members. When teachers have a minimum of four data points, the RtI/CPST will reconvene. Data from all sources will be reviewed and graphed to determine next steps. If the interventions have been successful, continued maintenance will ensue or interventions will be delivered with decreased intensity until student exhibits complete mastery. If the interventions are not viable, new interventions will be determined and subsequently progress monitored. Additionally, at this juncture, the RtI/CPST team may, through consensus, render a decision to refer the student for a comprehensive evaluation.

Baseline Data: Reading: Rigby Benchmark PM, Concepts of Print, Letter Names and Sounds, Diagnostic Assessment for Reading (DAR), Oral Reading Fluency Assessment, Broward Assessments (BAT 1 & 2), Mathematics: Math Inventory Assessment, Writing: Initial Writing Sample, Science: Science Inventory Assessment, and FCAT Testmaker Pro.

Progress Monitoring: Reading: Mini Bats Assessment, PMRN—FAIR, Chapter and Unit Test, DAR, Rigby Benchmark PM Mathematics: Chapter and Big Idea Assessments, Mini Bats Assessment Writing: Writing Sample Assessment, Science: Chapter and Unit Tests, Science Activities and Project(s) Completion, Journals with rubric.

Mid-Year: Reading: Florida Assessment for Instruction of Reading (FAIR), DAR, Mathematics: Chapter and Big Idea Assessments, Writing: Writing Sample Assessments, Science: Chapter and Unit Tests, Science Activities and Projects Completion, Journals with rubric, and FCAT Testmaker Pro.

End of Year: Reading: FAIR, Rigby Benchmark PM, DAR, FCAT, Mathematics: End of Year Tests, FCAT, Writing: FL WRITES!, End of Year Publication, Science: End of Year Tests, FCAT, and FCAT Testmaker Pro.
Data will be monitored by using the Data Chat Monitoring System (August, September/October, December/January, March, May/June: FCIM) whereas administration holds monthly data chats individually and with teams.

Describe the plan to train staff on MTSS.

During pre-planning (8/15/11 – 8/19/11) all instructional staff will participate in a training providing a better understanding of the RtI process as well as the procedures including individual role and responsibilities required as an educator. A written description and outline of RTI procedures (including a checklist of do's and don'ts) will be given to staff by the coordinator (Mrs. Reutershan). A schedule has been developed to align RTI to the CPST process. The procedures and outcomes are monitored for effectiveness by administration. Teachers will meet monthly with administration using a Data Chat Monitoring System to discuss and analyze data collected. This plan ensures the effective implementation and function of the RtI process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

Dr. Samai: Principal, Mrs. Blue-Small: Assistant Principal, Mrs. Dunbar-Creary: Reading Resource and ESOL Contact and Instructional Coach, Mrs. Settles: Guidance Counselor, Dr. Rains: SAC Chairperson, Team Leaders: Kindergarten: Mrs. Deveau, First Grade: Ms. diDonato, Second Grade: Mrs. Kirkland, Third Grade: Mrs. Barkin, Fourth Grade: Mrs. Hanlon, Fifth Grade: Ms. Evans

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

LLT meets monthly to discuss data (DAR, FAIR, Rigby Benchmark PM, Unit Tests, Mini-Bats), successfully implement new series: Science Fusion, continued implementation of district wide writing plan (K-5), initiate PLC (based on teachers' needs), provide for teacher development, evaluate and analyze the effectiveness of instruction and modify to meet the needs of the students.

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

The major initiatives are; implementation Science Fusion, continued implementation of district wide writing plan (K-5), initiate Professional Learning Community (based on teachers' needs), provide for teacher development, evaluate and analyze the effectiveness of instruction and modify to meet the needs of the students, continuation of small group reading instruction and intensive instruction, continuation of implementation of Delta Science kits with fidelity. Literacy dialogue amongst LLT focuses on monitoring and promoting school wide growth.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Parents are made aware of our pre-school program by: parent-link, school newsletter, school website (www.cypresselementary.org), marquee display, flyers, local vendors are invited for our open house presentation, and word of mouth. To ensure school readiness, ESE and Headstart implement The Owl Program supplementing with Letter People (ESE) and OWL Program (Headstart). All listed programs incorporate literacy, mathematics, social studies, and writing which will prepare students to succeed in K and have a smooth transition from pre-school programs. The Creative Curriculum assessment will be used to monitor students' growth and experiences.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	100 % of students at level 3 will demonstrate an increase of 5% as measured by the 2011-12 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (98) of these students scored at level 3	39% (112) of students are expected to score at level 3

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students (K-5) have limited proficiency in oral reading fluency.	1.1. Students (K-5) will participate in the reading strategy, Six Minute Solution, to improve oral reading fluency. Students (K-5) will participate in monthly buddy reading to practice oral reading fluency.	1.1. Support Staff	1.1. Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to address oral reading fluency. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	1.1. Oral Reading Fluency Assessment (ORF)
2	1.2 Students (K-5) have limited prerequisite skills in and understanding of grade level vocabulary.	1.2. Students (K-5) will actively engage in vocabulary building word wall activities during center time by practicing chanting and writing word wall words to build automaticity. Students(K-5) will actively engage in vocabulary building, focusing in a word per week presented pictorially though a word web.	1.2 Support Staff	1.2 Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to address students ability to improve their understanding of grade level vocabulary. Specific feedback will be provided	1.2. Analysis of results of: FAIR Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) Mini Bats (Quarterly) FCAT Pro (Quarterly)

			and a follow-up will be scheduled.	FCAT
			Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	100% of students at level 4 will show an increase of 5% and 100% of the students at level 5 will remain a level 5 as measured by 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (55) of students performed at level 4 and 5.	22% (63) of students are expected to perform at level 4 and 5.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. Students (K-5) are not proficient in their level of usage of reading comprehension strategies to increase their application of acquired knowledge.	Students (1-5) will participate in the Accelerated Reader program to improve reading comprehension. Students (K-5) will be exposed to a rigorous critical questioning strategy using Webb's Depth of knowledge.	Support staff	Teacher observations and assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on improving students proficiency in	Analysis of results of: FAIR Rigby Benchmark PM Accelerated Reading

| 1 | | Students will exposed to use higher order questioning to enrich the development of their abilities to analyze, synthesis, and evaluate more effectively.

Students (K-5) will be instructed using the enhancement curriculum of Treasures.

Students (2-5) will engage in using Novel-ties (a reading program designed to build reading comprehension). | | the usage of reading comprehension strategies to increase acquired knowledge. Specific feedback will be provided and a follow-up will be scheduled.

Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals | DAR (Diagnostic Assessment for Reading

FCAT Pro (Quarterly)

FCAT |

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	100% of the students will show an increase of 5% as measured by the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (114) of these students made learning gains in reading.	59% (123) of these students are expected to make learning gains.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.1. Students (K-5) have limited background	3.1. Students will be exposed to new content	3.1. Support Staff	3.1. Teacher Observations and	3.1. Analysis of results of:

1	knowledge and understanding of vocabulary.	through instruction using the Weekly Reader Series (K-2) and Scholastic News (3-5). Students (K-5) will be actively engaged using the word wall. They will practice the words through chanting and writing activities building vocabulary and spelling skills, while increasing comprehension of word meaning. Students (K-5) will actively engage in vocabulary building, focusing on one word per week presented pictorially through a word web.		Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to address understanding of vocabulary. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	FAIR Accelerated Reader (Vocabulary section) Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) FCAT Pro (Quarterly) FCAT
2	3.2 Students (K-5) have a limited knowledge of reading comprehension	3.2 Students (K-5) will be instructed in small groups with fluidity and fidelity. Students (K-5) will be actively engaged in small group center activities: providing practice, reinforcement and enrichment. Teachers (K-5) will utilize NGSSS stem questions to increase comprehension. Students will be engaged in teacher-directed read-alouds and guided reading to increase comprehension skills.	3.2 Support Staff	3.2 Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to improve reading comprehension. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	3.2 Analysis of results of: FAIR Accelerated Reader Treasures Assessments Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) FCAT Pro (Quarterly) FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The number of students scoring in the lowest 25% will be reduced by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (32) of these students made learning gains in reading.	65% (35) of these students are expected to make learning gains.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited knowledge of reading comprehension.	Students will be instructed in small groups with fluidity and fidelity. Students will be actively engaged in small group center activities; providing practice, reinforcement, and enrichment. A model classroom will be on each grade level as an example of explicit differentiated instruction. Students will participate in daily read-alouds and guided reading practice with the inclusion of critical thinking questions.	Support staff.	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to improve reading comprehension. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Analysis of results of: FAIR Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) FCAT Pro (Quarterly) FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	White Students: 100% of the students will show an increase of 15% Black Students: 100% of the students will show an increase of 15% Hispanic Students: 100% of the students

Reading Goal #5B:			will show an increase of 15% Asian Students: 100% of the students will show an increase of 15%		

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% (29) Black: 38% (56) Hispanic: 52% (63) Asian: 75% (3) American Indian: NA	White: 76% (30) Black: 45% (67) Hispanic: 57% (69) Asian: 100% (4) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) are not proficient in understanding of reading comprehension strategies.	Students (K-5) will be exposed to a rigorous critical questioning strategy using Webb's Depth of Knowledge. Students (K-5) will be instructed using the enhancement curriculum of Treasures. Students K-5 will participate using individualized/specific strategies based on deficiency (Super QAR, Soar to Success, Riverdeep, Text Talk, and Accelerated Reader) to improve reading comprehension. A model classroom will be on each grade level as an example of explicit differentiated instruction.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to improve reading comprehension. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Analysis of results of: FAIR Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) Mini Bats (Quarterly) Accelerated Reader FCAT Pro (Quarterly) FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	100% of the students will show increase of 15% as measured by the 2011-2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (53) of these students are at current level of performance	47% (60) of these students are expected to perform at current level

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Identified A1 and A2 students are not proficient in prerequisite skills and understanding of grade level vocabulary.	Students identified as A1 and A2 will participate in the English NOW program which specifically addresses the needs of ELL students.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers	Analysis of results of: FAIR Rigby Benchmark

	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness	Evaluation Tool
1		Students identified as A1 and A2 will participate on iStation to improve vocabulary skills.		Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to address proficient practice of grade level vocabulary. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	PM Diagnostic Assessment for Reading (DAR) Accelerated Reader (Vocabulary section) iStation report FCAT
2	Identified A1 and A2 students are not proficient in the understanding of grade level reading comprehension strategies.	Students identified as A1 and A2 will participate in the English NOW program which specifically addresses the needs of ELL students. Students identified as A1 and A2 will participate on iStation to improve reading comprehension.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on the effective implementation of English NOW strategies. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Analysis of results of: FAIR Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) Accelerated Reader iStation report FCAT
3	Identified B1 and B2 students are not proficient in prerequisite skills and understanding of grade level vocabulary.	Students identified as B1 and B2 will actively engage in vocabulary building word wall activities during center time by practicing, chanting, and writing word wall words to build automaticity. Students identified as B1 and B2 will participate on iStation and also continue using Accelerated Reader to improve vocabulary skills.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of vocabulary building strategies and the ensurance that iStation and AR is used daily. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Analysis of results of: FAIR Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) Accelerated Reader (Vocabulary section) iStation reports
	Identified B1 and B2 students are not proficient in the understanding of grade level reading comprehension strategies.	Students identified as B1 and B2 will receive instruction on specific deficiencies (Super QAR, Soar to Success, Riverdeep, Text Talk, Accelerated Reader and	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers	Analysis of results of: FAIR Rigby Benchmark PM

				Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4			iStation) to improve reading comprehension.	Bi-weekly Classroom Walkthroughs (CWT) focusing on the effectiveness of specific interventions (Super QAR, Soar to Success, Riverdeep, Text Talk, Accelerated Reader and iStation) put into place to address student deficiencies. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Diagnostic Assessment for Reading (DAR) Accelerated Reader iStation reports FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	100% of the students will show increase of 5% as measured by the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of these students performed at current level	15% (4) of these students are expected to perform

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) have limited prerequisite skills in and understanding of grade level vocabulary.	Students (K-5) will actively engage in vocabulary building word wall activities during center time by practicing chanting and writing word wall words to build automaticity Instruction will adhere to strategies as prescribed in the IEP	Support Staff ESE Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of strategies to address proficient practice of grade level vocabulary. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Analysis of results of: FAIR Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) Accelerated Reader iStation reports FCAT

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	100 % of the students will improve 15% as measured by the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (123) are performing at current level.	50% (62) are expected to improve current level.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) have limited background knowledge and experiences.	Students K-5 will participate using individualized/specific strategies/programs based on deficiency (Super QAR, Soar to Success, Riverdeep, Text Talk, Accelerated Reader, and iStation) to improve reading comprehension. Students (K-5) will participate in the reading strategy, Six Minute Solution, to improve oral reading fluency. Students (K-5) will participate in monthlyly buddy reading to practice oral reading fluency. Students (K-5) will be exposed to a rigorous critical questioning strategy using Webb's Depth of Knowledge.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on the effective implementation of individualized/specific strategies/programs based on student deficiencies (Super QAR, Soar to Success, Riverdeep, Text Talk, Accelerated Reader, and iStation) to improve reading comprehension. Monthly V-Team (Vertical team for reading with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals	Analysis of results of: FAIR ORF Rigby Benchmark PM Diagnostic Assessment for Reading (DAR) Accelerated Reader iStation reports FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

		Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

		Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	100% of students at level 3 will demonstrate an increase of 5% as measured by the 2011-12 FCAT
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
36% (104) of students scored at level 3.	40% (115) of students are expected to score at level 3.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited prerequisite skills in the area of number sense.	Students (K-5) will utilize hands-on math manipulatives in skills based math groups and math centers. Students (K-5) will be instructed in small math groups as determined by levels. Students (K-5) will participate in small group activities that provide practice and repetition by using a variety of manipulatives, flash cards guided by teacher, math centers, peer or math buddy, one-on-one conferencing with teacher and in small group instruction by teacher. Students will be provided the opportunity for remediation and tutorials using the technology programs : Riverdeep and FCAT Explorer.	Support Staff	1.1. Teacher Observations and Assessments Data chats with support team and teachers will occur to monitor and track on-going student progress. Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT
2	Students (K-5) have limited prerequisite skills understanding and using math vocabulary.	Students (K-5) will actively engage in using the math word bank for incorporation and practice during math centers and writing in the math journals.	Support Staff	Teacher Observations and Assessments Data Chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback will be provided and a follow-up scheduled. Monthly V-Team (Vertical team for Math with one representative from each	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly)

| | | | | grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math. | FCAT |

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	100% of students at level 4 will demonstrate an increase of 5% as measured by the 2011-12 FCAT 100% of students at level 5 will remain at level 5 as measured by the 2011-12 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (88) of students scored at level 4 and level 5.	35% (100) of students are expected to score at level 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) have limited prerequisite skills in the area of geometry.	Students (K-5) will actively engage in using the math word bank for incorporation and practice during math centers and for writing in their math journals. Students will use math manipulatives to gain an understanding of geometry. Students will participate in math centers for review and reinforcement and enrichment of math	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on strategies (use of manipulatives, math word bank and math centers) being implemented to increase student understanding of geometry.	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT

		skills.		Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	
2	Students (K-5) have limited prerequisites and understanding of algebraic thinking.	Students (K-5) will be instructed in small groups using math manipulatives to connect to real life activities and practice in math centers and continue with math journal writing.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Unit Tests Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	100% of students making learning gains will demonstrate an increase of 5% as measured by the 2011-12 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (150) of these students made learning gains in math.	75% (158) of these students are expected to make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge of math vocabulary.	Students (K-5) will be instructed using common Math vocabuary. Students (K-5) will participate in daily activities using an interactive Math word bank. Students (K-5) will participate in monthly grade level math competitions.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math	Analysis of results of: Chapter Tests Unit Tests Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT
2	Full implemetation of Grab & Go Cnters	Teachers will continue to participate in staff development to build competence and align instructional delivery of the Go Math series to include Grab & Go Centers.	Support Staff	Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Big Idea Assessment Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The number of students scoring in the lowest 25% will be reduced by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (42) of these students made learning gains in math.	85% (44) of these students are expected to make learning gains.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) have limited prerequisites in knowledge of basic facts and application of math skills.	Students (K-5) will participate in intensive math small group instruction with an increased amount of instruction.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Unit Tests Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B:

100% of the students will show increase of 5% as measured by the 2011-2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 85% (34) of these students are at current level of performance. Black: 52% (77) of these students are at current level of performance. Hispanic: 69% (83) of these students are at current level of performance Asian: 100% (4)of these students performed at current level American Indian: NA	White: 86% (35) Black: 57% (84) of these students are expected to perform at current level. Hispanic: 73% (88) of these students are expected to perform at current level. Asian: 100% (4) American Indian: N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited prerequisite skills in the area of number sense.	Students (K-5) will utilize hands-on math manipulatives in skills based math groups and math centers. Students (K-5) will be instructed in small math groups as determined by levels. Students (K-5) will participate in small group activities that provide practice and repetition by using flash cards guided by teacher, math centers, peer or math buddy, one-on-one conferencing with teacher and in small group instruction by teacher. Students will be provided the opportunity for remediation and tutorials using the technology programs : Riverdeep and FCAT Explorer.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	100% of the students will show increase of 5% as measured by the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (73) of these students are at current level of performance	62% (79) of these students are expected to perform at current level

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students (K-5) have limited prior knowledge of math vocabulary.	Students (K-5) will be instructed by ESOL endorsed teachers in a sheltered classroom utilizing ESOL strategies, CAVS Math, New Comers Kit, ESOL in my Pocket to build Academic Vocabulary and the 5E model: Engage, Explore, Explain, Elaborate, Evaluate. Students will have a word bank to reference and reinforce Math vocabulary.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests ESOL Alternative Assessments FCAT Pro (Quarterly) FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	100% of the students will show increase of 5% as measured by the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (8) of these students performed at current level	39% (10) of these students will perform at current level.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited prerequisite skills in the area of number sense.	Students (K-5) will utilize hands-on math manipulatives in skills based math groups and math centers. Students (K-5) will be instructed in small math groups as determined by levels. Students (K-5) will participate in small group activities that provide practice and repetition by using flash cards guided by teacher, math centers, peer or math buddy, one-on-one conferencing with teacher and in small group instruction by teacher. Students will be provided the opportunity for remediation and tutorials using the technology programs : Riverdeep and	Support Staff ESE Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests Alternative Assessments for ESE FCAT Pro (Quarterly) FCAT

		FCAT Explorer. Instruction will adhere to strategies as prescribed in the IEP.			

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	100% of the students will show an increase of 5% as measured by the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (167) of the students are performing at current level.	64% (178) of the students will show an increase of 15% as measured by the 2011-12 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) have limited background knowledge and experiences.	Students (K-5) will be practice the 5 E model: Engage, Explore, Explain, Elaborate, Evaluate, which will be integrated through instruction. Students (K-5) will utilize manipulatives during instruction to help students create visuals which teach equivalence, number concepts and strategies for addition and subtraction.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) with focus on Big Idea #1, feedback and scheduled follow-up. Monthly V-Team (Vertical team for Math with one representative from each grade level and SPECIALS) will review assessments to assure alignment to SIP goals in Math.	Analysis of results of: Chapter Tests Big Idea Assessments Mini-Bats (Quarterly) End of Year Tests FCAT Pro (Quarterly) FCAT

End of Elementary School Mathematics Goal

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	55% of Grade 5 students will score a level 3 as measured by 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (20) of Grade 5 students scored proficiency (level 3)	55% (45) of Grade 5 students are expected to score proficiency (level 3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited prior knowledge of content area.	Students will gain content knowledge through the use of BEEP lessons and practice with the Broward County Hands-on Science Kits and Florida Science Fusion. They will increase background knowledge and science process skills using Science Alive videos. Students will be exposed to content	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of BEEP Science lessons and the use of Broward County Hands-on Science Kits to address their limited	Analysis of results of: Quarterly Project Assessment (K-2) Quarterly Project Demonstration (K-5) Quarterly Mini-Bats (3-5) Lab Journals with rubric

1		through instruction using the Weekly Reader (K-2) and Scholastic News (3-5) to supplement the instructional materials. Students will participate in monthly school-wide science experiments, "Mad Science" and utilize the hands-on activities in the Broward County Science Kits. Students will be instructed through integration of the 5 E Model: Engage, Explore Explain, Elaborate, Evaluate and BEEP lessons, as detailed in the IFC.		knowledge of Science. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for Science with one representative from each grade level and SPECIALS and administration) will review assessments to assure alignment to SIP goals	Notebooks reviewed bi-monthly FCAT Pro (Quarterly)
2	Students have limited science vocabulary skills and understanding.	Students will actively engage in using the science word bank for journal writing, and center activities such as: read/write/remember strategy, making word webs, making word banks with pictures and making word puzzles. Students will use FCAT Explorer to build vocabulary skills.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective use of science word banks for journal writing and science center activities. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for Science with one representative from each grade level and SPECIALS and administration) will review assessments to assure alignment to SIP goals	Analysis of results of: Quarterly Project Assessment (K-2) Quarterly Project Demonstration (K-5) Quarterly Mini-Bats (3-5) Lab Journals with rubric Notebooks reviewed bi-monthly Quarterly reports for FCAT Explorer FCAT Pro (Quarterly)
3	Lack of data driving instruction regarding science benchmarks	Fifth grade teachers will administer a mock FCAT science test quarterly focusing on a specific benchmark using the results to drive instruction (using FCAT Testmaker Pro).	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of BEEP Science lessons and the use of Broward County Hands-on Science Kits to address their limited knowledge of Science. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team	Analysis of results of: Mock FCAT Science Test

			(Vertical team for Science with one representative from each grade level and SPECIALS and administration) will review assessments to assure alignment to SIP goals	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	100% of level 4 students will maintain and/or increase one level 100% of level 5 students will maintain a level 5 as measured by the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (9) scored above profiency.	15% (12) will maintain above proficiency.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Students have limited experiences in higher order science activities and the vocabulary needed.</td><td>Students will participate in peer teaching and tutoring of scientific concepts to science buddy in a lower grade level.

Students will practice new scientific vocabulary and reference word bank during hands-on inquiry-based</td><td>Support Staff</td><td>Teacher Observations and Assessments

Monthly scheduled data chat with support team and teachers

Bi-weekly Classroom Walkthroughs (CWT) focusing on observing peer teaching and tutoring of science concepts, the use of</td><td>Analysis of results of:

Quarterly Project Assessment (K-2)

Quarterly Project Demonstration (K-5)

Quarterly Mini-Bats (3-5)</td></tr>
</table>

#	Barrier	Strategy	Person Responsible	Process Evaluation	Evaluation Tool
1		activities/experiments. Students will integrate the 5E Model of Science process skills through instruction. Students will use interactive vocabulary word walls with picture labels to increase vocabulary skills.		vocabulary word walls, the integration of the 5E model, the effective implementation of BEEP Science lessons, and the use of Broward County Hands-on Science Kits to address their limited experience of higher order Science activities. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for Science with one representative from each grade level and SPECIALS and administration) will review assessments to assure alignment to SIP goals	Lab/Science Journals with rubric Notebooks to be reviewed bi-monthly
2	Students have limited experiences researching scientific information using technology	Students will participate in internet research based projects on science concepts. Students will be exposed to Science Alive videos to increase background knowledge.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of BEEP Science lessons and the use of Broward County Hands-on Science Kits to address their limited experiences in research. Specific feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for Science with one representative from each grade level and SPECIALS and administration) will review assessments to assure alignment to SIP goals	Analysis of results of: Quarterly Project Assessment (K-2) Quarterly Project Demonstration (K-5) Mini-Bats (3-5) Lab/Science Journals with rubric Notebooks to be reviewed bi-monthly Quarterly FCAT Pro
3	Lack of experience with hands-on activities aligned to real-life scientific learning	Fifth grade teachers will provide hands-on activities to enrich the background knowledge by including lab-based experiments or project-based learning aligned to real life. Primary and intermediate grades will utilize hands-on acitvties using the Browrad County Hands-on Science Kits and BEEP lessons, as detailed in the IFC.	Support Staff	Teacher Observations and Assessments Monthly scheduled data chat with support team and teachers Bi-weekly Classroom Walkthroughs (CWT) focusing on effective implementation of BEEP Science lessons and the use of Broward County Hands-on Science Kits to address their lack of experience with hands-on activities. Specific	Analysis of results of: Quarterly Mock FCAT Science Test Lab reports Science notebooks (with rubrics) Completed Science projects

			feedback will be provided and a follow-up will be scheduled. Monthly V-Team (Vertical team for Science with one representative from each grade level and SPECIALS and administration) will review assessments to assure alignment to SIP goals	

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	100 % of these students will increase the writing score one level, and level 6 students will maintain level 6, as measured by 2011-12 FL Writes
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (59) of these students performed at level 4 or higher	70% (64) of these students are expected to score one level or higher

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary skills and word meaning in content when writing.	Students will actively use an interactive word wall to be used as a reference for all writing. Students will maintain an personalized word bank to use as a reference to include: definitions, illustrations and sentences. Students will be instructed by implementation of the BEEP writing plans focusing on specific skills incorporating the six traits of writing.	Support Staff	On-going progress monitoring Monthly scheduled data chat with support team and teachers	Writing notebooks/folders

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The School will have an increase of 4% in attendance
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (810) attendance rate	99% (844) attendance rate
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
29% (236) students have excessive absences	25% (202) students are expected with excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11% (85) students have excessive absences	7% (57) students are expected to have excessive tardies

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students have limited knowledge of the mandated guidelines for attending school and school start time	School will provide information on attendance and tardy policies by: sending home student discipline code to be signed, using the parent-link, presenting information at Open House, PTA meetings and Parent Nights Students will be instructed on attendance and tardy policies Parents will be contacted if their student has excessive tardies and absences Teachers will address the importance of	Administration Guidance Counselor Classroom Teacher BTIP Coordinator	Data Analysis and Data Disaggregation	TERMS

			attending school for the entire day and the importance of being on time during parent-teacher conferences. Quarterly specific students will be recognized for improving their attendance (absences or tardies).			
2	The amount of students identified by Broward Truancy Intervention Program (BTIP).	Early identification of students approaching BTIP "area of concern". Parents of identified students will be contacted and the BTIP policy will be proactively reviewed to correct truancy patterns.	Administration Guidance BTIP Coordinator	Data Analysis and Data Disaggregation	TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In-School suspensions will decrease by 15% (8)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
7% (56) In- School Suspensions	0% (0) In- School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3.% (26) students with In-School Suspensions	0% (0) students with In- School Suspensions
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1.7% (15) Out of School suspensions	0% (0) Out of School Suspension
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
.01% (9) students with Out-of-school suspensions	0% (0) students with Out-of-school suspensions

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents and students have limited knowledge of district, school, classroom and cafeteria procedures and rules	Parents and students will be given information in the Student Code of Conduct Book to be signed at the beginning of the school year. This information will be reviewed quarterly at a school-wide discipline assembly. Students will participate in a Guidance Special focused on Character Education. Parents will be invited to attend a parent night incorporating antibullying tips and	Support Staff Administration Discipline Committee	Data Analysis and Disaggregation of Data on referrals.	TERMS

1		information on the Districts Silence Hurts program. Students will mentor and provide peer buddy support. Parents and students will be given information on school; classroom and cafeteria procedures by: school newsletter, using the parent-link, presenting information at Open House, PTA meetings and Parent Nights. Students will participate in the Safety Patrol Program acting as role models for appropriate school-wide behavior			
2	Lack of effective classroom behavior management	Classroom Management CHAMPS refresher Training will be provided to the instructional staff.	Donna Robinson (Office of Prevention Programs) Adminitration Support Staff	Data Analysis and Disaggregation of Data on referrals.	TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent Involvement will improve to 40%
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
The current level of Parent involvement is 32% (383)	The expected level of parent involvement is 40% (480)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our parents work several jobs and do not have transportation to get to our site. This makes it hard sometimes for them to participate in school activities. Language is also a barrier. Parents are sometimes not interested in the topics that are presented.	We will try to have parent activities at different times of the day so that working parents can attend parent meetings and trainings. We will provide translators for parents who have limited English proficiency skills. Based on the 2009-2010 Title One Survey we will provide activities that are of interest to the parents.	Title One Contact Administration	Parent Surveys	Sign in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA	

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
CYPRESS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	67%	64%	36%	220	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	71%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	81% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					485	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
CYPRESS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	61%	83%	35%	237	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	55%			112	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	60% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					474	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested