FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CYPRESS TRAILS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Tameka Robinson

SAC Chair: Carmen Morgan

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 11/9/2012

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	Tameka Robinson	Ed Leadership School Principal K-12	2	9	2011-2012 Principal Cypress Trails Elementary School grade increased from B to an A Reading High Standards: 66% Reading Learning Gains: 68% Reading Lowest 25%: 69% Math High Standards: 61% Math Learning Gains: 75% Math Lowest 25%: 65% Science High Standards: 57% 2010-2011 Principal Cypress Trails Elementary School grade increased from C to a B Reading High Standards: 76% Reading Learning Gains: 71% Reading Lowest 25%: 60% Math High Standards: 67% Math Learning Gains: 53% Math Lowest 25%: 47% Science High Standards: 62% 2009-2010 Assistant Principal Forest Hill High School

| | | | | | School grade: B
Reading High Standards: 46%
Reading Learning Gains: 51%
Reading Lowest 25%: 41%
Math High Standards: 74%
Math Learning Gains: 76%
Math Lowest 25%: 717%
Science High Standards: 36% |
| Assis Principal | Stephanie Cook | Elem. Ed
K-6
Ed. Leadership
K-12
Reading
Endorsement K-12 | 2 | 2 | 2011-2012 Assistant Principal
Cypress Trails Elementary
School grade increased from B to an A
Reading High Standards: 66%
Reading Learning Gains: 68%
Reading Lowest 25%: 69%
Math High Standards: 61%
Math Learning Gains: 75%
Math Lowest 25%: 65%
Science High Standards: 57%

2010-2011 Assistant Principal
Cypress Trails Elementary
School grade increased from a C to a B
Reading High Standards: 76%
Reading Learning Gains: 71%
Reading Lowest 25%: 60%
Math High Standards: 67%
Math Learning Gains: 53%
Math Lowest 25%: 47%
Science High Standards: 62% |

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	NA	NA			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	Meet regularly with new teachers.	Assistant Principal	on-going	
2	Partner new teachers with veteran teachers.	Assistant Principal	on-going	
3	Provide professional development, training, and workshops throughout the year.	Professional Development Contact, Assistant Principal	on-going	
4	Nationally board-certified teachers provide support to new and veteran teachers.	Nationally board-certified teachers	on-going	
5	Solicit referrals from current employees.	Principal	on-going	

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
4 instructional staff are teaching out of field.	Teachers are enrolled in ESOL courses throughout the year. ESOL endorsement teachers will mentor teachers teaching out of field. List of ESOL strategies will be given to these teachers.

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
45	11.1%(5)	6.7%(3)	44.4%(20)	44.4%(20)	46.7%(21)	100.0%(45)	2.2%(1)	15.6%(7)	68.9%(31)

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
Carmen Morgan	Kristen Dunn	Mentor/mentee pairings will be determined based on the mentor's years of experience and the specific content area of need for the assigned mentee.	Mentoring activities will include preparing lessons and demonstrating lessons, as needed. The mentor will also schedule time with the mentee for coaching, planning, and feedback.

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

Title I funds will assist in providing staff development in reading, writing, math, and science. It will provide the necessary materials and equipment needed to enhance these subjects. Title I funds will additionally be utilized for after school tutorial, as well as Saturday tutorial. In addition, parent meetings (FCAT Night, Math Night, Writing Night and Science Night) will utilize Title 1 funds to purchase necessary materials.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students who fit the District's criteria for placement.

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity.

Nutrition Programs

The District provides a Health education program through our Food Services department that provides a free breakfast program for all students at our school.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

The school implements an annual unit of study for career choices and options during its annual career day.

Job Training

NA

Other

Required instruction listed in 1003.42(2.as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the RtI Leadership Team are as follows:

Administration
RTI Facilitator
SBT Leader
ESE contact
School Psychologist
Classroom Teachers
Speech-Language Pathologist

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?

The School-Based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and this individual reports on all data collected at future meetings.

* Problem Solving Model
The four steps of the Problem Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
• Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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?

Members of the school-based RtI Leadership Team meet with the School Advisory Council (SAC) to help develop the SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.

Topics for discussion include, but are not limited to, the following:
• FCAT scores and the lowest 25%;
• Subgroups;
• strengths and weaknesses of supplemental and intensive intervention programs; and
• mentoring, tutoring, and other services.

SAC members will be provided professional development on the RtI framework.

┌─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.

Baseline data:
•Florida Comprehensive Assessment Test (FCAT)
•Curriculum-Based Measurement
•Palm Beach County Fall Diagnostics
•Palm Beach Writes
•K-5 Literacy Assessment System
•Diagnostic Assessment for Reading (DAR)
•Progress Monitoring and Reporting Network (PMRN)
•Comprehensive English Language Learning Assessment (CELLA)
•Office Discipline Referrals
•Retentions
•Absences

•Staff/Student Surveys

Midyear data:
•Diagnostic Assessment for Reading (DAR)
•Palm Beach County Winter Diagnostics
•Palm Beach Writes
•Progress Monitoring and Reporting Network (PMRN)
•K-5 Literacy Assessment System

End-of-year data:
•Florida Comprehensive Assessment Test (FCAT)
•FCAT Writes
SRI score
•K-5 Literacy Assessment System

Describe the plan to train staff on MTSS.

The school-based team Facilitator provides professional development opportunities to the faculty on designated professional development days (PDD). These opportunities include, but are not limited to, the following:

1.Effective School-Based Teams-What should they look like?
2.RtI and the Problem Solving Process
3.School-wide Positive Behavior Support (Sw-PBS)
4.How to Interpret Data (Making Informed Decisions)
5.Research-Based Interventions-What do we have?
6. Using AIMS Web Monitoring Tool

Individual professional development is provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Team members include: Principal, Assistant Principal, SAI Teacher, ESE Contact, Media Specialist, Grade level team leaders and SAC Chairperson.

Criteria for consideration included a strong background in reading/literacy, a mentor to others, a willingness to grow and learn professionally and share with others, and an ability to come up with innovative ways to promote reading achievement in the school.

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT will play an integral role in fostering a rich literacy environment at the school for all students and staff. The team will build professional conversations; promote collegiality, collaboration, and a literacy culture. Initiatives will be based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This will be a continuous process throughout the entire school year.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/5/2012)

*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.

During Kindergarten Round-up, the Kindergarten team will meet with the parents who have students enrolled in our feeder pre-kindergarten programs. The team will share information about registration, curriculum and additional services offered at the school site. Parents will be invited to visit Cypress Trails to meet the staff, tour the facility, and observe the curriculum in action. Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into kindergarten. Staggered Start is implemented for all K students for the first three days of school to provide the students with a more supportive, less overwhelming environment. Student progress is communicated to parents through weekly reports showing mastery of assessed skills.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Data indicates a need to increase the number of students in level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (75) of students achieved a level 3 in reading.	By June 2013, 38% (103) of students will achieve a level 3 in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowing how to follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge Levels	Teachers will model higher-order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions.	Admin	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough tool
2	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Create and implement Instructional Focus Calendar (IFC) for all reading classes. Meet and analyze data. Create action plan	Admin.	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through the printout results of assessments (common assessments, SRI, SSS Fall and Winter Diagnostics)
3	Implementing the NGSSS and Common Core Standards aligning them with instructional content materials that reflect a variety of formats and assessments	Teachers will assess students using weekly mini-assessments, bi-weekly common assessments, trimester SRI, and ongoing Reading Running Records.	Admin.	Data from the mini-assessments and bi-weekly common assessments will be discussed at Learning Team Meetings using the Data-Feedback-Strategy form.	Single School Culture for Academics Data-Feedback-Strategy form
4	Knowing how to implement small group instruction using best practices with print rich materials.	Teachers will write small group lesson plans using classroom libraries, Learning A-Z and Core Curriculum.	Admin.	Lesson Plan checks	Classroom walkthoughs, lesson plans, diaganostic data
5	Knowing how to implement whole group instruction using Learning Village best practice.	Whole group instruction will take place on classroom rugs to effectively teach the whole group lesson.	Admin	Lesson Plans reviewed during walk throughs	Classroom walk through tool.
	Knowing how to use the Item Specifications in	Teachers will be trained on how to utilize the item	Admin. and District Personnel	Classroom Walk throughs and lesson plan checks.	Classroom walk throughs and

6	direct relation to what is being taught in the (3-5) classrooms.	specifications and how they can be implemented in the classroom.		Training completed by area capacity team.	lesson plan checks.
7	Lack of background knowledge in order to comprehend text.	Teachers will incorporate social studies into their daily reading block in order to build background knowledge.	Administration	Lesson Plans	Lesson Plan checks, classroom walkthroughs.

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:	No students will be taking the Florida Alternate Assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of the students scored a level 4, 5, or 6 in reading.	*

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Data indicates a need to increase the number of students in levels 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (102) achieved above proficiency (level 4 and 5) in reading	By June 2013 there will be a 10% increase in the percent of students 48% (151) achieving a level 4 or 5 on the reading FCAT

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Aligning standards, content materials in a variety of formats and assessments	Teachers will use inquiry methods to promote conceptual change and a deeper understanding of the content.	Admin.	Board configurations will be reviewed during classroom walkthroughs.	Classroom walkthrough tool will be used.
2	Provide consistent enrichment	During the iii block, teachers will provide enrichment activities for students not participating in the remediation process.	Admin	Gains made from fall to winter diagnostic	EDW reports, walk-throughs, observations

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:	No students will be taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student achieved high standards in reading.	*

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

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:	In grades 4 to 5, an increase of 10% of students will make learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (95) of students made learning gains in reading.	By June 2013, 78% (169) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Providing small group iii instruction	Reading iii will be an additional 30 minutes of reading instruction (outside of the 90-minute reading block).	Admin.	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough tool will be used.
2	Consistent after-school tutorial attendance	After-school tutorial will be provided. Resource teachers will Pull out/push in students for remediation Reading Plus	Admin.	Student progress is assessed using common assessments, diagnostic tests, mini assessments, Reading Running Records, and SRI data each month.	Common assessment and mini-assessment data will be analyzed using the Data-Feedback-Strategy method.

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:	No students will be taking the Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student made learning gains in reading.	*

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

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:	In grades 4 to 5, an increase of 5% of the lowest 25% of students will make a learning gain on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (95) students in Lowest 25% made learning gains in reading	By June 2013 74% (160) of students in the Lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing small group instruction	Implement an additional 30-40 minutes of reading (SAI)outside of the 90-minute reading block and iii block.	Admin., and SAI Teacher	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough tool will be used.
2	Consistent after-school tutorial attendance from students	After-school tutorial will be provided. Resource teachers will Pull out/push in students for remediation	Admin.	Student progress is assessed using common assessments, diagnostic tests, mini-assessments, Reading Running Records, and SRI data each month.	Common assessment and mini-assessment data will be analyzed using the Data-Feedback-Strategy method.
3	Low-performing students not making adequate progress	Increase time on task through the use of schedules, clear student friendly targets and the use Marzano's research based strategies.	Admin	Student assessments	Common assessment, diagnostic scores and mini-assessments.
4	Lack of materials for small group instruction.	Use The Fountas & Pinnell Leveled Literacy Intervention System (LLI) with students.	Admin	assessments, progress monitoring	Lesson assessments provided by LLI

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%.	In 6 years our school will reduce the achievement gap by 50% ▲ 5A : ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	70	73	76	79	

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:	Data indicates a need to decrease the number of students not proficient in reading in the Hispanic and White subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic subgroup: 43% White 27% were not proficient in reading.	By June 2013, 34% of our Hispanic subgroup and 17% of our White subgroup will score level 3 or higher on the reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weekly progress monitoring	Determine core instructional needs by reviewing all assessment data for all Black and Hispanic students. Plan differentiated instruction using evidence-based instructions/interventions within the 90-minute reading block, as well as, an additional 30 minutes of Reading iii.	Admin., and LLT	Student progress is increased using common assessments, diagnostic tests, Reading Running Records, and SRI data each month.	Common assessment and mini-assessment data will be analyzed using the Data-Feedback-Strategy method.

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:	All subgroups will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of our students are not making satisfactory progress in reading.	By 2013, 42% of our ELL students will not make satisfactory progress.

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	Planned intervention strategies used with students on a regular basis	ESOL teacher will work with small groups daily using research based programs.	Admin. ESOL Teacher	Gains made from fall to winter diagnostics and other district assessment tools.	EDW reports, lesson plans and walk-throughs.

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:	SWD students will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD subgroup; 72% of our students did not achieved proficiency in reading	By June 2013, 58% of our SWD subgroup will not make proficiency on the reading FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weekly progress monitoring	Determine core instructional needs by reviewing all assessment data for all SWD. Plan differentiated instruction using evidence-based instructions/interventions within the 90-minute reading block, as well as, an additional 30 minutes of Reading iii.	Admin. ESE support staff	Student progress is increased using common assessments, diagnostic tests, Reading Running Records, and SRI data.	Common assessment and mini-assessment data will be analyzed using the Data Feedback Strategy method.
2	Planned intervention strategies used with students on a regular basis	ESE teachers will work with small groups daily using research based programs such as Wilson Reading, Fundation, Orton-Gillingham, Read and Write Gold, Sound Reading Solution Software, and Coach Florida Standards-Based Instruction books	Admin. ESE support staff	Gains made from fall to winter diagnostics and other district assessment tools	EDW reports, lesson plans, and walk-throughs
3	Lack of motivation from students	Implement Reading Plus computer assisted instruction	Assistant Prinicpal	Weekly reports to measure growth of students	Reading Plus progress reports

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:	Goal was met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of economically disadvantaged students did not make satisfactory progress.	35% of economically disadvantaged students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Analyzing data and providing consistent progress monitoring	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic, common assessment, and mini-assessment data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Admin.,	Student progress is assessed using the common assessment data each month for all students receiving supplemental instruction.	Common assessment and mini-assessment data will be analyzed using the Data-Feedback-Strategy method.
2	Providing additional professional development on how to match individual student needs to intervention.	Plan targeted interventions for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core instruction.	Admin., SAI teacher, School Based Team	Student progress is assessed using the common assessment data each month. Adequate progress is determined by comparing student's trend line to set targets.	Common assessment and mini-assessment data will be analyzed using the Data-Feedback-Strategy method.

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
Training for The Fountas & Pinnell Leveled Literacy Intervention System (LLI)	K-3 reading	District Facilitator	ESE Teachers, SAI Teacher	August 2012, October 2012	Follow-up PD	District Facilitator
Provide Reading Running Record Training	K-5 Reading	District Facilitator	Classroom Teachers	July 2012-June 2013	EDW, LTMs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement reader's workshop strategies in order to enhance the language arts curriculum.	paper, ink, chart paper, classroom libraries, laminating film, pens, pencils, post it notes, markers, bordette, construction paper, dye cuts, folders, listening centers,poster making supplies,carpets, and headphones.	Title 1	$15,172.00
Increase student background knowledge by incorporating social studies into the reading curriculum.	Studies Weekly materials.	Title 1	$20.00
			Subtotal: $15,192.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Enhance technology in the classrooms.	Computers, printers, Reading Plus licensing. poster maker	Title 1	$16,482.00
		Subtotal:	$16,482.00

<table>
<tr><td colspan="4" style="background:darkred;color:white">Professional Development</td></tr>
</table>

Strategy	Description of Resources	Funding Source	Available Amount
Provide training in Common Core, Readers and Writers Workshop, NABSE, IRA, RRR,and FRA.	Substitutes for teachers to attend trainings	Title 1	$6,043.00
		Subtotal:	$6,043.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Provide afterschool tutorial for students in grades 3-5 focusing on the lowest 25%.	Tutorial teachers	Title 1	$7,200.00
		Subtotal:	$7,200.00
		Grand Total:	$44,917.00

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:	Students will achieve proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
39% (11) of students demonstrate proficiency in listening/speaking.	

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Students will achieve proficiency in reading.
2012 Current Percent of Students Proficient in reading:	
32% (9) of students achieved proficiency in reading.	

Problem-Solving Process to Increase Student Achievement

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Students will be proficient in writing.
2012 Current Percent of Students Proficient in writing:	
32% (9) of students were proficient in writing.	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Data indicates a need to increase the number of students achieving a level 3 on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (76) of students achieved a level 3 in mathematics.	In grades 3 to 5, 38% (104) of students will achieve a Level 3 on the 2013 FCAT Mathematics Assessment.

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	Aligning standards and content materials in a variety of formats and assessments	Teachers will assess students using comprehensive assessments and mini-assessments on skill completion	Admin.	Data from the common asssessments will be discussed at Learning Team Meetings using the Data-Feedback-Strategy method.	Single School Culture for Academics Data-Feedback-Stategy method.
2	Analyzing student performance and assessment data and using it as a basis for providing specific levels of differentiated instruction	Create and implement Instructional Focus Calendar (IFC) for all mathematics classes.	Admin.	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined by using the data collected from school assessments (common assessments, mini-assessments, and diagnostic tests.
3	Consistent daily use of following an instructional delivery model and blackboard configuration	Use a blackboard configuration that includes a: problem of the day; DO Now; student-friendly objective, focus, and homework.	Admin.	Focused walkthroughs at various times of day by administration to confirm that the blackboard configuration is being used consistently.	Classroom walkthrough tool will be used.
4	Consisent use of technology in the classroom to meet the needs of all students.	Use of iPads, Mobi device and software to enhance the learning in the classroom.	Grade Chairs, Administration, ITSA	LTM's, classroom walkthroughs	Classroom walkthrough tool will be used.

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:	No students will be taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student scored a level 4, 5, or 6 in mathematics.	*

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:	Data indicates a need to increase the number of students earning a 4 or 5 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (88) of students achieved above proficiency.	By June 2013, students earning a level 4 or above will increase by 7% (121)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Aligning assessment items to Test Item Specifications	Apply scientific and mathematical thinking skills to math projects	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs.	Classroom Walkthrough tool will be used.
2	Aligning word problems to Test Item Specifications	Word problems are incorporated into every mathematics lesson and all homework sets.	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs.	Classroom Walkthrough tool will be used.
3	Use of higher order thinking to solve multi-step problems	Provide students with enrichment opportunities during the math block that extend the core objective - technology, centers, group projects, etc.	Math teachers Assistant Principal	Gains from fall to winter diagnostics, CORE K12 assessments, chapter assessments	Classroom Walkthrough Lesson Plans

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:	No students will be taking the Florida Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% student achieved high standards in mathematics.	*

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

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

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:	An increase of students made learning gains on the 2012 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (93) of students made learning gains in math.	By June 2013, 80% (167) of students will make learning gains in math.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Use of appropriate manipulatives	Teachers will increase hands-on activities and the use of manipulatives to reinforce mathematics concepts.	Admin.	Assistant Principal and Area Support Team will assist teachers in the creation of centers, stations.	Progress of students on common asssessments and mini-assessments.
2	Consistent attendance of after-school tutorial students	Afternoon tutorial will be provided to students in level 1 and 2 in intermediate grades.	Admin.	Student progress is monitored using common assessments, mini-assessments, and diagnostic tests.	Common assessments and mini-assessments will be analyzed using the Data-Feedback-Strategy method.

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:	No students will be taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student made learning gains in mathematics.	*

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%

making learning gains in mathematics.

Mathematics Goal #4:

Increase the percent of students in the lowest 25% making learning gains

2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (84) of students in the lowest 25% made learning gains in math	In grades 4 to 5, an increase of 10% of the lowest 25% of students 75% (147) will make learning gains on the 2013 FCAT Mathematics.

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	Consistent student attendance for after-school tutorial	After-school tutorial will be provided to Level 1 and 2 students in intermediate grades.	Assistant Principal	Student progress is assessed using data from common assessments, mini-assessments, and diagnostic tests each month.	Common assessment and mini-assessment data wil be analyzed using the Data-Feedback-Strategy method.
2	Using appropriate manipulatives	Teachers will increase hands-on activities and the use of manipulatives to reinforce mathematics concepts.	Assistant Principal	Assistant Princpal and math teachers will work together to create centers and stations. Administration will verify that activities are being implemented.	Student progress on assessments
3	Low-performing students not making adequate progress.	Increase time on task through the use of schedules, clear student friendly targets and the use Marzano's research based strategies.	Admin	Student assessments	Common assessment, diagnostic scores and mini-assessments.

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 # In six years our school will reduce the achievement gap by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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:	Data indicates a need to increase the number of students in the Black and Hispanic subgroup that made adequate yearly progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black subgroup:51% (43) students made satisfactory progress in math. Hispanic subgroup: 56% (41) students made satisfactory progress in math.	By June 2013, 61% (69) students in the Black subgroup, and 66% (68) of Hispanic students will score level 3 or higher on the math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weekly progress monitoring	Determine core instructional needs by reviewing common assessment and mini-assessment data for Black and Hispanic subgroups. Plan differentiated instruction using evidence-based instructions/interventions, and increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Admin	Mathematics data will be discussed during Learning Team Meetings using the Data-Feedback-Strategy method for the purpose of collaboration	Single School Culture for Academics Data-Feedback-Strategy form
2	Consistent after-school tutorial attendance	After school tutorial will be provided for level 1 and 2 students in intermediate grades.	Admin	Student progress is monitored using common assessments, mini-assessments, and diagnostic tests.	Common assessments and mini assessments will be analyzed using the Data-Feedback Strategy method.

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:	ELL subgroup will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of ELL students did not make satisfactory progress in math.	54% of ELL students will not make satisfactory progress in math.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planned intervention strategies used with students on a regular basis.	Teachers will work with small group on Reteaching strategies.	Admin.	Classroom assessments, gains made from fall to winter diagnostics and other district assessment tools.	Lesson Plans, and Walk-throughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD subgroup will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of SWD students did not make satisfactory progress in Math.	57% of SWD students will not make satisfactory progress in math.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planned intervention strategies used with students on a regular basis.	Teachers will work with small groups using reteach strategies.	Admin.	Gains made from fall to winter diagnostics and other district assessment tools.	Lesson Plans, and Walk-throughs
2	Weekly progress monitoring	Determine core instructional needs by reviewing weekly assessment and mini-assessment data for SWD subgroup. Plan differentiated instructions/interventions, and increase the use of manipulatives and hands - on activities to reinforce mathematics concepts.	Admin.	Mathematics data will be discussed during Learning Team Meetings using the Data-Feedback Strategy method.	Single School Culture for Academics Data-Feedback-Strategy form.

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. Mathematics Goal E:	Data indicates the need to increase the number of students making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (72) of economically disadvantaged students achieved high standards in math	By June 2013, 58% (113)of our economically disadvantage subgroup will make satisfactory progress in mathematics.

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	Aligning benchmark to weakness and strength	Meet to assess student strengths and weaknesses of benchmarks.	Admin.	Progress monitoring of common assessments and class assignments	Test results
2	Students not aware of progress toward proficiency	Ongoing data chats and goal setting held with students to discuss progress and next steps	Teachers Admin.	Progress monitoring of fall and winter diagnostics.	Test results
3	Providing consistent intervention based on student data with fidelity	Teachers will plan daily intervention lessons based on student needs.	Teachers Admin	Gains made from fall to winter diagnostics and other assessments	Lesson plans, Walkthroughs

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Provide resources and materials in the classrooms to enhance instruction.	paper, ink, manipulatives, pencils, chart paper, post it notes, and laminating film.	Title 1	$6,516.75
			Subtotal: $6,516.75

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
Provide training for faculty to enhance their knowledge of math curriculum.	NCTM, Elementary Principals Annual Conference, ASCD.	Title 1	$9,107.50
			Subtotal: $9,107.50

Other

Strategy	Description of Resources	Funding Source	Available Amount
Provide afterschool tutorials for students in grades 3-5 focusing on the lowest 25%.	Tutorial teachers	Title 1	$5,651.75
			Subtotal: $5,651.75
			Grand Total: $21,276.00

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:	Data indicates the need to increase the number of students that scored a Level 3 on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (30) of 5th grade students achieved level 3 in science	By June 2013, 48% (44) of 5th grade students will achieve a level 3 in science.

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	Providing lab experiments on a consistent basis	Use hands-on laboratory experiments in the classroom.	Admin.	Every 3-5 class will conduct at least two hands-on lab lessons weekly. K-2 classes will conduct at least	Classroom Walkthrough tool, student assessment data, and lesson

					two hands on lab lessons monthly.	plans
2	Consistent attendance of after-school tutorial students	Provide transportation for students attending after-school tutorial	Admin.		The science tutorial will be implemented with fidelity and monitored by the principal.	Student improvement on science unit/chapter tests
3	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Plan targeted intervention for students not responding to core plus supplemental instruction. Intervention will be matched to individual student needs, be evidence-based, and provided in addition to the core.	Admin.		Data from the science common assessments, mini-assessments,a nd diagnostic tests will be discussed at Learning Team Meetings using the Data-Feedback-Strategy method.	Single School Culture for Academics Data-Feedback-Strategy form
4	Consistent use of technology in the classroom to meet the needs of all students.	Use of Study Jamz, PPPST.com, iPads, and other computer programs to enhance lessons.	Admin.		LTM's, classroom walkthroughs.	Classroom walkthrough tool will be used.
5	Providing student support with science concepts beyond the classroom.	Use the school grounds as a learning environment where students learn about their local surroundings and use hands on investigation as they participate in nature walks.	Science Teachers		Science FCAT scores	Lesson Plans

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:	No students will be taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students achieved a level 4,5, or 6 in science.	*
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. Science Goal #2a:	Data indicates the need to increase the number of students scoring a Level 4 or above on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	19% (15) of 5th grade students scored a level 4 or 5 on the FCAT science	By June 2013, there will be a 5% increase in the number of students (19) earning a 4 or 5 on the science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Generating scoring rubrics	Apply scientific thinking skills to complete Science Fair Project K-2 classes will complete a class Science Fair Project.	Admin.	School leadership will conduct classroom walkthroughs to monitor effectiveness of differentiated instruction training.	Classroom Walkthrough tool, lesson plans
2	Acquiring scientific knowledge	K-5 students will participate in science field trips	Sci. Teachers, Admin	Gains on science assessments throughout the year.	Science assessments
3	Providing student support with science concepts beyond the classroom.	Use the school grounds as a learning environment where students learn about their local surroundings and use hands on investigation as they participate in nature walks.	Science Teachers	Science FCAT results	Lesson Plans

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:	There will be no students taking the Florida Alternate Assessment in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student scored a level 7 and above in science.	*

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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:	There was an increase in the number of students that achieved a Level 3 and higher on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (85) students achieved a level 3 in writing. 42% (39) students achieved a level 4 and higher in writing.	97% (97) will achieve a level 3 and higher on the 2013 FCAT Writing Assessment
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
	Consistency of scoring using FCAT rubric	Grades K-5 will complete Palm Beach	Admin. and Writing Teachers	Teachers will enter student data into EDW.	Scored student writing papers will

1		Writes prompts and score student papers using the FCAT rubric.		EDW data will be monitored and discussed during Learning Team Meetings.	be used to determine progress between pre-test prompt and mid-year prompt.
2	Implementation of new Curriculum, Lucy Calkins Writer's Workshop model.	Grades K-5 will implement Lucy Calkin's Primary Units of Study through the Writer's Workshop model in order to improve writing proficiency and develop a school wide writing plan.	Team Leaders, Administration	Teachers will meet monthly with district personnel to collaborate and implement the Units of Study.	Learning Team Meetings, Lesson Plans, Classroom walkthroughs. Palm Beach Writes, Cypress Trails Writes.
3	Limited knowledge of spelling sight words.	Students will participate in the Scripts Spellilng Bee.	Spelling Bee Coordinator, Administration	Teachers will work with students to incorporate sight words into their daily lessons.	School Spelling Bee competition.

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:

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Writer's Workshop in grades Kindergarten through Fourth grade.	Classroom rugs, mentor texts, chart paper, copy paper.	Title 1	$875.00
		Subtotal: $875.00	

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
Provide teachers with writer's workshop training.	substitutes	Title 1	$1,000.00
		Subtotal: $1,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide tutorial for students in grade Kindergarten through fourth.	Tutorial teachers	Title 1	$3,000.00
Participate in school-wide spelling bee.	Scripts Spelling Bee Materials	Title 1	$125.00
		Subtotal: $3,125.00	
		Grand Total: $5,000.00	

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:	Current data indicates a need to increase student attendance so they are present for instruction.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current Attendance Rate: 72%	100% of the students will be present for instruction.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
165	NA
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
93	NA
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	Student medical concerns, transportation, and parent non-compliance	Teachers will monitor students with an increasingly high number of absences.	Teacher and Attendance Clerk	Attendance log sheet	Teacher records and district data
2	Parent non-compliance	As soon as a student is absent for 10 days in a 90-day period, an Attendance Study Team meeting will be held to determine the cause of the absences.	Assistant Principal and Attendance Study Team Leader	The District provides forms that are to be used to conduct an Attendance Study Team meeeting.	Attendance Study Team Meeting notes will be kept on file.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			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-school suspensions will decrease by 2%. Out-of-school suspensions will decrease by 2%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3	By SY2013 the total number of In-school Suspension will be decreased by 2%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	By SY2013 the total number of students Suspended In-School Suspension will be decreased by 2%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
59	By SY2013 the total number of Out-of-School Suspensions will be decreased by 2%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
34	By SY2013 the total number of students Suspended Out-of-School will be decreased by 2%.

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	Clarity of expectations and continued momentum of program	Positive Behavior Support (PBS)Program through Single School Culture to include school climate, discipline, academics, and behavior	Assistant Principal	Monthly meetings to review student referrals and staff surveys	Staff surveys
2	Inconsistent implementation by parents and staff	Create PBS matrix for behavior and setting school expectations	PBS Committee	Monthly meetings to review student referrals and staff surveys	Staff surveys
3	Inconsistent implementation by staff	School-wide activities and events for anti-bullying protocols	PBS Committee	Monthly meetings to review student referrals	Referrals and staff suveys

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers in SwPBS.	Susbstitutes for teachers to attend professional development.	Title 1	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parent involvement by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (280) of parents were involved during the school year.	In 2013 we will have 55% (295) of our parents attend at least 2 school events according to sign-in sheets and the volunteer in Public School System.
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	Parent attendance varies based on topic and interest of event	Increase teacher communication with parents to 2 conferences per year. Use various media (including fliers, Edline, and call outs) to inform parents of school-wide events.	Classroom Teacher	Collect feedback surveys from parents.	Parent survey
2	Sudden event notices may not be timely for parents	Use the ParentLink call-out system to remind parents of school-wide events.	Assistant Principal	Print ParentLink reports and collect feedback from parent surveys	Parent Attendance Sheets and Parent Survey results
3	Parents not informed of curriculum, assessments and levels of students.	Parents will be invited to curriculum night and FCAT Night. SALP reports will be given to parents. Parents will attend Parent/Teacher conferences beginning Nov.19	Admin.	Feedback surveys from parents	Parent Survey
4	Parents not aware of the Family Involvement Policy/Plan nor School-Parent Compact.	Parents will meet before October 17 to develop the Family Involvement Policy/Plan and School-Parent Compacts. They will meet throughout the school year to evaluate schoolwide programs and their implementation.	Admin.	Compact Contract with student and parent signature	Policy Plan and Parent Compact
5	Lack of volunteers and business community partnership	Parents will receive training to become classroom volunteers and business partners. Speak to various businesses to partner up with our school.	Volunteer Coordinator	List of the names of classroom volunteers	Computer log of volunteer hours.
6	Parental lack of training in different subject areas.	School will provide trainings for parents on FCAT reading, math, science, and writing.	Classroom teachers and administrators	Sign in sheets, parent evaluation papers.	Parent Workshop evaluation papers.

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
Increase parental involvement by providing trainings, parent conferences, volunteering and school activities	paper, ink, resource books, food and refreshments, door prizes, pens, and markers.	Title 1	$2,000.00
			Subtotal: $2,000.00

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
Increase parental involvement by providing trainings, parent conferences, volunteering and school activities.	Training facilitators	Title 1	$1,250.00
			Subtotal: $1,250.00
			Grand Total: $3,250.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Appreciation of Multicultural Diversity Goal:

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:	
1. Appreciation of Multicultural Diversity Goal Appreciation of Multicultural Diversity Goal #1:	There was an increase of the number of multicultural activities on campus for parents and students
2012 Current level:	2013 Expected level:
Students and parents participated in 6 multicultural activities.	Maintain or increase the number of multicultural activities on campus by creating six school-wide multicultural awareness events.

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	Emphasize and demonstrate strong collaborative process	Establish a school diversity committee to increase variety of extra-curricular activities for students that develop culturally responsive attitudes, increase academic achievement, and foster positive intergroup relationships.	Admin.	Staff Survey	Minutes from School Diversity Committee meetings.
2	Lack of training	Attend conferences that focus on Multicultural topics and teaching stragegies.	Ulyssia Gibbs	Lesson Planning	Minutes from Confernces

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
Language and Culture Conference	4-5	Multicultural department	Ulyssia Gibbs	October 2012	Lesson Planning	Administration

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
8th Annual Language & Culture Conference	Elements of Reading Vocabulary Grades 4-5	Title 1	$25.00
			Subtotal: $25.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $25.00

End of Appreciation of Multicultural Diversity Goal(s)

Implementing the new district report card in grades Kindergarten and First. Goal:

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

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

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

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
Implement new Report Card and SAGES reporting system.	District training/ professional development.	Title 1	$500.00

			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Implementing the new district report card in grades Kindergarten and First. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement reader's workshop strategies in order to enhance the language arts curriculum.	paper, ink, chart paper, classroom libraries, laminating film, pens, pencils, post it notes, markers, bordette, construction paper, dye cuts, folders, listening centers,poster making supplies,carpets, and headphones.	Title 1	$15,172.00
Reading	Increase student background knowledge by incorporating social studies into the reading curriculum.	Studies Weekly materials.	Title 1	$20.00
Mathematics	Provide resources and materials in the classrooms to enhance instruction.	paper, ink, manipulatives, pencils, chart paper, post it notes, and laminating film.	Title 1	$6,516.75
Writing	Implement Writer's Workshop in grades Kindergarten through Fourth grade.	Classroom rugs, mentor texts, chart paper, copy paper.	Title 1	$875.00
Parent Involvement	Increase parental involvement by providing trainings, parent conferences, volunteering and school activities	paper, ink, resource books, food and refreshments, door prizes, pens, and markers.	Title 1	$2,000.00
				Subtotal: $24,583.75

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enhance technology in the classrooms.	Computers, printers, Reading Plus licensing. poster maker	Title 1	$16,482.00
				Subtotal: $16,482.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide training in Common Core, Readers and Writers Workshop, NABSE, IRA, RRR,and FRA.	Substitutes for teachers to attend trainings	Title 1	$6,043.00
Mathematics	Provide training for faculty to enhance their knowledge of math curriculum.	NCTM, Elementary Principals Annual Conference, ASCD.	Title 1	$9,107.50
Writing	Provide teachers with writer's workshop training.	substitutes	Title 1	$1,000.00
Suspension	Train teachers in SwPBS.	Susbstitutes for teachers to attend professional development.	Title 1	$300.00
Appreciation of Multicultural Diversity	8th Annual Language & Culture Conference	Elements of Reading Vocabulary Grades 4-5	Title 1	$25.00
Implementing the new district report card in grades Kindergarten and First.	Implement new Report Card and SAGES reporting system.	District training/ professional development.	Title 1	$500.00
				Subtotal: $16,975.50

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide afterschool tutorial for students in grades 3-5 focusing on	Tutorial teachers	Title 1	$7,200.00

				the lowest 25%.	
Mathematics	Provide afterschool tutorials for students in grades 3-5 focusing on the lowest 25%.	Tutorial teachers	Title 1		$5,651.75
Writing	Provide tutorial for students in grade Kindergarten through fourth.	Tutorial teachers	Title 1		$3,000.00
Writing	Participate in school-wide spelling bee.	Scripts Spelling Bee Materials	Title 1		$125.00
Parent Involvement	Increase parental involvement by providing trainings, parent conferences, volunteering and school activities.	Training facilitators	Title 1		$1,250.00

Subtotal: $17,226.75

Grand Total: $75,268.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/23/2012)

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
Professional Development of Orton Guillingham strategies	$1,950.00

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

The Cypress Trails Elementary School Advisory Council will:
1. Monitor, assess, and adjust the school improvement plan to ensure dynamic implementation of strategies to ensure growth in student achievement.
2. Communicate to all stakeholders the current performance level of the school and school goals.
3. Approve expenditure of SAC funds on activities that directly support the school improvement plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
CYPRESS TRAILS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	71%	86%	65%	304	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	71%	53%			124	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?	60% (YES)	47% (NO)			107	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
CYPRESS TRAILS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	77%	88%	53%	297	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	66%	59%			125	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	53% (YES)			96	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					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested