Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Cypress Elementary School	District Name: Pasco County Schools
Principal: Dolly Gauvey	Superintendent:
SAC Chair: Steve Scutari	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
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)	Number of Years at Current School	Number 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	Dolly Gauvey	B.S. Elementary Ed M.S. Computer Tech. in Education Cert. - Ed.Ldrshp.	1	7	2011-2012 CES B 2010-11, Leave of Absence 09-10, CHES C/AYP-No, Rdg. Proficiency 65%, Math-64%, Writing-75%, Science-41%; Rdg. Learning Gains-48%, Math Learning Gains-66%, Lowest 25% Rdg. Learning Gains-47%, Lowest 25% Math Learning Gains-73% 08-09, SPES A/AYP-No, Rdg. Proficiency 71%, Math-64%, Writing-77%, Science-43%; Rdg. Learning Gains-64%, Math Learning Gains-67%, Lowest 25% Rdg. Learning Gains-73%, Lowest 25% Math Learning Gains-71% 07-08, SPES A/AYP-No, Rdg. Proficiency 71%, Math-67%, Writing-64%, Science-42%; Rdg. Learning Gains-71%, Math Learning Gains-74%, Lowest 25% Rdg. Learning Gains-69%, Lowest 25% Math Learning Gains-71% 06-07, SPES A/AYP-No, Rdg. Proficiency 83%, Math-72%, Writing-79%, Science-38%; Rdg. Learning Gains-70%, Math Learning Gains-65%, Lowest 25% Rdg. Learning Gains-72%, Lowest 25% Math Learning Gains-55% 05-06, SPES A/AYP-Yes, Rdg. Proficiency 86%, Math-73%, Writing-80%, Rdg. Learning Gains-72%, Math Learning Gains-69%, Lowest 25% Rdg. Learning Gains-67%

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Assistant Principal	Erika Tonello	BS Elementary Education Masters in Educational Leadership Certified: Elementary Education 1-6, Educational Leadership, School Principal	1	6	2011-2012 CES B 2011: SES School Grade C AYP = no 2010: SES School Grade B AYP = no 79% 2009: SES School Grade A AYP = no 85% 2008: SES School Grade A AYP = no 90% 2007: SES School Grade A AYP = yes 100%

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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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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)
Literacy	Michelle Stabley	BS- Elem. Ed MA- Reading	1	1	10-11, CES C/AYP-No

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. We recruit high quality/highly qualified teachers through WinOcular, our County's application database system. We retain through ongoing support, conferencing, training, and coaching.	Administration	June 2013
1.		
2.		
3.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*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

Staff Demographics

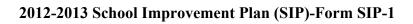Please complete the following demographic information about the instructional staff in the school.

*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
60	2/60=3%	13/60=21%	26/60=43%	19/60=32%	15/60=25%	100%	5/60=8%	3/60=5%	39/60=65%

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
Julieen Urbanek	Courtney Burchard	Julieen is a first year teacher.	Weekly meetings, grade level planning.

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Additional Requirements

*Coordination and Integration-*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, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team academics: Dolly Gauvey, Principal   Erika Tonello, Assistant Principal   Gina Thompson, Support Facilitator   Lavon Dormeyer, Guidance Counselor   Renee Spragg, Speech   Tracey Carman, Basic Intervention Teacher   Michelle Percival, Teacher   Autumn Nichols, Teacher   Kim Scheu, Teacher   Linda Hart, ESE Teacher   Michelle Stabley, Literacy Coach   Sylvia Haskins, Technology Specialist   Behavior: Dolly Gauvey, Principal   Erika Tonello, Assistant Principal   Nancy Trumble, ESE Teacher   Krystal Yates, Primary Teacher   Rachel Paul, Primary Teacher   Toni Mehring, Primary Teacher   Tara Clune, Intermediate Teacher

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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 PS/RtI Leadership Team is entering Year 2 of PS/RtI training and will have four days of training with our district cadre. The team's goal is to implement problem-solving processes and to build capacity for PS/RtI across grade levels and roles. The RTI Leadership team routinely meets with teaching teams by grade level to engage in Tier I planning and problem solving across academic subject areas. Members will rotate the roles of facilitator, recorder and timekeeper in order to build capacity for problem solving across team members. Members of the PS/RtI Leadership Team will meet as a team for implementation planning and problem solving of systems-level issues (Tier 1,2 and 3.) The activities of the PS/RtI leadership team will directly support our school-wide goals involving text-dependent questioning and summarizing of rigorous text and student engagement. We consult with other schools for resources and assistance as part of the problem-solving process.

Professional Learning Communities – PS/RtI Leadership team members model and support Tier I and II problem-solving processes in the area of Reading.

School-Based Intervention Team (S-BIT) – PS/RtI Leadership Team members serve on the S-BIT, and are responsible for guiding teachers through the PS/RtI process at the Tier III (individual student) level. The S-BIT members will rotate the roles of facilitator, recorder and timekeeper in order to build capacity for problem solving across team members.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

School-Based RtI Leadership Team members reviewed school-wide achievement data and provided input into the development of the school improvement plan. The School-Based RtI Leadership Team will review the School Improvement
Plan throughout the year to insure fidelity of implementation.
- Analysis of relevant demographic/school-based profile data for the purpose of problem analysis and hypothesis generation
- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity
- Analysis of school-wide and grade level specific data in order to identify student achievement trends
- Analysis of disaggregated data in order to identify student achievement trends
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic
Assessment)
- Development of data review plans, supports, and calendars
- Review of Progress Monitoring data
- Planning for interventions
- Assessment of RtI implementation progress (Self-Assessment of Problem Solving Implementation (SAPSI)
- Assessment of school staff's skill development (RtI Skills Survey)
- Development of professional development/technical assistance plan to support RtI implementation
-Analysis of school-wide and grade-level data in order to identify student achievement trends.
-Analysis of disaggregated data in order to identify trends and groups in need of intervention.
-Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
-Development of data review plans, supports, and calendars.
-Development of processes to ensure intervention fidelity
-Review of Progress Monitoring data.
-Planning for Interventions.

MTSS Implementation

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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.

During the 2011-2012 school year, Cypress Elementary will be using the following data sources and data management systems to summarize data at each tier for reading, mathematics, science, writing and behavior:

Reading:
• FAIR - Universal Screener (3x per year)
• Treasures/Triumphs K-2 Placement Test
• Treasures/Triumphs K-5 Unit Test Reading Series (On L, BL, Approaching Level) via the Core K - 12
• Treasures/Triumphs weekly assessments
• Running Record (miscue analysis) – used as needed to guide instruction
• SAT – 10 (2nd)
• FCAT (3-5)
• Teacher observation of literacy behaviors
• Kaleidoscope assessments ESE students
• FLKRS K students
• DAR
• Continuum of Services Log

Math:
• FCAT (3-5)
• Core K-12 (2nd-5th) (3x time a year-August, December and May)
• Benchmark tests for K and 1 through HMH (3x times a year-August, December, May)
• Unit pre and post tests (district pacing/road maps)
• Daily Intervention-Quick Checks (student math board w/ HMH)
• Soar to Success
• Show What You Know Diagnostic Assessment
• Continuum of Services Log

Science:
• Core K-12 Benchmark Assessments BOY, MOY, EOY. Students graph progress.
• Benchmark Assessments in Grades K and 1. BOY, MOY, EOY. Students graph progress.
• End of Chapter test that accompanies Big Idea given in grades 2-5.
• Continuum of Services Log

Writing:
• FCAT (4th)
• Writing prompts (monthly, 3x/year)
• Teacher observations documented on conference form
• Continuum of Services Log

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Behavior:
• Pasco STAR discipline data
• Targeted observations focusing on a specific behavior or skill
• Continuum of Services Log
• Tier 3 Behavior Monitoring Form

Describe the plan to train staff on MTSS.
We are in Year Two and part of a cadre in the district that is receiving training on RtI. We continue to provide staff development to understand and properly implement the process.
School-Based RtI Leadership Team training:
-The School-Based RtI Leadership Team will attend 4 days of PS/RtI training with district coaches.
-The team will receive ongoing coaching support from our school-based PS/RtI coach and school psychologist. A primary focus of this coaching will be building capacity for all School-Based RtI Leadership Team members to serve as facilitators in the problem solving process.

Describe the plan to support MTSS.
In-House Staff Training:
-The School-Based RtI Leadership Team will provide in-house staff development to teachers on the PS/RtI model and group problem solving processes. The school-wide resource inventories and implementation plan will be created.
-This training will be generalized to grade level groups through weekly professional learning communities utilizing the PS/RtI model at a Tier I level, with a gradual release of responsibility to the facilitators. Tier II problem solving will be incorporated into weekly meetings and quarterly data analysis meetings. Tier III problem solving will be modeled and practiced in the weekly S-BIT meetings.
-The school psychologist/PS/RtI coach will provide ongoing modeling and coaching support to School-Based RtI Leadership
Team members and other staff throughout meetings at the Tier I, II and III levels.
-The School-Based RtI Leadership Team will create a Data Room to display an analysis of historical and current school wide.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Dolly Gauvey, Erika Tonello, Michelle Stabley, Nancy Trumble, Linda Hart, Judy Miller, Kara Scapin, Lisa Adams, Michelle Percival, Autumn Nicholas, Courtney Burchard
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Our Literacy Coach, in conjunction with administration, are facilitators. The LLT ensures that the goals outlined in our SIP are implemented and resources are provided where needed. The LLT meets monthly to engage in Tier I problem solving and instructional planning.

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What will be the major initiatives of the LLT this year? Reading application with writing will be a focus of staff development, walkthroughs and the continued focus on student achievement. There will be an added focus on how to create learning gains in our lowest quartile readers. The LLT will also work on how to build readiness to implement the CCSS in ELA and Literacy in content with high quality in every classroom.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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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.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

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?

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.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Teachers not consistently using cooperative learning structures as a tool to enhance student engagement.	1A.1. Teachers will incorporate cooperative learning structures in their lessons and consistently use cooperative learning structures to engage students.	1A.1. Teachers Administration	1A.1. Students actively participating and engaged in lessons.	1A.1. Observations Student work Samples Lesson plans Action Plans from Grade Level PLCs Action Plan Grade Level Data Days		

June 2012
Rule 6A-1.099811
Revised April 29, 2011

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Reading Goal #1A: On 2013 Reading FCAT 30% of our students will earn a 3 or above in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3rd: 23% 4th: 21% 5th: 25%	3rd: 30% 4th: 30% 5th: 30%					

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		1A.2. Teachers not consistently having students write/ summarize throughout the lesson for all curriculum areas. Teachers not having students use text based evidence. Teachers not making time to have student discussions so they can justify and defend their answers.	1A.2. Teachers will plan for students to write and summarize about their learning in all curriculum areas using evidence from the text to support their answers. Time will be dedicated for students to have peer conversations to justify and defend their answers.	1A.2. Teachers Literacy Coach Administration	1A.2. Student writing and summarization posted in classroom and in student notebooks.	1A.2. Observations Student work samples Action Plans from Grade Level PLCs Action Plan Grade Level Data Days	

		1A.3. Teachers are more comfortable asking memory/ recall questions rather than higher level questions that require analysis and connections to the text. Teachers rephrase questions when student cannot answer. Time for teachers to plan text based questions.	1A.3. Teachers will plan together to create text based questions, higher level questions, to be asked during instruction based on evidence in the actual text being read. Teachers will plan for and use think alouds to model responding to text-dependent questions that require close reading of varying levels of complexity.	1A.3. Teachers Literacy Coach Administration	1A.3. Students responding to questions and engaging in discussions using evidence from the text.	1A.3. Observations Student work samples Action Plans from Grade Level PLCs Action Plan Grade Level Data Days	
		1A.4. The amount of time is lacking in which students are engaged in independent reading.	1A.4. Teachers will implement PAWS, daily independent reading time for students. Students will be independently read more rigorous text.	1A.4. Teachers Students Literacy Coach	1A.4. Color coded PAWS around the school	1A.4. PAWS for reading log Action Plans from Grade Level PLCs Action Plan Grade Level Data Days	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Teachers having time to create opportunities for differentiating across curriculum areas.	2A.1. Teachers will use data and plan together for the differentiation of lesson that will incorporate rigorous text. Teachers will introduce, model and provide opportunities for students to be enriched with project-based learning.	2A.1. Teachers Administration Media Specialist	2A.1. Student projects that include text dependent evidence Students reading a wide genre of books Students using Technology Students involved in inquiry learning Various resources being utilized	2A.1. Student self graphing of their data Core K-12 (Math & Science) FAIR (Reading) Pre/Post Tests (Math) Rubrics for projects Action Plans from Grade Level PLCs Action Plan Grade Level Data Days		

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Rule 6A-1.099811
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Reading Goal #2A: On 2013 Reading FCAT 50% of our students will earn a 4 or above in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	3rd: 38% 4th: 32% 5th: 36%	3rd: 50% 4th: 50% 5th: 50%				
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Teachers do not have time to challenge and enrich higher performing students.	3A.1. Teachers will use iii time to provide enrichment for higher performing students that will include rigorous text. Teachers will plan together by grade level.	3A.1. Teachers	3A.1. Minutes from grade level Meeting Action plans from grade level meetings Observations of students engaged in challenging activities during iii time that included text dependent evidence	3A.1. Lesson plans Student work samples Action Plans from Grade Level PLCs Action Plan Grade Level Data Days		
Reading Goal #3A: On 2013 Reading FCAT 80% of our students will earn a learning goal in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	4th: 51% 5th: 62%	4th: 80% 5th: 80%					

		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3rd: 4th: 5th:	3rd: 4th: 5th:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Inconsistent progress monitoring of lowest quartile students. Inconsistent use of assessment. The precise identification of the reading deficit is often misdiagnosed, leading to ineffective intervention.	4A.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	4A.1. Basic and ESE Teachers Literacy Coach Administration	4A.1. Progress monitoring in the classrooms including graphing of the data.	4A.1. Minutes from monthly monitoring of PMP students Core K-12 Reading: DAR, FAIR, MMH: Weekly and Unit Assessments, Selection Assessments, Kaleidoscope Assessments, Triumphs Assessments		
Reading Goal #4A: On 2013 Reading FCAT 85 % of our students in the lowest 25% will make a learning gain in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	78%	85%					
		4A.2. Not grouping students by deficit area.	4A.2. Teachers will plan together and group students by specific need.	4A.2. Basic and ESE Teachers Literacy Coach Administration	4A.2. Progress monitoring in the classrooms including graphing of the data.	4A.2. Minutes from monthly monitoring of PMP students Core K-12 Reading: DAR, FAIR, MMH: Weekly and Unit Assessments, Selection Assessments, Kaleidoscope Assessments, Triumphs Assessments	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**Reading:** **80%**	**Reading:** **82%**	**Reading:** **84%**	**Reading:** **86%**	**Reading:** **88%**	**Reading:** **90%**
Reading Goal #5A: **On the 2017 Reading assessment 90% of our students will be proficient.**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Teachers not consistently using cooperative learning structures as a tool to enhance student engagement.	5B.1. Teachers will incorporate cooperative learning structures in their lessons and consistently use cooperative learning structures to engage students.	5B.1. Teachers Administration	5B.1. Students actively participating and engaged in lessons.	5B.1. Observations Student work Samples Lesson plans		

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Reading Goal #5B: On the 2013 FCAT Reading test 10% more of each subgroup will be proficient in Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White:62 % Black: 25% Hispanic: 43% Asian: 75% American Indian:	*Enter numerical data for expected level of performance in this box.* White: 72% Black: 35% Hispanic: 53% Asian: 85% American Indian:					
		5B.2. Teachers not consistently having students write/ summarize throughout the lesson for all curriculum areas. Teachers not having students used text based evidence. Teachers not making time to have student discussions so they can justify and defend their answers.	5B.2. Teachers will plan for students to write and summarize about their learning in all curriculum areas using evidence from the text to support their answers. Time will be dedicated for students to have peer conversations to justify and defend their answers.	5B.2. Teachers Literacy Coach Administration	5B.2. Student writing and summarization posted in classroom and in student notebooks.	5B.2. Observations Student work samples	

		5B.3. Teachers are more comfortable asking memory/recall questions rather than higher level questions that require analysis and connections to the text. Teachers rephrase questions when student cannot answer. Time for teachers to plan text based questions.	5B.3. Teachers will plan together to create text based questions, higher level questions, to be asked during instruction based on evidence in the actual text being read. Teachers will plan for and use think alouds to model responding to text-dependent questions that require close reading of varying levels of complexity.	5B.3. Teachers Literacy Coach Administration	5B.3. Students responding to questions and engaging in discussions using evidence from the text.	5B.3. Observations Student work samples
		5B.4. The amount of time is lacking in which students are engaged in independent reading.	5B.4. Teachers will implement PAWS, daily independent reading time for students. Students will be independently read more rigorous text.	5B.4. Teachers Students Literacy Coach	5B.4. Color coded PAWS around the school	5B.4. PAWS for reading log

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Inconsistent progress monitoring of lowest quartile students. Inconsistent use of assessment. The precise identification of the reading deficit is often misdiagnosed, leading to ineffective intervention.	5C.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	5C..1. Basic and ESE Teachers Literacy Coach Administration	5C..1. Progress monitoring in the classrooms including graphing of the data.	5C..1. Minutes from monthly monitoring of PMP students Core K-12 Reading: DAR, FAIR, MMH: Weekly and Unit Assessments, Selection Assessments, Kaleidoscope Assessments, Triumphs Assessments		

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Reading Goal #5C: On the 2013 FCAT Reading test 10% more of each ELL group will be proficient in Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	LF: 100% LY: 39% LZ: 50%	LF: 100% LY: 49% LZ: 60%					
		5C..2. Not grouping students by deficit area.	5C..2. Teachers will plan together and group students by specific need.	5C.2. Basic and ESE Teachers Literacy Coach Administration	5C.2. Progress monitoring in the classrooms including graphing of the data.	5C.2. Minutes from monthly monitoring of PMP students Core K-12 Reading: DAR, FAIR, MMH: Weekly and Unit Assessments, Selection Assessments, Kaleidoscope Assessments, Triumphs Assessments	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Inconsistent progress monitoring of lowest quartile students. The precise identification of the reading deficit is often misdiagnosed, leading to ineffective intervention.	5D.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	5D1. Basic and ESE Teachers Literacy Coach Administration	5D.1. Progress monitoring in the classrooms including graphing of the data.	5D.1. Minutes from monthly monitoring of PMP students Core K-12 Reading: DAR, FAIR, MMH: Weekly and Unit Assessments, Selection Assessments, Kaleidoscope Assessments, Triumphs Assessments		

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Reading Goal #5D: On the 2013 FCAT Reading test 80% of the SWD students will be proficient in Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	80%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Inconsistent progress monitoring of lowest quartile students. The precise identification of the reading deficit is often misdiagnosed, leading to ineffective intervention.	5E.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	5E.1. Basic and ESE Teachers Literacy Coach Administration	5E.1. Progress monitoring in the classrooms including graphing of the data.	5E.1. Minutes from monthly monitoring of PMP students Core K-12 Reading: DAR, FAIR, MMH: Weekly and Unit Assessments, Selection Assessments, Kaleidoscope Assessments, Triumphs Assessments		

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Reading Goal #5E: On the 2013 FCAT Reading test 50% of the ED students will be proficient in Reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	22% proficient	50% proficient					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						

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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
Weekly PD in CCSS and Best practices; ie, Assessment Prompts, Summarizing, Cooperative Learning, Differentiated Instruction, Higher Order Text Dependent Questions, Rigorous Text and Close Reading	Pre-K-5	Literacy Coach	School-wide	K- 12 Weekly Reading Meetings	Modeling by Literacy Coach Pre/Post Conferences Observations Literacy Scans	Literacy Coach Administration
Common Core State Standards	K-5	State Presenters	Principal, Assistant Principal, Primary Teacher, Intermediate Teacher	June 2012	Create and action plan and revisit	Administration
Independent Reading	K-5	District Trainer	All classroom teachers	Preplanning week and September 19, 2012	Classroom observations Lesson Plans	Literacy Coach Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Independent Reading Training	Books for training	District Office	2,500.00
Subtotal: 2,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 2,500			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Students not proficient with the English Language.	1.1. Teachers will plan together and group students by specific need.	1.1. Administration ELL Resource Teacher	1.1. Walk-throughs	1.1. CELLA	
CELLA Goal #1: On the 2013 CELLA listening/ speaking assessment 80% of our students will be proficient.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	K: 0% (2students) 1: 100%(4 students) 2: 50% (2 students) 3: 0% (1 student) 4: 33% (3 students) 5: 100% (1 student) 7/13= 54%					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Students not proficient with the English Language.	2.1. Teachers will plan together and group students by specific need.	2.1. Administration ELL Resource Teacher	2.1. Walk-throughs	2.1. CELLA	
CELLA Goal #2: On the 2013 CELLA reading assessment 50% of our students will be proficient.	2012 Current Percent of Students Proficient in Reading:					
	K: 0% (2 students) 1: 0% (4 students) 2: 0% (2 students) 3: 100% (1 student) 4: 50% (2 students) 5: 100% (1 student) 3/12= 25%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Students not proficient with the English Language.	2.1. Teachers will plan together and group students by specific need.	2.1. Administration ELL Resource Teacher	2.1. Walk-throughs	2.1. CELLA	
CELLA Goal #3: **On the 2013 CELLA writing assessment 50% of our students will be proficient.**	2012 Current Percent of Students Proficient in Writing :					
	K: 0% (2 students) 1:0% (4 students) 2: 0% (2 students) 3: 0% (1 student) 4: 50% (2 students) 5: 100% (1 student) 2/12=17%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Teachers not consistently using cooperative learning structures as a tool to enhance student engagement.	1A.1. Teachers will incorporate cooperative learning structures into their lessons and consistently use cooperative learning structures to engage students.	1A.1. Teachers Administration	1A.1. Students actively participating in lessons.	1A.1. Observations Student work samples Lesson Plans		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #1A: On 2013 Math FCAT 40% of our students will earn a 3 in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	3rd: 34 4th: 20 5th: 32	3rd: 40% 4th: 40% 5th: 40%				
		1A.2. Teachers not consistently having students write/ summarize throughout the lesson for all curriculum areas. Teachers not making time to have student discussions so they can justify and defend their answers.	1A.2. Teachers will collaboratively plan for students to write and summarize about their math reasoning and have time to discuss their reasoning with peers. Time will be dedicated for students to have peer conversations to justify and defend their answers.	1A.2. Teachers Administration	1A.2. Student writing and summarization posted in classroom and in student notebooks.	1A.2. Observations of students led conversations Student work samples	

		1A.3. Teachers are not using think alouds to model how to respond to the 8 standards of mathematical practices.	1A.3. Teachers will plan for and use think alouds to model responding to the 8 standards of mathematical practices.	1A.3. Teachers Literacy Coach Administration	1A.3. Observations of teachers using think alouds to model how to respond to the 8 standards of mathematical practices. Evidence of student engagement and participation in teacher directed think-alouds.	1A.3. Response Journals Assessment Prompts throughout the lesson Lesson plans	
		1A.4. Differentiation during the math block has not always occurred.	1A.4. Teachers will provide differentiated instruction to meet all students' needs though the use of math centers and grouping students based on pre-tests.	1A.4. Teachers Administration	1A.4. Students will be monitored via Pre/Post Tests and CORE K-12 assessments. Students engaged in differentiated math centers	1A.4. Pre/Post test CORE K-12 Lesson Plans	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Teachers having time to create opportunities for differentiating across curriculum areas.	2A.1. Teachers will use data and plan together for the differentiation of lessons that will include math centers. Teachers will introduce, model and provide opportunities for students to be enriched with project-based learning where students can justify and defend their answers.	2A.1. Teachers Administration	2A.1. Evidence of student projects Students reading a wide genre of books Students using technology Students involved in inquiry learning Various resources being utilized	2A.1. Student self graphing of their data Core K-12 (Math & Science) FAIR (Reading) Pre/Post Tests (Math) Rubrics for projects		

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Mathematics Goal #2A: On 2013 Math FCAT 40% of our students will earn a 4 or above in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	3rd: 25% 4th: 28% 5th: 28%	3rd: 40% 4th: 40% 5th: 40%				
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Students lack the background knowledge of math vocabulary.	3A.1. Teachers will use research based vocabulary strategies to increase students' knowledge of vocabulary. Students will have opportunities to create pictorial representations of vocabulary words and use them when writing about their learning.	3A.1. Teachers	3A.1. Math Journals Pictorial examples of vocabulary posted Lesson Plans	3A.1. Assessment Prompts CORE K12 Evidence of math vocabulary used in math journal		

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Mathematics Goal #3A: On 2013 Math FCAT 80% of our students will earn a learning gain in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73%	80%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Inconsistent progress monitoring of lowest quartile students.	4A.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	4A.1. Basic and ESE Teachers Administration	4A.1. Progress monitoring in the classrooms including graphing of the data.	4A.1. Meeting minutes Pre/post data		

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Mathematics Goal #4A: On 2013 Math FCAT 80% of our lowest 25% students will earn a learning gain in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	62%	80%				
		4A.2. Teachers not knowing how to implement math centers.	4A.2. Teachers will collaboratively plan together math centers that target the specific needs of the students and include a spiral review center.	4A.2. Basic and ESE Teachers Administration	4A.2. Evidence of students using math centers for current topic and a spiral review.	4A.2. Lesson plans Observations Pre/Post tests
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	

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Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**Math** **72%**	**Math** **74%**	**Math** **76%**	**Math** **78%**	**Math** **80%**	**Math** **82%**
Mathematics Goal #5A: **On the 2017 Math assessment 82% of our students will be proficient.**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5A.1. Teachers not consistently using cooperative learning structures as a tool to enhance student engagement.	5A.1. Teachers will incorporate cooperative learning structures into their lessons and consistently use cooperative learning structures to engage students.	5A.1. Teachers Administration	5A.1. Students actively participating in lessons.	5A.1. Observations Student work samples Lesson Plans		

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Mathematics Goal #5B: On 2013 Math FCAT each subgroup of students will increase their proficiency in math by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box. White: 57% Black: 25% Hispanic: 49% Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White:67% Black: 35% Hispanic: 59% Asian: American Indian:				

		5A.2. Teachers not consistently having students write/ summarize throughout the lesson for all curriculum areas. Teachers not making time to have student discussions so they can justify and defend their answers.	5A.2. Teachers will collaboratively plan for students to write and summarize about their math reasoning and have time to discuss their reasoning with peers. Time will be dedicated for students to have peer conversations to justify and defend their answers. Time will be dedicated for students to have peer conversations to justify and defend their answers.	5A2. Teachers Administration	5A.2. Student writing and summarization posted in classroom and in student notebooks.	5A.2. Observations of students led conversations Student work samples	
		5A.3. Teachers are not using think alouds to model how to respond to the 8 standards of mathematical practices.	5A.3. Teachers will plan for and use think alouds to model responding to the 8 standards of mathematical practices.	5A.3. Teachers Literacy Coach Administration	5A.3. Observations of teachers using think alouds to model how to respond to the 8 standards of mathematical practices. Evidence of student engagement and participation in teacher directed think-alouds.	5A.3. Response Journals Assessment Prompts throughout the lesson Lesson plans	

		5A.4. Differentiation during the math block has not always occurred.	5A.4. Teachers will provide differentiated instruction to meet all students' needs though the use of math centers and grouping students based on pre-tests.	5A.4. Teachers Administration	5A.4. Students will be monitored via Pre/Post Tests and CORE K-12 assessments. Students engaged in differentiated math centers	5A.4. Pre/Post test CORE K-12 Lesson Plans	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: On 2013 Math FCAT our ELL students will increase their proficiency in math by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	LF:71% LY:50% LZ:39%	LF: 61% LY: 40% LZ: 29%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Inconsistent progress monitoring of lowest quartile students.	5D.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	5D.1. Basic and ESE Teachers Administration	5D.1. Progress monitoring in the classrooms including graphing of the data.	5D.1. Meeting minutes Pre/post data		

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Mathematics Goal #5D: On 2013 Math FCAT our SWD will increase their proficiency in math by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	3rd: 71% 4th: 90% 5th: 85%	3rd: 61% 4th: 80% 5th: 75%				
		5D.2. Teachers not knowing how to implement math centers.	5D.2. Teachers will collaboratively plan together math centers that target the specific needs of the students and include a spiral review center.	5D.2. Basic and ESE Teachers Administration	5D.2. Evidence of students using math centers for current topic and a spiral review.	5D.2. Lesson plans Observations Pre/Post tests
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Inconsistent progress monitoring of lowest quartile students.	5E.1. Grade level teachers will meet monthly to analyze the progress of the PMP students. Decisions will be made using the MTSS process to determine if interventions are successful based on student data.	5E.1. Basic and ESE Teachers Administration	5E.1. Progress monitoring in the classrooms including graphing of the data.	5E.1. Meeting minutes Pre/post data		

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Mathematics Goal #5E: On 2013 Math FCAT will have a 10% increase in our proficiency for our ED students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	87%	77%				
		5E.2. Teachers not knowing how to implement math centers.	5E.2. Teachers will collaboratively plan together math centers that target the specific needs of the students and include a spiral review center.	5E.2. Basic and ESE Teachers Administration	5E.2. Evidence of students using math centers for current topic and a spiral review.	5E.2. Lesson plans Observations Pre/Post tests
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Mathematics Professional Development

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

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or PD Activities 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
Math Centers	K-5	Teachers in Ed Leadership Classes	Volunteers	Pre planning	Walk throughs Student work samples	Administration Teachers
Common Core Math Practices	K-5	Common Core Leadership Team	K-5 Teachers	ongoing	Student work samples	Administration Teachers

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Math Textbooks	Textbooks	Textbook Fund	
Subtotal: $11,331.23			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CCSS Math	Digging Deeper into the CCSS math	NA	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $11,331.23			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Teachers not consistently using cooperative learning structures as a tool to enhance student engagement.	1A.1. Teachers will incorporate cooperative learning structures into their lessons and consistently use cooperative learning structures to engage students.	1A.1. Teachers Administration	1A.1. Students actively participating in lessons.	1A.1. Observations Student work samples		

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Science Goal #1A: On 2013 Science FCAT 50% of our students will earn a level 3 in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	5th: 41%	5th: 50%					

		1A.2. Teachers not consistently having students write/ summarize throughout the lesson for all curriculum areas. Teachers not having students use text-based evidence. Teachers not making time to have student discussions so they can justify and defend their answers.	1A.2. Teachers will collaboratively plan for science integration and have students to write and summarize about their learning in all curriculum areas using evidence from the text to support their answers. Students will have peer conversations to justify and defend their answers.	1A.2. Teachers Administration	1A.2. Student writing and summarization posted in classroom and in student notebooks.	1A.2. Observations Student work samples Lesson plans	

		1A.3. Teachers are more comfortable asking memory/ recall questions rather than higher-level questions that require analysis and connections to the text. Teachers rephrase questions when students cannot answer. Time for teachers to plan text based questions.	1A.3. Teachers will collaboratively plan together to create higher-level questions to be asked during instruction based on evidence in the actual text being read. Teachers will plan for and use think alouds to model responding to text dependent questions that require close reading of science based non-fiction reading.	1A.3. Teachers Administration	1A.3. Students responding to questions and engaging in discussions using evidence from the text.	1A.3. Observations Student work samples	
		1A.4. Teachers are not using think alouds to model how to respond to higher-level questions.	1A.4. Teachers will plan for and use think alouds to model responding to text-dependent questions of varying levels of complexity.	1A.4. Teachers Administration	1A.4. Observations of teachers using think alouds to model responding to higher-level questions during their lessons. Lesson plans Literacy Scans	1A.4. Response Journals Assessment Prompts throughout the lesson	
		1A.5.	1A.5.	1A.5.	1A.5.	1A.5.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Teachers having time to create opportunities for differentiating across curriculum areas.	2A.1. Teachers will use data and plan together for the differentiation of lessons. Teachers will introduce, model and provide opportunities for students to be enriched with project-based learning.	2A.1. Teachers Administration	2A.1. Evidence of student projects Students reading a wide genre of books Students using technology Students involved in inquiry learning Various resources being utilized	2A.1. Student self graphing of their data Core K-12 Science Rubrics for projects		
Science Goal #2A: On 2013 Science FCAT 30% of our students will earn a level 4 or above in science.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	5th: 11%	5th: 30%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Science Professional Development

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

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Informational Reading	Science Textbooks	Textbook fund	$1,267.04
Subtotal: $1,267.04			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Materials for Inquiry Science	Materials for Inquiry Science	District Science Funds	
Subtotal: $1000.00			
Total: $2,267.04			

End of Science Goals

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Writing Goals

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

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

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students not writing across all content areas.	1A.1. Teachers will collaboratively plan for students to write and summarize about their learning in all curriculum areas using evidence from the text to support their answers. Students will have peer conversations to justify and defend their answers.	1A.1. Teachers Literacy Coach Administration	1A.1. Students writing samples posted in classroom and evidenced in notebooks.	1A.1. Writing Prompts Observations Lesson Plans		
Writing Goal #1A: On 2013 Writing FCAT 80% of our students will earn a level 3 in writing.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*						

	4th: 3.0+ 72% 3.5+ 41% 4.0+ 21%	4th: 3.0+ 90% 3.5+ 50% 4.0+ 40%				
		1A.2. Teachers not sharing students' writing samples as a grade level.	1A.2. Grade level and horizontal teams will share a critic student writing samples to come to consensus on scoring.	1A.2. Teachers Literacy Coach Administration	1A.2. Common language will be used across the school when discussing writing expectations. Binder with grade level writing samples and CCSS exemplars.	1A.2. Writing Prompts Observations Meeting Minutes	
		1A.3. Teachers are not using think alouds during the focus lesson to model specific writing skills including evidence based non-fiction writing.	1A.3. Teachers will collaboratively plan for and use think alouds to model specific writing skills including evidence based non-fiction writing and grammar. Students will actively engage in modeling of the teacher's writing focus lessons.	1A.3. Teachers Literacy Coach Administration	1A.3. Students will actively engage in modeling of the teacher's writing focus lessons. Teacher/student modeled piece posted and referred to and used.	1A.3. Observations Writing Prompts	

		1A.4. The complete writing process is being used for every piece of writing.	1A.4. Grade level teachers will collaboratively plan mini lessons that focus on students justifying evidence into their writing. Students will keep a writing folder with various pieces of writing that they will revisit and revise based on the mini lessons.	1A.4. Teachers Literacy Coach	1A.4. Student writing folder Grade level planning minutes	1A.4. Student Writing Folder	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

June 2012
Rule 6A-1.099811
Revised April 29, 2011

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CCSS – Writing Across the Curriculum	CCSS	NA	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		

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Civics Goal #1: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1. There is a lack of consistent attendance.	1.1. Monthly attendance meetings will occur to discuss the students who are absent, tardy and leave early. The teacher will notify parents after students are absent for more than 3 consecutive days. Social worker will contact families when appropriate. The State Attorney's Office will be notified of excessive absences.	1.1. Basic teachers Social Worker Guidance Counselor Administrators Clinic Assistant Data Entry Operator	1.1. Monthly TERMS reports and Pasco Star reports will be analyzed at attendance meetings.	1.1. Teachers will submit attendance on eSembler by 10:15.		
Attendance Goal #1: In the 2013 school year our students who have 10 or more absences and tardies will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

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	95.131%	95%				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	In the 2012 school year we had 236 students who had 10 or more absences.	In the 2013 school year we will have 201 students with 10 of more absences.				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	In the 2012 school year, 45 students had 10 or more tardies.	In the 2013 school year, the number of students with 10 of more tardies will reduce to 40.				

		1.2. Issues related to poverty, family problems, transportation problems, and lack of parental support are the major barriers contributing to the issue of students arriving tardy.	1.2. Letters will be sent home to the parents of students who have accumulated 4 tardies. A copy of this letter will be copied to the teacher and the school social worker as well. The school social worker will continue to keep a database to monitor tardies. The State Attorney's Office will be notified of excessive tardies. The school social worker will facilitate monthly attendance meetings.	1.2. Administration Data Entry Operator Classroom Teachers School Social Worker Guidance Counselor Front Office Staff PBS Committee	1.2. Monthly Attendance meetings, PBS Committee meetings, and PS/RtI meetings	1.2. TERMS reports, School Social Worker's database reports, and Raptor reports	

		1.3.	1.3.	1.3.	1.3.	1.3.	
			Letters will be sent home to the parents of students who have been signed out early on 4 occasions. A copy of this letter will be copied to the teacher and the school social worker as well. The school social worker will continue to keep a database to monitor early dismissals. The State Attorney's Office will be notified of excessive early dismissals. The school social worker will facilitate monthly attendance meetings	Administration Data Entry Operator Classroom Teachers School Social Worker Guidance Counselor Front Office Staff PBS Committee			

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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| 1. Suspension | 1.1.
Lack of consistent implementation of school-wide behavior rules or procedures. | 1.1.
The positive behavior committee will revisit the school wide rules, a flow chart for consequences and reward system. This will be shared out with the entire staff to gain feedback and buy-in.

Teachers will teacher school wide expectations quarterly.

New students to Cypress will be shown our PBS video and will review school wide expectations with administration.

The Cub 100 Club will be revisited and teachers will be retrained to have consistency in its implementation. | 1.1.

Basic and ESE Teachers
All Staff
PBS committee
Administration | 1.1.

Monthly PBD meetings School wide discipline reports will be shared at faculty meetings. | 1.1.

Pasco Star Behavior reports TERMS Reports Rules and consequences posted in classroom. | | |

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Suspension Goal #1: The number of students suspended for the 2013 school year will decrease from the 2012 school year.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	15	10				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	15	10				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	22	15				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	22	15				
		1.2. Lack of positive pro-social skills to help solve problems without resorting to violence or relational aggression.	1.2. All classes are using a class wide positive reward system to assist with problem solving. The Cub 100 Club will be revisited and teachers will be retrained to have consistency in its implementation.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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
Positive Behavior Support	K-5	District Behavior Supervisor	Principal Assistant Principal Basic Teachers ESE Teacher	2-day Training July 2012	Monthly PBS meetings	Assistant Principal

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support	Incentives for student positive behavior	SAC	$2,000.00
Subtotal: 2,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $2,000.00			
Total: $2,000.00			

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Students who are not meeting standards are at an increased risk for 3rd grade state-mandated retention. There is a research-based correlation between grade retention and drop out.	1.1. Teachers will collect ongoing progress monitoring data to make informed instructional decisions or Tier I, II and III interventions to help close the achievement gap for our students.	1.1. Teachers Literacy Coach Administration ESE Teachers SCA Teachers	1.1. Monthly data meetings will use the MTSS process and multiple data sources to identify at-risk students and provide high quality instruction and interventions matched to student need.	1.1. DAR FAIR Unit Assessments Weekly Assessments		
Dropout Prevention Goal #1: During the 2013 school year only 10 students will be retained.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

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	During the 2012 school year 18 students were retained. Eleven of the students were 3rd graders.	During the 2013 school year only 10 students will be retained.				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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						

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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
Tier 2 Facilitator Training	K-5	School Psychologist	TBIT Facilitators ESE Teachers	September 14 October 19	TBIT Minutes	TBIT Facilitators Administration Literacy Coach

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Extended School Day	Independent Reading and Student Conferences with Tier 2 & 3 students in grades 2 and 3.	District Funds	$4,500.00
Subtotal:$4,500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $4,500.00			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Offer more academic workshops.	1.1. Parent academic workshops will be offered during morning and evening. School connect messages, flyers, marquee messages and class incentives will be more prevalent.	1.1. Parent Involvement Coordinator Workshop Facilitators Administration	1.1. Workshop Surveys	1.1. Workshop Surveys Attendance Rosters Raptor		
Parent Involvement Goal #1: We will have a 10% increase in the amount of parents that are involved at our school.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

	Out of 654 families, 86% of our families (562) had more than 2 positive interactions with Cypress during the school year.	Continue with our 90% of our families having 2 or more positive interactions at school.					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Teachers will become more aware of the STEM Goals and integrate	1.1. Unawareness of the STEM Goals. Time for teachers to plan and execute STEM Goals.	1.1. Teachers will plan collaboratively for hands-on projects that include science, technology, engineering and / or math goals.	1.1. Classroom Teachers Media Specialist Technology Specialist	1.1. Students actively participating in hands-on lessons.	1.1. Lesson plans Student work samples
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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.					

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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
STEM Overview	K-5	Elementary Curriculum Liaison and Science Chair	K-5	After Elementary Curriculum Liaison and Science Meetings	Student work samples	Teachers

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $2,500.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: $11,331.23
Science Budget	
	Total: $2,267.23
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: $2,000.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total: $4,500.00
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total: $22,598.27

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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   □ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The Cypress Elementary School (CES) Advisory council meets monthly in order to share Cypress Elementary events, goals, and progress with parents and community members. CES staff that serve on the SAC committee provide information on our progress toward meeting our school improvement goals as well as basic information on activities and events occurring at our school. The purpose of our SAC committee is to seek feedback and assistance with developing our school based improvement goals, to provide a positive and safe learning environment, and to implement activities and programs that best serve our students.

Describe the projected use of SAC funds.	Amount
Positive Behavior Supports	$1,000.00

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