FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CYPRESS ELEMENTARY SCHOOL

District Name: Dade

Principal: Melanie L. Visnich

SAC Chair: Maritza Bayon

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

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)
Principal	Melanie L. Visnich	BA – Elementary Education, University of Florida; Master of Science Curriculum and Instruction, Colorado State University; Education Leadership	5	10	'12 '11 '10 '09 '08 School Grade A A A B A High Standards Rdg. 70 90 92 95 94 High Standards Math 64 89 92 80 90 Learning Gains-Rdg. 68 64 74 70 69 Learning Gains-Math 64 52 68 43 59 Gains-Rdg-25% 75 57 71 80 56 Gains-Math-25% 60 67 60 48 53 AMO Reading 77 75 AMO Math 73 71
Assis Principal	Ethel Burton	BS- Biology, Chemistry, Psychology (Elmira College) MS- Microbiology Florida International University Ph.D- Science Education (Curtin University of Technology)	2	3	'12 '11 '10 '09 '08 School Grade A B A A A High Standards Rdg. 70 65 71 74 70 High Standards Math 64 58 77 71 71 Learning Gains-Rdg. 68 66 65 69 67 Learning Gains-Math 64 64 69 66 75 Gains-Rdg-25% 75 69 65 77 66 Gains-Math-25% 60 64 69 68 75 AMO Reading 77 75 AMO Math 73 71

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)
	NA				

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. Regular meetings of new teachers with Principal	Principal	Ongoing	
2	2. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	3. College campus Job Fairs	Guidance Counselor	April 2013	
4	4. Soliciting referrals from current employees	Principal	Ongoing	Announcements will be made at faculty meetings.

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
1 (out of field)	One teacher has completed the 300 MPP for ESOL endorsement and will add the endorsement to her certificate.

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
23	0.0%(0)	4.3%(1)	21.7%(5)	73.9%(17)	17.4%(4)	100.0%(23)	4.3%(1)	17.4%(4)	87.0%(20)

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
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

At Cypress Elementary services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as after-school programs and Dade Partner Fit Kids. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response.
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-5)
• reading and supplementary instructional materials(K-5)
• cultural supplementary instructional materials (K-5)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Cypress Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Cypress Elementary School offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.

Nutrition Programs

Nutrition Programs
1) Cypress Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Cypress Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding the Annual Measurable Objectives (AMOs), available programs, and their rights regarding other referral services.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc, with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.
MTSS/RtI team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Curriculum Liaisons will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group

3. Community stakeholders MTSS/ RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs.
MTSS/ RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral
supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the
supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
• There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by
benchmark and progress monitoring data. The MTSS/ RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The
four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving

MTSS Implementation

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.

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

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics
Screening Inventory
• Oral Reading Fluency Measures
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments

- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1.training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier
3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/ RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. The School based Literacy Leadership Team is vital, therefore, in building our team we have considered the following:
- Administrator-Melanie Visnich, who will ensure commitment and allocate resources;
- Teachers and Liaisons who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: Identify team members by name
Maritza Bayon, Reading Liaison
Patricia Rodriguez, Science Liaison
Aydyl Llaguno Math Liaison

Kim Still, Special education personnel
Omayda Silva, School guidance counselor
Margarita Miguez, School psychologist
Janet Gonzalez, School social worker
Maritza Bayon, Member of advisory group
Mary Noboa, PTA President/Community Stakeholders

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

The Principal and Leadership Team of Cypress Elementary will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores.

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

The major initiatives of the Leadership Team during the 2012-2013 school year will be to continue to have data chats within our learning communities. Focus on identifying which category students belong in for purposes of reading, mathematics and science instruction. Learning gains in reading and mathematics will also be a focus as well as concentrating on the lowest 25% making learning gains.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*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.

Title I Administration assists Cypress Elementary by providing supplemental funds beyond the State of Florida Funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Cypress Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Screening data will be collected and aggregated prior to September 10th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Cypress Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs including the in-school prekindergarten program. Through this joint venture, parents, and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. The Administration will direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

*Grades 6-12 Only

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

N/A

*High Schools Only

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

N/A

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?

N/A

Postsecondary Transition

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

N/A

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:	The results of the 2011- 2012 FCAT 2.0 Reading Test indicates that 29% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 8 percentage point to 37 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (54)	37% (69)

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	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application in 3rd through 5th grades and Literary Analysis in Fiction/Non-fiction in 4th and 5th grade. Students need additional practice using critical thinking strategies needed to identify topics and themes within and across text.	Use pre-reading activities to instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Emphasize the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.	Administration	Following the FCIM model, the teachers will review assessment data weekly and adjust instruction as needed. The MTSS /RtI team will review data bi-weekly and make recommendations based on needs assessment. In addition ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from Riverdeep, FCAT Explore, Reading Plus and Success Maker Summative: 2013 FCAT 2.0 Reading Assessment

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:

	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 reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 38% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 3 percentage point to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (70)	41% (76)

	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	The area which showed minimal growth and would require students to improve performance as noted on the 2012 Administration of the FCAT Reading Test was reporting Category 3. Literary Analysis Fiction/Non Fiction. Students need additional practice in identifying and analyzing descriptive language, imagery and understanding character development.	Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Administration	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provide tiered support and make recommendations based on needs assessment in order to increase learning gains. In addition ongoing classroom assessments focusing on students' understanding of elements of story structure within and across text including character development, figurative language and imagery.	Formative: Mini-assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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:

	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 68% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 73 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (77)	73% (82)

	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	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains Increased by 4 percentage points as compared to the 2011 FCAT Reading Test. However the areas that demonstrated deficiencies were Literary Analysis and Informational Text/ Research Process.	Use FCAT task card while reading grade level appropriate text. Use technology including FCAT Explorer, Success Maker, and Reading Plus to provide individualized instructional support.	Administration	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provide tiered support and make recommendations based on needs assessment in order to increase learning gains.	Formative: Mini-assessments District Baseline, Interim Assessments, data provided by online software. Summative: 2013 FCAT 2.0 Reading Assessment

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
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 reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate 75% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (N<30)	80% (N<30)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains increased by 18 percentage points. However the areas that demonstrated deficiencies were Literary Analysis and Reading Application.	Use personally made FCAT task cards across the curriculum with text and real world documents. In addition, use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	MTSS/RtI Leadership Team / Principal	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provide tiered support and make recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher become facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Student work samples utilizing rubric, mini assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	Based on the baseline data of 2010-2011 school year 75% of students were scoring a level 3 or higher on the FCAT 2.0. In the 2011-2012 school year 67% percent of our students scored level 3 or higher on the FCAT 2.0. Our goal for the

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 80% of the White subgroup is proficient, our goal for the 2012-2013 is to increase proficiency by 4 percentage points to 84%. The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 69% of the Hispanic subgroup is proficient, our goal for the 2012-2013 is to increase proficiency by 9 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80%(13) Black: NA Hispanic: 69% (115) Asian: NA American Indian: NA	White: 84%(13) Black: NA Hispanic: 78% (129) Asian: NA 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	White: Text/Research Process Black :NA Hispanic: Literary Analysis Asian :NA American Indian: NA As noted on the 2012 administration of the FCAT 2.0 Reading Test, the areas that demonstrated deficiencies were Literary Analysis and Informational Text/ Research Process.	Use FCAT task card while reading grade level appropriate text. Use technology including FCAT Explorer, Success Maker, and Reading Plus to provide individualized instructional support. The teacher will also use various strategies such as buddy/partner reading, use of task cards, differentiated instruction, choral reading, and the QAR strategy.	MTSS/RtI Leadership Team / Principal	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provides tiered support and makes recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Student work samples utilizing rubric, mini assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 49% of the ELL subgroup are proficient. Our goal for the 201 2-2013 is to increase proficiency of the ELL subgroup by 11 percentage points to 58% .
2012 Current Level of Performance:	2013 Expected Level of Performance:

49%(19)		58%(22)		

	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' home language is Spanish and they have been in this country for a limited amount of time. Students need to acquire grade level listening, speaking, and vocabulary skills as well as academic vocabulary.	Teacher will use substitution, expansion, paraphrasing during lessons to expose students to new vocabulary. In addition teacher will use repetition and modeling to aid in listening and speaking skills as well as in retention of new words. Flexible groups will be in place in teacher led groups.	Principal / ESOL Teacher	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provides tiered support and makes recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Student work samples utilizing rubric, mini assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Assessment Graphic Organizers and assessments from the Elements of Reading Teacher's manual. Summative: 2012 FCAT Reading scores.

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:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 25% of the SWD subgroup are proficient. Our goal for the 201 2-2013 is to increase proficiency of the SWD subgroup by 21 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(5)	46%(9)

	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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, 25% of the SWD were proficient. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the areas that demonstrated deficiencies were Reading Application and Informational Text/ Research Process.	Use personally made FCAT task cards across the curriculum with text and real world documents. In addition, use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied.	MTSS/RtI Leadership Team / Principal	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provide tiered support and make recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be	Formative: Student work samples utilizing rubric, mini assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

				developed to assess student learning.	
		Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.			

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:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 65% of the ED subgroup are proficient. Our goal for the 2012-2013 is to increase proficiency of the ED subgroup by 10 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(92)	75%(106)

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	The area which showed minimal growth and would require students to improve performance as noted on the 2012 Administration of the FCAT Reading Test was reporting Category 3. Literary Analysis Fiction/Non Fiction. Students need additional practice in identifying and analyzing descriptive language, imagery and understand character development.	Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Administration	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provide tiered support and make recommendations based on needs assessment in order to increase learning gains. In addition ongoing classroom assessments focusing on students' understanding of elements of story structure within and across text including character development, figurative language and imagery.	Formative: Student work samples utilizing rubric, mini assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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
Data Analysis/Reading Technology	K-5	In-House Trainer	K-5	November 6, 2012	Grade level review of data from student completed mini-assessments	MTSS/RtI Leadership Team, Principal and Reading Coach
	K-5	In-House Trainer	K-5	February 1, 2013	Grade level implementation of FCAT 2.0 Strategies	MTSS/RtI Leadership Team, Principal and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Technology	Purchase of hardware	Title I	$26,000.00
			Subtotal: $26,000.00
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: $26,000.00

End of Reading Goals

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:	Based on the 2012 CELLA data, 47% of students were proficient in Oral Skills
2012 Current Percent of Students Proficient in listening/speaking:	
47% (48)	
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students' home language is Spanish and many have been in this country for a limited amount of time. Students need to acquire grade level listening, speaking, and vocabulary skills as well as academic vocabulary.	Teacher will use substitution, expansion, paraphrasing during lessons to expose students to new vocabulary. In addition teacher will use repetition and modeling to aid in listening and speaking skills as well as in retention of new words. Flexible groups will be in place in teacher led groups.	Principal/ESOL Teacher	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provides tiered support and makes recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Mini-assessments District Baseline, Interim Assessments, data provided by online software. Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Administration

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:	Based on the 2012 CELLA data, 35% of the students were proficient in Reading.

2012 Current Percent of Students Proficient in reading:

35% (36)

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' lack of knowledge of the English Language causes difficulty with Reading Application. Students have not yet acquired the necessary strategies to decode and comprehend grade level text.	Teacher will use various strategies such as buddy/partner reading, use of task cards, differentiated instruction, choral reading, and the QAR strategy. Additionally, the teacher will access prior knowledge to help with the transfer of information into English.	Principal/ESOL Teacher	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provides tiered support and makes recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Mini-assessments District Baseline, Interim Assessments, data provided by online software. Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Administration

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

3. Students scoring proficient in writing.

| | CELLA Goal #3: | | Based on the 2012 CELLA data, 26%of students were proficient in Writing. |

| 2012 Current Percent of Students Proficient in writing: |

| 26% (27) |

| 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' lack of knowledge of vocabulary, sentence structure and grammar structure causes difficulty with writing. Students are unfamiliar with the writing process	Spelling strategies will be used to focus on the conventions of the written language. Summarizing will be used to enhance grammar acquisition. Teachers will use graphic organizers, reading response journals, and writing prompts to model the writing process.	Principal/ESOL Teacher	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. The MTSS/RtI team provides tiered support and makes recommendations based on needs assessment in order to increase learning gains. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Formative: Mini-assessments District Baseline, Interim Assessments, Monthly Writing Prompts. Summative: 2013 FCAT Writing Assessment 2013 CELLA Administration

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

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 9 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (55)	39% (73)

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	The areas of deficiencies as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number and Fractions for 3rd grade and Number Operations and Problems as well as Geometry and Measurement for 4th and 5h Grade. Students need more hands-on experiences and more practice with manipulatives.	Use hands on activities to develop understanding of numbers and fractions. Provide differentiated instruction /intervention within the mathematics block targeting Number: Fractions in Grade 3. Opportunities will be provided for students to work collaboratively in real-world application problem solving. Increase students' use of technology based applications such as Gizmos and SuccessMaker. Consistently utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding to address all reporting categories	Leadership Team	Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data and adjust instruction as needed.	Formative: Bi-weekly assessments; District interim data reports; Student District Baseline, Interim Assessments authentic work Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 32% of students achieved proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to increase proficiency by 4 percentage point to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (59)	36% (67)

	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	The Level 4 and 5 students showed an area of minimal growth in Geometry and Measurement noted on the 2012 administration of the FCAT 2.0 Mathematics Test. Adjusting to the new Mathematics Series and pacing guide requirements hampered appropriate practice in this area	Use long range planning in coordination with the pacing guide to ensure application of knowledge in Geometry and Measurement. Use geometric knowledge and spatial reasoning to develop foundations for geometric understanding. Use tools to solve problems involving geometry and measurement.	Leadership Team	2Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed.	Formative: Student authentic work; Monthly assessments District Baseline, Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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:

	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT 2.0 Mathematics Test 64% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (73)	69% (79)

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	As noted on the 2012 FCAT 2.0 Mathematics administration, students making learning gains increased 12% percentage points compared to the administration of 2011 FCAT in Mathematics. The students showed an area of minimal growth in Geometry and Measurement and Numbers and Operations as noted on the 2012 administration of the FCAT 2.0 Mathematics Test.	Students will be given the opportunities to develop exploration and inquiry activities to increase understanding of skills through the use of manipulatives and hands-on activities to reinforce mathematics concepts. Students will incorporate the use of math journals to show the transfer of theory to practical application.	RtI Leadership Team	Review formative bi-weekly assessment data report and interim assessments to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Bi-weekly assessments; Student generated work in math journals District Baseline, Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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:	On the 2011-2012 FCAT 2.0 Mathematics Test 60 % of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation in order to increase the percentage of students making learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (N<30)	70% (N<30)

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	4.1. On the 2011 FCAT Mathematics administration it was noted that the lowest 25% increased 7 percentage points from the 2010 FCAT administration and increased 19 percentage points compared to the 2009 FCAT Mathematics The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Numbers and Fractions. Students require additional opportunities for targeted small group tutoring, differentiated instruction, and intervention.	4.1. On the 2011 FCAT Mathematics administration it was noted that the lowest 25% increased 7 percentage points from the 2010 FCAT administration and increased 19 percentage points compared to the 2009 FCAT Mathematics The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Numbers and Fractions. Students require additional opportunities for targeted small group tutoring, differentiated instruction, and intervention.	4.1. RtI Leadership Team	4.1. Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	4.1. Formative: Bi-weekly assessments; District interim data reports; Student authentic work District Baseline, Interim Assessments Summative: Results from 2012 FCAT Mathematics Assessment

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 # Based on the baseline data of 2010-2011 school year 71% of students were scoring a level 3 or higher on the FCAT 2.0. In the 2011-2012 school year 62% percent of our students scored level 3 or higher on the FCAT 2.0. Our goal for the 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	76%	78%	81%	83%	

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 53% of the White subgroup is proficient, our goal for the 2012-2013 is to increase proficiency by 31 percentage points to 84%. The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 64% of the Hispanic subgroup is proficient, our goal for the 2012-2013 is to increase proficiency by 11 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53%(8) Black: NA Hispanic: 64% (106) Asian: NA American Indian: NA	White: 84%(13) Black: NA Hispanic: 75% (125) Asian: NA 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	White: Geometry and Measurement Black: NA Hispanic: Geometry and Measurement Asian: NA American Indian: NA As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the areas that demonstrated deficiencies were Geometry and Measurement.	Use long range planning in coordination with the pacing guide to ensure application of knowledge in Geometry and Measurement. Use geometric knowledge and spatial reasoning to develop foundations for geometric understanding. Use tools to solve problems involving geometry and measurement.	Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed.	Formative: Student authentic work; Monthly assessments District Baseline, Interim Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 48% of the ELL subgroup are proficient. Our goal for the 2012-2013 is to increase proficiency of the ELL subgroup by 19 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(18)	67%(25)

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	5B.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Numbers and Operations. Students require additional opportunities for targeted small group tutoring,	Identify students that need intervention and place in appropriate interventions within the first two weeks of the 2012-2013 school year, and monitors student progress using data monthly.	MTSS/RtI Leadership Team	Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data and adjust instruction as needed.	Formative: Student authentic work; Monthly assessments District Baseline, Interim Assessments Summative: Results from 2013

					FCAT 2.0 Mathematics Assessment
	differentiated instruction, and intervention.	Use of technology such as Riverdeep and Gizmos.\n\nAfter School Tutoring			

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.\n\nMathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 44% of the SWD subgroup are proficient. Our goal for the 201 2-2013 is to increase proficiency of the SWD subgroup by 13 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(9)	58%(12)

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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Numbers and Operations. Students require additional opportunities for targeted small group tutoring, differentiated instruction, and intervention.	Identify students in need of intervention and place in appropriate interventions within the first two weeks of the 2012-2013 school year, and monitors student progress using data monthly.\n\nUse of technology such as Riverdeep and Gizmos.\n\nAfter School Tutoring	MTSS/RtI Leadership Team	Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data and adjust instruction as needed.	Formative: Student authentic work; Monthly assessments District Baseline, Interim Assessments\n\nSummative: Results from 2013 FCAT 2.0 Mathematics Assessment

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics.\n\nMathematics Goal E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 58% of the ED subgroup are proficient. Our goal for the 201 2-2013 is to increase proficiency of the ED subgroup by 15 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(82)	73%(103)

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
	The students showed an area of minimal growth in Geometry and Measurement and Numbers and Operations as noted on the 2012 administration of the	Students will be given the opportunities to develop exploration and inquiry activities to increase understanding of skills through the use of manipulatives and hands-	MTSS/RtI Leadership Team	Review formative bi-weekly assessment data report and interim assessments to adjust instruction as needed to ensure progress is being made and students are	Formative: Student authentic work; Monthly assessments District Baseline, Interim Assessments

| 1 | FCAT 2.0 Mathematics Test. | on activities to reinforce mathematics concepts.

Students will incorporate the use of math journals to show the transfer of theory to practical application. | | making learning gains.

Conduct grade level discussions to attain teacher feedback on effectiveness of strategy. | Summative: Results from 2013 FCAT 2.0 Mathematics Assessment |

End of Elementary School Mathematics Goals

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
Number Sense and Operations (Next Generations Standards)	3-5 Mathematics	Mathematics Coach	3-5 Teachers	November 6, 2012	Grade level planning sessions/Classroom walkthroughs	Administrator
Common Core State Standards	K-2 Mathematics	Mathematics Coach	K-2 teachers	November 6, 2012	Grade level planning sessions/Classroom walkthroughs	Administrator

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:	On the 2012 administration of the Science FCAT2.0, 38 % of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 41% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(20)	41% (21)

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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Earth and Space Science and Physical Science.	Provide students the opportunity to participate in Hands-on Labs as well as apply their skills in inquiry based learning to increase scientific thinking. Utilize hands-on laboratory experiments weekly. Use of technology such as Gizmos to provide virtual science lab experiments.	Principal	Review of school site data to monitor student achievement levels. Focused walkthroughs by administration will be used to ensure all Science teachers are conducting labs and students are engaged in hands-on activities.	Formative: Baseline/ District Interim Tests, Monthly Tests, Chapter Tests Summative: 2013 FCAT 2.0 Science Assessment

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:

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 science.	On the 2012 administration of the Science FCAT2.0, 25 % of students achieved proficiency (FCAT Level 3).

	Science Goal #2a:	The expected level of performance for 2013 is 26% achieving proficiency
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	25% (13)	26% (14)

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	work to increase their achievement levelsThe area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Earth and Space Science and Physical Science..	Provide students the opportunity to participate in Hands-on Labs as well as apply their skills in inquiry based learning to increase scientific thinking. Teachers will integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Use of technology such as Gizmos to provide virtual science lab experiments.	Principal	Review of school site data to monitor student achievement levels. Focused walkthroughs by administration will be used to ensure all Science teachers are conducting labs and students are engaged in hands-on activities	Formative: Baseline/ District Interim Tests, Monthly Tests, Chapter Tests Summative: 2013 FCAT 2.0 Science Assessment

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
PLC on Labs / Hands-on Inquiries	Science Grades 3-5	Science Coach	Grades 3 – 5 Science Teachers	November 6, 2012	Hands on Labs	Administrator

Science 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 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:	Based on the 2012 FCAT Writing Assessment 82% of our students scored at level 3 or higher in writing. The expected level of performance for 2013 is 84% achieving proficiency at level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (56)	84% (57)
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was extension and elaboration as well as precise word choice and grammar. Students need additional practice in the necessary skills needed to incorporate real life experience into their writing. Students need to exhibit correct use of language.	During writing instruction students will use supporting details and elaborate by providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration. Students will substitute active verbs for common verbs and specific words for general words. Students will write complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks, exclamation marks, and colons to list and elaborate.	Principal/Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Students' scores on monthly writing assessments District Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Writing Assessment

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
Steps for Extension & Elaboration	Grades 3-4	Reading/ Writing Coach	Third and Fourth Grade Teachers	Grade Level Department Meetings First Wednesday of the month.	Leadership Team will meet to monitor student progress and the effectiveness of the writing instruction.	Students' scores on monthly writing assessments. Classroom walk-through documenting the use of extension and elaboration.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase writing focus	FCAT appropriate grammar materials	EESAC	$16,000.00
			Subtotal: $16,000.00
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: $16,000.00

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:	Our goal for this year is to increase attendance to 97.34% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 4 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.84%(355)	97.34%(357)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

79	75
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
66	63

	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 are not familiar with the attendance policy and the importance of their children being at school every day. Parents are not familiar with traffic patterns and do not allow enough time to get to school on time.	Absence/Tardy Campaign and Incentive program to decrease the number of absences and tardies school wide. Students with excessive tardies will be identified and referred to the counselor for intervention. Discipline Assembly will continue to address importance of attendance.	Principal and Counselor	ConnectEd messages explaining procedures for excused/unexcused absences. Weekly updates to Administration by the Counselor and to entire faculty during faculty meetings. Appropriate health updates will be provided to staff to support wellness and good attendance.	Attendance and tardy records from ISIS reports.

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
School	K-5 Wellness committee	Counselor & one teacher Alliance for a Healthier Generation	School Wide	February 1, 2013	The school will create a wellness council committee in order to monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation and the American Heart Association.	Wellness Council

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
			Grand Total: $0.00

End of Attendance Goal(s)

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 2012 our number of In- School suspensions was 8. In 2013 our expected number of In-School suspensions is 7. In 2012 our number of Students Suspended In- School was 6. In 2013 our expected number of Student Suspended In-School is 5.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
8	7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	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
	Parents are unfamiliar	Students and parents	Administrator and	Monitor report on	Participation Log

| 1 | with the Student Code of Conduct.

Opportunities for students to be recognized for appropriate behavior. | will receive and become familiar with the Student Code of Conduct. Parents will be invited to an orientation meeting in which the Code of Conduct will be presented.

Utilize the Student Code of Conduct by provided incentives for compliance through the use of Elementary SPOT success Recognition Program.

Ongoing discipline assemblies to reinforce appropriate behavior. | Counselor | student suspensions rate and SPOT success information. | for students and parents who attend orientation meeting with the administrative team and counseling team. Monitor COGNOS report. |

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
The Student Code of Conduct and New School-wide Discipline Plan	PreK-5th	Principal, Counselor and Staff	School Wide	August 16, 2012	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT success monthly report.	Principal

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

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.*	N/A - Title I school, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A
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	N/A	N/A	N/A	N/A	N/A

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

			$0.00
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:	Increase the number of students completing and participating in the school site Science Fair.

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 do not have enough experience with the scientific process	Teacher will model scientific process and provide many opportunities for the student to internalize the steps of the scientific method. Students will compile a science journal. Teachers will provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life Science.	Principal/Leadership Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning.	Participation in the Science Fair/science journal entries. Formative: Bi-weekly assessments; District interim data reports; Student District Baseline, Interim Assessments authentic work
2	Students need more experience with hands-on activities in geometry to internalize the mathematical concepts.	Students will use manipulatives to explore geometrical concepts and numerical processes.	Principal/Leadership Team	Following the FCIM model, the teachers will review assessment data weekly and adjust instructional focus as needed. Ongoing classroom assessments/observations focusing on students' ability to complete assignments as teacher	Formative: Bi-weekly assessments; District interim data reports; Student District Baseline, Interim Assessments authentic work

				becomes facilitator guiding students to become independent learners.	

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
Reading	Technology	Purchase of hardware	Title I	$26,000.00
Writing	Increase writing focus	FCAT appropriate grammar materials	EESAC	$16,000.00
				Subtotal: $42,000.00
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: $42,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌾ Priority	⌾ Focus	⌾ Prevent	⌾ NA

Are you a reward school: ⌾ Yes ⌾ No

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

No Attachment (Uploaded on 10/12/2012)

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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT Resource Materials for Writing	$1,200.00

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

The EESAC School Advisory Council will meet monthly to support the educational programs of the schools and to ensure the

implementation of the School Improvement Plan. The SAC will review the school's data and make recommendations to adjust or enhance instruction as needed. The SAC will support the school's initiatives to increase student achievement on mini assessments and to reduce the number of tardies through incentives. The SAC will assist in efforts to increase parental involvement in the school.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District
CYPRESS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	89%	82%	79%	340	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	64%	52%			116	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?	57% (YES)	67% (YES)			124	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					580	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
CYPRESS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	92%	90%	77%	351	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	74%	68%			142	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?	71% (YES)	60% (YES)			131	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					624	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested