

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CYPRESS ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Paulette Samai

SAC Chair:

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-13-2009

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Florida Department of Education  
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## VISION and MISSION STATEMENTS

The Cypress Elementary staff is dedicated to meeting the educational needs of ALL students in a safe learning environment.

- Learning must take place at home, in school and in the community.
- Learning is a lifelong process.
- We must provide educational opportunities from school readiness through adult education.
- Everyone is accountable for improving student achievement.
- All students will learn when their individual needs are met.
- We must prepare all students for a knowledge-based, technologically rich and culturally diverse future.
- We must provide a safe and secure environment, which is essential for teaching and learning.
- Stakeholder involvement, which includes partnerships with parents, community, businesses and governmental agencies, enhances student achievement.
- Stakeholder involvement and input are valuable tools for decision-making.
- We must promote cultural diversity and the reinforcement of positive character education.
- Responsible citizens are the foundation of a democratic society.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Cypress Elementary is located in a highly diversified urban area with a large ELL population in the city of Pompano Beach, Florida. The school was built in 1967 and currently has a population of 875 students Prek (including Place and Headstart) and Kindergarten through fifth grade. Due to the mobility and population make we are a Title One school. In order to meet the needs and to make accommodations for our geographic boundaries most of our students are bused in.

#### Unique School Strengths for Next Year

- Departmentalizing in grades 4 and 5
- Six National Board Certified Teachers

#### Unique School Weaknesses for Next Year

- Lost high performing teachers due to surplus

#### Student Demographics

There are 875 students enrolled:

- 48.7% Female
- 51.2% Male
- 1.4% Asian
- 43.2% Black
- 40.2% Hispanic
- 2.1% Multiracial
- 12.9% White

- 79% Free/ Reduced lunch

#### Student Attendance Rates

Average daily attendance for 2008-2009 was 94.8%.  
Average daily attendance for 2007-2008 was 95.1%.

#### Student Mobility

Student Mobility rate for 2008-2009 was 36.6%.  
Student Mobility rate for 2007-2008 was 43%.

#### Student Suspension Rates

For the school year 2008-2009:  
External Suspension rate was 0.20%  
Internal Suspension rate was 0.50%

#### Student Retention Rates

- Kindergarden-13 Students
- 1st grade-11 Students
- 2nd grade-10 Students
- 3rd grade-15 Students
- 4th grade-13 Students
- 5th grade-5 Students

#### Class Size

The teacher/student ratio is 18:1 in primary and 22:1 in intermediate.

#### Academic Performance of Feeder Pattern

Cypress feeds into the following schools:

Pompano Beach Middle—07-08 School grade A AYP- No 92% of the criteria met  
08-09 School Grade B AYP- No 79% of the criteria met

Lauderdale Lakes Middle—07-08 School grade-C AYP-No 79% of the criteria met  
08-09 School Grade B AYP- No 79% of the criteria met

#### Partnerships and Grants

We have partnerships with Christ Church, Huntington Learning, and Sheridan Vocational. Christ Church members provide mentoring opportunities for our students. They also provide supplies and clothing for students. Huntington Learning company provide school supplies, participated as a voting member on our SAC committee, and provide money for our students who had difficulty paying for their meals (do not meet Free and reduced criteria) in the cafeteria.

## STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
		1) Ed.D in Curriculum & Instructional Leadership. 2) M. Ed. in Guidance and Counseling Education. 3) Certified School Principal by the State of Florida 4) Certified Educational Leadership -all			Previous school for the past 5 years Earned an "A" school grade and met AYP. 2008-2009 Cypress Elem. School grade: A

Principal	Dr. Paulette Samai	grade levels by the State of Florida 5) Certified School Guidance Counselor by the State of Florida 6) ESOL Endorsed 7) B.A. in Psychology 8) A.A. in Business Administration and Paralegal Studies	1	12	AYP: 82% FCAT: 60% of students in grades 3-5 scored a level 3 or higher. Writing 83% scored level 3.5 and above. Science 34% level 3 or higher a 9 point increase from last year.
Assis Principal	Dr. Roge J. Byrd	B.S. Elementary Education, M.S. Mathematics Ed.S. Educational Leadership Ed.D. Organizational Leadership		2	Norcrest Elementary School grade 2007-08 "A" Did not make AYP (ESE Students) School grade 2008-09 projected A

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Claudine Dunbar-Creary	BA-Elem Ed, Florida Atlantic Univ; MA-Curriculum and Instruction, Nova Southeastern; Elem Ed.; 1-6 ESOL Endorsement Gifted Endorsement	6	1	2008-2009 School grade: A AYP: 82% Reading FCAT: 60% of students in grades 3-5 scored a level 3 or higher.
Science	Marie Elisma	BA-Health Admin, Florida Atlantic Univ; MA-Reading, Nova Southeastern; Elem Ed.; 1-6 ESOL NBCT-Early & Middle Childhood/Literacy: Reading-Language Arts	10		2008-2009 School grade: A AYP: 82% Science FCAT: 38% of 5th grades students met high standards in science .

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
NESS	NESS Coach	ongoing	
Coaching/Mentoring/Modeling	Reading Coach/ Administration	ongoing	
Providing targeted staff development to meet needs of student populations	Support staff/ teacher leaders/ administration	ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

### Staff Demographics

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 Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
51	0	33	33	33	12	100	3	12	76

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Willie Smith	Lisa Katz	New to grade level	Peer support to facilitate mastery of required curriculum.
Barbara Young	Donald Christ	New to grade level	Peer support to facilitate mastery of required curriculum.
Barbara Young	Jennifer Barkin	New to grade level	Peer support to facilitate mastery of required curriculum.
Barbara Seidman	Mache Thompson	New to grade level/New to the school	Peer support to facilitate mastery of required curriculum.
Stacey Evans	Kelly Goss	New to grade level/New to the school	Peer support to facilitate mastery of required curriculum.
Sue Deveau	Natasha Campbell	New to grade level/New to the school	Peer support to facilitate mastery of required curriculum.
Anna Matusik	Paja Rafferty	New to grade level	Peer support to facilitate mastery of required curriculum.
Shaida Rathore	Alania Navarette	New to grade level	Peer support to facilitate mastery of required curriculum.
Shaida Rathore	Valerie Stanley	New to grade level/New to the school	Peer support to facilitate mastery of required curriculum.
Claudine Dunbar-Creary	Porsha Williams	New to grade level/New to the school	Peer support to facilitate mastery of required curriculum.
Anna Matusik	Julie Parker	New to the school	Peer support to facilitate mastery of required curriculum.
Marie Elisma	Jobeth Douillard	New to grade level/New to the school	Peer support to facilitate mastery of required curriculum.
Sarah Ferracane	Kristen Travincek	New to grade level	Peer support to facilitate mastery of required curriculum.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Title One provides necessary funds for parent and staff trainings. It also pays for supplies. We work with the Title one department to provide low-income students with SES tutoring. The school works closely with the Title One department to ensure that we follow state guidelines for Title one schools.

Title I, Part C- Migrant

NA

Title I, Part D

Title II

Title II funds pay for classroom teacher: Ms. Feldstein – AC3 teacher.

Title III

Title III funds pay for classroom teachers: Fraser, Monroe, and Kirkland 43%,

Title X- Homeless

NA

#### Supplemental Academic Instruction (SAI)

SAI funds pay for teachers: Hanlon and Elisma.

#### Violence Prevention Programs

We have a part-time School Resource Deputy provided by the Broward Sheriffs Office. Our SRD teaches the GREAT and STAR program. Both programs equip students with information on how to keep out of make good choices avoid gangs and to stay away from drugs and weapons.

#### Nutrition Programs

The school nurse provides information to both the students and the staff on healthy eating habits including the food pyramid and physical exercise. Following the morning announcements students routinely do desk exercises and participate in sharing conversations with teachers focused on nutritional tips. In the 2009-10 school year the all students will participate in the Commit 2 be Fit program sponsored by the district.

#### Housing Programs

NA

#### Head Start

We currently have students participating in two Head Start PK fully enrolled classes. These classes are required to follow all Head Start guidelines. We also have one ESE PLACE preschool as well as one Headstart/PLACE combination class.

#### Adult Education

The Media Center, our school library will be opened one evening per week (2:30-6:00pm) after school to accommodate student sharing with their parents and provide adult ELL learners an opportunity to improve their skills in reading and math.

#### Career and Technical Education

Students participate in career education via research projects, career day events provided to enrich student knowledge, experience and access to information about a variety of jobs and the career paths that can be achieved with continued schooling.

#### Job Training

NA

#### Other

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal, Assistant Principal, Team leaders, ESE Specialist, Exceptional Student Education (ESE) Teacher, select General Ed. Teachers, Instructional Coach (es), School Psychologist, Speech Language Pathologist, and Guidance Counselor.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RTI Leadership Team meets with the School Advisory Council (SAC) and Principal to develop the SIP. They are also an integral part of the SIP subcommittees and meet monthly to discuss and monitor and make any needed adjustments in the implementation of the SIP plan.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RTI Leadership Team meets with the School Advisory Council (SAC) and Principal to develop the SIP. They are also an integral part of the SIP subcommittees and meet monthly to discuss and monitor and make any needed adjustments in the implementation of the SIP plan.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Rigby, concepts of Print Letter Names and Sounds, Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT), and FAIR

Progress Monitoring: Mini BAT Assessments, PMRN--FAIR, Chapter and unit tests, DAR and IRI (Rigby PM benchmarks will be included next year).

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)

End of year: FAIR, FCAT, and SAT (grades1-2)

Data Collection: Twice a month for data analysis

Describe the plan to train staff on RtI.

All CPST team members will participate in the RTI district training. All instructional staff will participate in a training provided during pre-planning that will facilitate better understanding of the RTI process as well as the procedures as well as individual role and responsibilities required as educator. The guidance counselor will give a written description and outline of RTI procedures including a checklist of do's and don'ts to staff. A schedule will be developed aligned to the CPST process. The procedures and outcome will be monitored for effectiveness via administration, a review form each month.

## School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

### Reading

In the third through fifth grades, the identified weak areas in reading were: Words in Context, Reference and Research, Cause and Effect and Main idea. Areas indicating strengths in reading included: Knowledge of facts and opinions and Author's purpose.

### Math

Analyzing the 2008 FCAT, BAT 1, BAT 2, and mini bat's data, it was concluded that the areas of weaknesses are Number Sense, Algebraic Thinking, and Geometry. The areas of strengths are measurement and data analysis.

### Writing (measured 4th grade only)

The areas of strengths exhibited in K-5 were organization, focus, and ideas. The areas of weaknesses identified were elaboration, word choice and conventions (grammar).

### Science (5th Grade Only)

In 2008 the 5th grade students scored 29% at or above a level 3 on the FCAT assessment. Further analysis of 2009 mini bats showed that 38% mastered strand H (Scientific Thinking) and 45% mastered strand A (The Nature of Matter), while 52% mastered strand A (Earth and Space).

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

### Reading

A school wide instructional focus calendar was developed aligned to the SSS and the District curriculum-pacing map for reading. Particular focus was given to AYP sub groups showing areas of weakness. Instructional staff monitored progress and made necessary changes to meet the needs of our student population. The ESOL, Hispanic, and African American students were closely monitored. Both classroom and countywide assessments and standardized tests were reviewed in the process of developing the calendar. Throughout the year, as students' needs changed, the data was used to determine adjustments to the IF calendar and to tailor curriculum delivery.

### Math

Each grade level looked at current SSS for developing and implementing the instructional focus calendar for math. Teachers will continue to monitor targeted areas of weakness through specific Mini- Bats, Problem of the Day or weekly tests, quarterly bats (1-3), unit tests, use of manipulatives, independent work, calendar math, and daily FCAT overheads.

### Writing

Grade level teams meet to develop instructional focus calendars, which are used then to guide daily instruction based on student needs. Grades K through 3 will work towards mastery of letter identification and sounds, simple sentence structure, paragraph organization with simple transitions, staying focused on a topic, and basic English conventions. The 4th grade students will master elaboration in writing which includes the use of figurative language and higher order vocabulary usage. In 5th grade, students will work on persuasive essays, and be able to write to convince others of their viewpoint on a particular topic. These areas were developed based on the Sunshine State Standards for Writing. Weekly prompts will be

evaluated to determine areas needing improvement, and mini lessons along with differentiated groups will be developed based on the evaluation of these prompts. A monthly prompt will be evaluated and scored by two teachers to ensure that the teaching was effective.

#### Science

All grades will follow district's instructional curriculum and BEEP (Broward Enterprise Education Portable) lesson plans using the Delta's Hands-on Science kits. Science teacher representatives from each grade level will make copies of the lesson plan activities from the Delta Science Kit for their respective grade. Primary grade levels will use the Delta Kit activities and chapter kits: intermediate will use the Mini-Bats for monitoring and assessing student achievement.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

#### Reading

Based on data from the 2008-2009 FCAT, BAT, pre/post test, and end of year tests. the following areas will be given priority focus: Vocabulary(Words/Phrases), Main Idea and Purpose, and Comparisons.

#### Math

In 2009, students did not master any of the 5 areas tested in Mathematics. Priority focus will be given to Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.

#### Writing

The following benchmarks that will be given priority based on needs are focus, organization, sentence fluency, word choice, conventions and voice.

#### Science

On the 2009 FCAT, grade 5 students did not master any of the 4 areas tested. The areas tested were Physical and Chemical Sciences, Earth and Space Sciences, Life and Environmental Sciences, and Scientific Thinking. All areas will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

#### Reading

Any student who is performing below level receives additional instruction time with the teacher, either in a small group environment, or one on one. Teachers will look at the previous years' FCAT scores, as well as the beginning of year inventory test to determine student levels and areas of need. Flexible reading groups will be implemented in each classroom based on reading proficiency measured by the Rigby PM and the standardized test scores.

#### Math

Whole group instruction, small groups, differentiated instruction, centers, hands on manipulatives, and technology will help students meet mastery and meet the needs of all students. All students not showing mastery on a particular concept will receive remediation. Teachers will use available technology resources, Re-teach books, Challenge workbooks, Blast Off, daily overheads available into their daily lessons. Teachers will check CCC reports weekly to see whether or not students are achieving mastery.

#### Writing

Small group mini lessons will be tailored to meet student's individual needs based on biweekly writing prompts and monthly demand prompt. Students will per edit, teachers will switch papers and grade using a rubric, ESOL and low performing students will be given extended opportunities.

#### Science

Teachers will provide differentiated instruction based on student academic performance levels. Teachers will utilize effective strategies such as hands-on instructional approach, the "5E" Model: Engage, Explore, Explain, Elaborate, Evaluate. Use small groups, journaling, pictures, and vocabulary.

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

#### Reading

The school incorporates technology throughout the curriculum. Teachers use the laptop carts, elmos (document cameras), distance learning, LCD projectors, united streaming, podcasting & virtual field trips to enhance student learning. Technology will be used to reinforce skills taught. Project based learning integrates the curriculum. Grade levels will be implementing the practice of departmentalizing in the next year; two and three teacher teams working more closely will encourage more subject integration. All grade levels will relate instruction with real world elements, field trips, and technology to help students see the relevance of their learning to their future.

#### Math

Incorporating real life situations into our daily delivery of lessons and centers will help the students build relationship with the future and the real world. For example, using materials such as: newspaper articles, brochures, menus, schedules, and

recipes can infuse math skills in real life situations and will prepare students for the real world. In addition to the above we will have the annual career day, which offers a variety of role models and opportunities to incorporate math skills and provide motivation for students to choose career paths in life. We will have a Family Math Night in September and a Family Math Day in December to involve parents in our curriculum delivery and increase participation by accommodating parent's schedules and individual interests areas and needs.

#### Writing

Teachers will utilize trade books and informational texts highlighting various genres to model the six traits of writing. K-5 students will create an authentic writing piece aligned with the Instructional Focus Calendar through the use of the mobile laptops and/or written form. Selected pieces will be submitted for publication in the school's newspaper and business partners will display in their unique community settings our student's published work to celebrate and recognize accomplishment.

#### Science

All grade level teachers will continue to integrate the core subject areas of reading, writing and math with science. For example: we teach measurement for life skills (cooking), teach stages of life (life cycle) for future experiences, teach consumer science to make educated decisions, and teach computer science skills needed to be successful in the work force, by utilizing the computer lab, laptop carts, and exploring various science discovery websites.

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?

Our school has a Career Day for students to explore careers, and teachers' practice & apply character trait education within their curriculum. Career Day offers a lot of opportunity to incorporate math skills and motivation for students to become successful in life. Students are given the opportunity to set individual academic and career planning goals by attending Career Day activities, doing library research on careers, and participating in school wide activities such as Science Fair, Family Science Night, our Reading Under the Cypress Tree with parents, adult volunteers and community partners reading with and to students, and house field trips such as "wildlife rangers" including hands on activities as well as other in house field trips depending on budget. Students also receive career experiences by attending field trips and reading pertinent literature.

## DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

#### Reading

Grade levels align their lesson plans with the strands and benchmarks from the District wide Instructional Focus Calendar. Vertical subject area teams, grades K through 5, will meet monthly to discuss benchmarks needed to be mastered within their grade level. Grade level teams will meet weekly to review student progress and staff development needed to ensure progress. They will also share best practices and discuss available resources to help differentiate instruction. Teachers and administration will meet two times monthly to review and plan adjustments needed in areas requiring improvement.

#### Math

Instructional staff will align pacing charts and focus calendars through the planning and data disaggregation process. Administration, support staff, and teachers, meet in vertical K-5 and grade level team meetings to ensure integration of themes from Science and the Arts including Music and PE.

#### Writing

All K-5 teachers meet in vertical teams to plan the spiraling writing process and to analyze writing products in order to realign needed instruction and provide practice to meet school's benchmarks and goals. All grades will produce monthly written pieces to be graded using rubrics based on the six traits: sentence fluency, conventions, voice, word choice, focus and organization. Students will have the opportunity to write in draft format, edit and peer edit, revise and rewrite, and identify selected pieces to be published.

#### Science

Lessons are aligned K-5 vertical planning to provide spiraling lessons and instructional delivery within each grade level using the district pacing chart and school based Instructional Focus Calendar. Differentiated whole and small group instruction, cooperative learning, enriching lessons across the core content areas are planned to promote achievement and mastery in science.

How are instructional focus lessons developed and delivered?

#### Reading

Teachers meet to develop instructional focus lessons using the District pacing calendar, prior student data, Sunshine State Standards and individual experience of the grade level's required curriculum. The Instructional Focus Calendar is aligned with the textbooks and state-testing schedule. In addition, the calendar suggests strategies for the delivery of focus skills based on student progress. Teachers revise and differentiate instructional strategies to meet their individual student population.

For the year 2009-10 teachers will departmentalize (grade level 3-5) and will deliver the lessons infusing reading strategies in their subject area. The lessons will be introduced with whole group, followed by leveled small groups and or individual instruction as needed. Groups will meet daily with the teacher using graphic organizers and higher order questioning to assist with comprehension. Stations/centers will be used to facilitate independent practice of skills and to provide differentiated lessons based on student level and need.

#### Math

Teachers will align student data and academic expectations in the process of developing their instructional focus lessons with the assistance of BEEP (Broward Enterprise Education Portable). Lessons will be delivered through hands on manipulatives and activities, direct instruction, whole and small group, peer learning and individual instruction as needed. The Instructional Focus Calendar is aligned with the textbooks and state testing schedules in addition to the district provided pacing charts and Sunshine State Standards per grade level.

#### Writing

Lessons are developed and aligned with Sunshine State Standards and the 6 traits of writing, Mary Lewis (grades 2-4), and the Broward Writing Plan (K-1, and 5). Student data is tracked from one grade level to the next with spiraling curriculum requiring practice of the writing process moving from producing an outline, drafting, rewriting and revising, editing skills by peer and adults to publication. Teachers meet weekly to adapt lesson plans according to student progress shown. Lessons are provided in small group and or individual sessions based on student needs.

#### Science

All grade level instructional teams develop lessons aligned to the SSS and grade level benchmark. Lessons will be delivered through systematic, instructional hands-on approach following the "5E" model, content reading, connecting knowledge to relevant experiential opportunities, vocabulary, journal writing, discussion and discovery methods. These strategies are provided routinely with teachers modeling and providing hands-on lab experimentation.

How will instructional focus lessons be revised and monitored?

#### Reading

The focus lessons will be revised by analyzing student data, and differentiating the instruction to meet individual student levels. Student success will be measured through mini BAT assessments, standardized tests, and teacher observations during small group instruction. Students not achieving mastery will be remediated in a small group setting with supplemental materials. Students achieving mastery will receive additional enrichment and challenging activities. The monitoring of student mastery will take place school wide by classroom teachers during weekly team meetings to revise lesson plans as needed to meet student needs and establish benchmarks/goals. Support staff and administration will continue to monitor during bimonthly data review chats and Classroom Walk Throughs data reports.

#### Math

The focus lessons will be revised by analyzing student data, and differentiating the instruction to meet individual student levels. Students receiving less than 80% will participate in small group remediation opportunities to have repeated small group setting or one on one tutorial. Students scoring below 50% or members in the lowest 40 percentile are offered participation in the Hoot Camp (before school tutoring). Focused lessons will be monitored using: Harcourt Chapter Assessments, BAT 1 & 2, Mini-Bats, and Qbats. In addition, informal assessments such as anecdotal records, checklists, portfolios, and classroom observations will be implemented. Students will be considered proficient when 80% or above mastery is demonstrated.

#### Writing

Lessons are developed and aligned with Sunshine State Standards and the 6 traits of writing. Teachers meet weekly to adapt lessons according to student needs. Teachers will provide mini lessons to address students who are having difficulty with specific traits through whole group or small group instruction. Weekly prompts will determine which traits need further development. Monthly prompts will determine which students need further assistance.

#### Science

The focus lessons will be revised by analyzing student data, and differentiating the instruction to meet individual student levels. Student progress will be measured through Mini Bat assessments, standardized tests, and teacher observations. Students not achieving mastery will be remediated through double/triple dosing in a small group setting with supplemental materials. Teachers will instruct using extension activities from the Delta kit for students who are above 80% mastery. The monitoring of student mastery will take place school-wide by classroom teachers during weekly team meetings to revise lesson plans as needed to meet student needs and establish benchmarks/goals. Support staff and administration will continue to monitor during bi-monthly data review chats, vertical team meetings, and Classroom Walk-Throughs data reports.

#### CHECK

##### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

##### Reading

Core- Chapter Tests, , extended response questions, centers/station work, Oral Reading Fluency Tests, Rigby/PM Running Records, Mini Bat assessments (grades 1 through 5), and QBAT (grade 1) , Concepts of Prints, Letter Names and Sounds, Dolch, and FAIR.

Supplemental- IPT, Teacher made quizzes, CCC, FCAT Explorer, Riverdeep, Reading Coach, Blastoff, Options Intensive / Intervention- DAR, and DRA

#### Math

Core- Students will be involved in criteria and goal setting; teacher will apply Blooms/Webb to determine student progress. In addition, we will assess using chapter tests, quizzes, math journal, center/station work, and math computer driven programs (CCC and FCAT explorer).

Supplemental- Interventions book, Teacher made quizzes, CCC, FCAT Explorer, Riverdeep  
Intensive/ intervention- TEMA and TOMA

#### Writing

Core- FCAT 6 point rubric based on the 6 traits of writing.

Supplemental- Journals

Intensive/ intervention-DAR

#### Science

Core- Mini-Bats, Unit activities (Delta), journals, teacher observation

Supplemental- Harcourt Chapter tests, FCAT Coach

Intensive/ intervention- Verbal questioning, journaling, and observations

How are assessments used to identify students reaching mastery and those not reaching mastery?

#### Reading

Mini Bat assessments will determine which students need additional practice with a skill. Students scoring less than 80% on a mini bat will be provided opportunities for additional practice. These students will be given skill reinforcement practice through differentiated learning centers and small group instruction with the use of graphic organizers. They will then be given a reassessment to determine if the skill has been mastered. Students who have mastered the skill will be provided with enrichment activities through the use of differentiated centers, stations.

#### Math

Mini Bats and Qbat assessments will determine which students need additional practice with a skill. Students reaching 80% or greater are identified as achieving mastery, those who score less than 80% are targeted for re-teaching strategies such as re-teach workbook, small group instruction, and pull out second and third dosing programs.

#### Writing

All students are given a baseline writing assessment. Results of the data are tabulated using the FCAT 6 point data. Once levels are determined, students are grouped based on their levels of need. Data will be disaggregated by individual teachers in order to modify small group instruction.

#### Science

Mini Bats, chapter tests, and teacher observations will determine which students need additional practice with a skill. Disaggregating data from assessments are used to identify students scores of mastery, on level, or below level.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

#### Reading

The Instructional Focus Calendar includes scheduled times for teaching, re-teaching, reviewing and assessing of skills to be taught per grade level. In addition the IF provided for routine monitoring of all students performance to determine need for intervention, maintenance and or mastery of skills already taught. This monitoring process is an important part of the IF to assist teachers to support students providing the opportunity to master the benchmarks prior to standardized testing.

#### Math

Instructional Focus Calendar includes a schedule for administration of weekly teacher made tests or quizzes, monthly Harcourt chapters and quarterly unit tests, weekly Mini-Bat tests, and District wide Benchmark or standard assessment per grade level and student performance level.

#### Writing

Scheduled daily practice, weekly peer share editing practice, teacher review and assessment, teacher/student conferencing, and timed monthly prompts are included in the focus calendar in alignment with Benchmarks.

#### Science

The science instructional focus calendar includes a schedule for administration of weekly teacher made tests or quizzes, hands on practice and observation using the science kits, monthly Harcourt chapters and quarterly unit tests, weekly Mini-Bat tests, and District wide Benchmark or standard assessment per grade level and student performance level.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

#### Reading

Teams meet bi-monthly for data chats with administration to determine which skills need reinforcement. Team members share instructional strategies and modifications with each other to help student achievement during weekly grade level meetings. Students are regrouped and instruction is differentiated based upon an analysis of data. Mini Bats, weekly tests and quizzes, and units tests are given as determined by the instructional focus calendar after a specific skill is taught and reviewed immediately to determine mastery. Teams will also review benchmark data (Bat test 1 & 2) in order to determine predicted success on the FCAT. Individual strands will be reviewed and compared, and teachers will provide skill reinforcement as needed to help these students achieve mastery.

#### Math

Teams meet bi-monthly for data chats with administration to determine which skills need reinforcement. Team members share instructional strategies and modifications with each other to help student achievement during weekly grade level meetings. Mini Bats, weekly tests and quizzes, and units tests are given as determined by the Instructional Focus Calendar after a specific skill is taught and reviewed immediately to determine mastery. Vertical learning communities will document struggling students and bring data for review at monthly meetings. After review of data additionally interventions will be discussed and re-evaluated and reviewed at monthly SIP committee.

#### Writing

Teams meet bi-monthly for data chats with administration to determine which skills need reinforcement. Team members share instructional strategies and modifications with each other to help student achievement during weekly grade level meetings. Students are regrouped and instruction is differentiated based upon an analysis of data. Monthly writing samples will be submitted to the administration, support staff, the vertical writing committee and the specific grade levels for analysis to determine which traits need further focus.

#### Science

Teams meet bi-monthly for data chats with administration to determine which skills need reinforcement. Team members share instructional strategies and modifications with each other to help student achievement during weekly grade level meetings. Weekly grade level team collaboration, monthly vertical team (K-5) discussions and reflections will determine which strands that need further instruction.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

#### Reading

Through classroom walk throughs, sharing & utilizing best practices, & providing hands on staff development. Administration and support staff will also coach, mentor, and model for teachers to gain additional knowledge and innovative techniques. In addition monthly learning communities will focus on increasing student achievement.

#### Math

Through classroom walk throughs, sharing & utilizing best practices, & providing hands on staff development. Administration and support staff will also coach, mentor, and model for teachers to gain additional knowledge and innovative techniques. In addition monthly learning communities will focus on closing the achievement gap. The vertical team leaders will continually review math assessment data and work with classroom teachers as a liaison for additional support such as training and classroom resources.

#### Writing

Through classroom walk throughs, sharing & utilizing best practices, & providing hands on staff development. Administration and support staff will also coach, mentor, and model for teachers to gain additional knowledge and innovative techniques. In addition monthly learning communities will focus on increasing student achievement. Monthly writing samples will be submitted to the administration, school's leadership team, a vertical writing committee and the specific grade levels.

#### Science

Through classroom walk throughs, sharing & utilizing best practices, & providing hands on staff development. Administration and support staff will also coach, mentor, and model for teachers to gain additional knowledge and innovative techniques. In addition monthly learning communities will focus on increasing learning communities. Sharing best practices, sharing data results, focusing on strengths and fine tuning instruction to improve weaknesses, guiding instructional practices to attain objectives.

#### ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

#### Reading

The core reading text for K through grade 3 is the reading series Treasures using Triumphs for interventions. K uses Foundations as a supplement to the core reading program. Selected grades 1-2 students also use Foundations as a supplement. The core reading text for grades 4 through 5 is Trophies that provides on level, below level & above level strategies to reach all learners, as well as those needing additional interventions. The series also provides learning centers/stations, which can be differentiated by level. Grades 2 through 5 and selected 1st grade students utilize Quick Reads & six-minute solution for fluency. Additional supplemental materials are Blastoff, Options, FCAT Coach, Stars and Cars, Scoring High, CCC, FCAT Explorer and teacher made materials.

#### Math

The core math text is Harcourt Math. Supplemental and intensive materials include Calendar Math, Blast Off, Math Advantage, FCAT dailies, SAT dailies, Problem of the Day, CCC, math websites United Streaming, FCAT explorer and Riverdeep. Math manipulatives are used to support daily math lessons.

#### Writing

Grades K, 1, and 5 use the Broward Writing program. Grades 2-4 use the Mary Louis writing program. Students will receive weekly and monthly prompts that will then be modeled by the teacher. Small group instruction will serve to meet individual needs as based on the results of weekly data.

#### Science

The core science program is Delta Science. Supplemental and intervention materials include Harcourt Science, FCAT Coach books, FCAT Dailies, Science Alive, CAVS, modified lessons, cooperative grouping, peer learning, and flexible grouping.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

#### Reading

Teachers reteach skills during small group instruction utilizing their reading series intervention materials, and graphic organizers, differentiated stations/centers for skills that need mastery. Retesting is done using a different form of the Mini Bat assessment. K-3 utilizes an "I do, We do, You do" model, and students are given a double dose of content material.

#### Math

Intensive instruction will be provided during small group, pull out/push in which will be targeting students that are not demonstrating mastery. Manipulatives and center/stations will be used reinforce skills not being mastered.

#### Writing

Small group mini lessons and one on one conferencing will be held between peers and teacher. Teachers will provide extended practice during small groups for students who need further instruction.

#### Science

Small group learning, scheduled as needed by the teacher, one on one learning, peer partner, picture vocabulary, use of science websites (i.e. Edhead.org), and BECON programming (ie. Sid the Science Kid). It will be assessed and monitored through the next form of Mini-bats, teacher observations and teacher made formative assessments.

How does the school identify staff's professional development needs to improve their instructional strategies?

#### Reading

Administration provides teacher surveys and observes teaching through classroom walk throughs. School data is also analyzed to determine what areas are in need of improvement. The school then provides reading workshops to help teachers better differentiate their instruction and to share best practices.

#### Math

Administration provides teacher surveys and observes teaching through classroom walk throughs. School data is also analyzed to determine what areas are in need of improvement. The school then provides math workshops to help teachers better differentiate their instruction and to share best practices.

#### Writing

The school will address staff's professional needs through staff professional development surveys and questionnaires and disaggregation of scores by teacher and students. Students' performance on monthly, weekly daily writing practice products, FCAT are also analyzed to determine if training is needed.

#### Science

Administration provides teacher surveys and observes teaching through classroom walk throughs. School data is also analyzed to determine what areas are in need of improvement. The school then provides science workshops to help teachers better differentiate their instruction and to share best practices.

Which students will be targeted for supplemental and intensive instruction/interventions?

Reading

Students who scored below level 3 on the Reading FCAT, or below the 40th% on the Reading SAT.

Math

Students scoring at or below a level 3 on the Math FCAT will be identified as not meeting criteria and targeted for intensive instruction and interventions. K-3 Students scoring below 75% on math assessments will be targeted for additional math support.

Writing

Students not meeting grade level benchmarks will receive supplemental and intensive instruction in the form of small group minilessons.

Science

Students scoring below 75% will be targeted for further assistance. Students not meeting grade level benchmarks will receive supplemental and intensive instruction in the form of small group mini-lessons.

How will the effectiveness of the interventions be measured throughout the year?

Reading

The interventions will be measured through analyzing and comparing of the chapter tests, classroom assignments, teacher observations, mini bats, BATs 1 and 2 to determine mastery.

Math

The effectiveness of the interventions implemented will be measured through summative and formative assessments such as chapter tests, mini BAT's, BATs 1 and 2, unit test, journal entries, and teacher observation.

Writing

Monthly prompts, teacher conferencing, teacher/teacher exchange using FCAT rubric to determine proficiency will be used to measure student achievement. A consistent score of 4 or higher is the target level to determine proficiency.

Science

Minibats, Delta Science activities, chapter assessments, journal writing, reflections, and student produced science boards (following strand H). We will meet criteria through data reviews.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Reading

Teachers will provide enrichment activities from the core reading series, Trophies/Treasures, for students who are showing consistent performance at or above grade level with above 80% mastery. These activities will be utilized through differentiated centers/stations and reviewed during small group instruction by the teacher. Other resources for the above level students include: Junior Great books, Literature Circles, Readers Theater, United Streaming, CCC, AR reading, Riverdeep, chapter books, and other technology programs. Group projects, peer tutoring, and higher level activities using graphic organizers.

Math

Students will use Harcourt Challenge Workbook activities, be involved with Math Superstars, and math competitions. In addition, curriculum compacting tiered lessons, and choice boards. Other resources for the above level students include: United Streaming, CCC, Riverdeep and other technology programs.

Writing

Beep (Broward Enterprise Education Portable) Writing lessons will be used to introduce varied genres of writing. Internet resources will be utilized to expand student-working vocabulary. Selected writing samples will be chosen to be included in the monthly newsletter and on the school's website.

Science

Computer research that is project based where students will research and present information to their peers. Science related field trips will be followed by related homework assignments. Students will have the opportunity to take home hands on experiments to help expand their knowledge of the scientific process and incorporating parent involvement.

Describe how students are identified for enrichment strategies.

Reading

Formative assessments such as Rigby Running Records, and Chapter and Unit tests are all analyzed to determine students who meet the above 80% mastery requirement and need enrichment activities.

#### Math

Formative assessments such as, Mini Bats, Chapter and Unit tests are all analyzed to determine students who meet the above 80% mastery requirement and need enrichment activities.

#### Writing

Monthly prompts are used to determine mastery. Students who have met and/or exceeded grade level benchmarks and or the FCAT rubric are targeted for enrichment strategies.

#### Science

Students who have demonstrate mastery of 75% or above on all science assessments will be targeted for enrichment activities.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Science Pre-k – 5th grades	Ms. S. Evans	Monthly	Third Tuesday of each month	To achieve mastery on objectives as evidenced by achieving 80% or more on minibats, Delta activities, and chapter assessments. Teams meet to discuss and review lesson studies to improve FCAT science scores. Science subcommittee will meet to analyze data and share schoolwide.
Book Study-Reculturing Schools K-5	Dr. Samai	Monthly	Fifth Wednesday of each month	Instructional strategies to increase student achievement.
Book Study-Achievement Gaps K-5	Dr. Byrd	Monthly	Fifth Wednesday of each month	Instructional strategies to increase student achievement.
Reading	Ms. Dunbar-Creary	Monthly	First Tuesday of each month	To achieve mastery on objectives as evidenced by achieving 80% or more on minibats and chapter assessments. To improve FCAT reading scores.
Math	Mr. Smith	Monthly	Second Tuesday of each month	To achieve mastery on objectives as evidenced by achieving 80% or more on minibats, chapter assessments. To improve FCAT math scores.
Writing	Ms. Drew	Monthly	Fourth Tuesday of each month	To achieve mastery on objectives as evidenced by achieving a level 4 or higher on writing prompts. To improve FCAT writing scores.

### NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/31/2009 12:43:13 PM)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

Cypress Elementary has two Head Start PK classes functioning under the Head Start guidelines. We also have one ESE PLACE preschool as well as one Headstart/PLACE combination class. For the coming school 2009-10 pre-k parents will be offered the opportunity to be dually enrolled in head start and place.

Kindergarten orientation opportunities are offered to times per year once in April the Round Up and in August at the new student orientation. Students and their parents are able to meet personnel, tour the school, register, and learn about the kindergarten curricular expectations. To meet the need of our highly diverse population, we provide the presentation translated in Spanish, Creole, and Portuguese. Using effective communication strategies allows Cypress to facilitate a smooth transition from home to school as well as in house articulation from early childhood programs to our kindergarten.

To assist our preschool children to transition from early childhood programs to local elementary school programs, incoming students are exposed to the elementary school environment and curriculum by teaching them social skills, academics and all areas of Creative Curriculum.

## Postsecondary Transition

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

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Vocabulary-- (Words and Phrases)		<p>Objective One: By June 2010, at least 72% of students in grades 3-5 will score at least a level 3 on FCAT.</p> <p>Objective Two: By June 2010, at least 60% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Reading or score at or above Level 3 on the FCAT Reading Assessment.</p> <p>Objective Three: By June 2010, at least 72% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.</p> <p>Objective Four: By June 2010, at least 56% of the students in the ELL subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grades 1-2 will utilize Text Talk weekly.	Classroom Teacher Reading Coach Administration	Teachers will monitor students during text talk activities.	Teacher observations
2	Grades 3-5 will utilize individual vocabulary dictionaries.	Classroom Teacher Reading Coach Administration	Teacher will discuss vocabulary and provide practice.	Teacher made weekly tests
3	Grades K-5 will have individual fluid word walls.	Classroom Teacher Reading Coach Administration	Teachers will observe students as they participate in vocabulary games.	Station/Center activities will be assessed.
4	Implement Grades 3-5 reading review camp for students scoring below level on Benchmark Assessments.	Administration Reading Coach	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Mini Bats Chapter Tests
5	All PreK-5 teachers will utilize ELL strategies with an emphasis on vocabulary building activities to encourage ELL language acquisition.	Classroom Teacher Reading Coach Administration	Teacher will monitor students	Teacher observations
6	All K-5 students will utilize technology to facilitate reading skills (programs include LLS, Istation, and AR).	Classroom Teacher Reading Coach	Usage Reports  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher Observations
7	All ELL students will have access to bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual	Teacher observations Classroom Walkthroughs

			students.	
8	An ESP will be assigned to all sheltered ELL classrooms.	Administration Reading Coach ESOL Contact	Administrative Meetings Team Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs
9	Implement a Reading Lab where students will assess programs such as Istation, FCAT Explorer and Accelerated Reader).	Administration Reading Coach Reading Lab Instructor	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Mini Benchmark Assessments Chapter tests

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Main Idea/Purpose	<p>Objective One: By June 2010, at least 72% of students in grades 3-5 will score at least a level 3 on FCAT.</p> <p>Objective Two: By June 2010, at least 60% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Reading or score at or above Level 3 on the FCAT Reading Assessment.</p> <p>Objective Three: By June 2010, at least 72% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.</p> <p>Objective Four: By June 2010, at least 56% of the students in the ELL subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.</p>
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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	K-5 will utilize Accelerated Reader.	Classroom Teacher Reading Coach	Students will take Accelerated Reader tests.	Growth will be monitored through reports.
2	K-5 will complete Reading Logs for monthly Book Reports.	Classroom Teacher Reading Coach	Students will make/write book reports targeting main idea/purpose.	Teacher will evaluate understanding of main idea and purpose based on the content.
3	Implement Grades 3-5 reading review camp for students scoring below level on Benchmark Assessments.	Administration Reading Coach	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter Tests Mini Benchmark assessments
4	All ELL students will have access to bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	observations Classroom Walkthroughs
5	An ESP will be assigned to all sheltered ELL classrooms.	Administration Reading Coach ESOL Contact	Team Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs
6	Implement a Reading Lab where all K-5 students will assess programs such as Istation, FCAT Explorer and Accelerated Reader).	Administration Reading Coach Reading Lab Instructor	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Mini Benchmark Assessments Chapter tests

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Cause & Effect	<p>Objective One: By June 2010, at least 72% of students in grades 3-5 will score at least a level 3 on FCAT.</p> <p>Objective Two: By June 2010, at least 60% of students</p>
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			in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Reading or score at or above Level 3 on the FCAT Reading Assessment.	
			Objective Three: By June 2010, at least 72% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.	
			Objective Four: By June 2010, at least 56% of the students in the ELL subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All K-5 students will use Graphic Organizers.	Classroom Teacher Reading Coach	Students will complete Graphic Organizers.	Teacher will evaluate work.
2	All K-5 students will participate in read alouds.	Classroom Teacher Reading Coach	Class discussion with guided questions.	Teacher observations
3	Implement Grades 3-5 reading review camp for students scoring below level on Benchmark Assessments.	Administration Reading Coach	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter tests Mini benchmark assessments
4	All ELL students will have access to bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
5	An ESP will be assigned to all sheltered ELL classrooms.	Administration Reading Coach ESOL Contact	Team Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs
6	Implement a Reading Lab where students will assess programs such as Istation, FCAT Explorer and Accelerated Reader)	Administration Reading Coach Reading Lab Instructor	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Mini Benchmark Assessments Chapter test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Fluency		Objective One: By June 2010, at least 72% of students in grades 3-5 will score at least a level 3 on FCAT.		
		Objective Two: By June 2010, at least 60% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Reading or score at or above Level 3 on the FCAT Reading Assessment.		
		Objective Three: By June 2010, at least 72% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.		
		Objective Four: By June 2010, at least 56% of the students in the ELL subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers and student read in small groups.	Classroom Teacher Reading Coach	Small group echo reading.	Oral Reading Fluency quarterly assessment
2	Vertical Book "Buddies"	Classroom Teacher Reading Coach	Students read with their buddy weekly.	Teacher observations
3	An ESP will be assigned to all sheltered ELL classrooms.	Administration Reading Coach	Team Meetings	Classroom Walkthroughs

		Classroom Teacher	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	
4	All ELL students will have access to bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
5	Six minute solution will be used in classrooms with fluency concerns.	Classroom teacher Reading Coach	Student/Teacher Conferences  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Six Minute Fluency graphs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Objective One: By June 2010, at least 72% of students in grades 3-5 will score at least a level 3 on FCAT.  Objective Two: By June 2010, at least 60% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Reading or score at or above Level 3 on the FCAT Reading Assessment.  Objective Three: By June 2010, at least 72% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.  Objective Four: By June 2010, at least 56% of the students in the ELL subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.	Accelerated Reader	Ms. Brown	October	Reports generated by classroom teacher.	Dr. Samai Dr. Byrd Ms. Dunbar-Creary

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
Station	District	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	PTA	\$4,000.00
		Total: \$4,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Reading Instruction Small Group Instruction	Title One	\$5,390.00
		Total: \$5,390.00
Other		
Description of Resources	Funding Source	Available Amount
Extended Learning	District/Differentiated Accountability	\$3,300.00

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Number Sense (MA.A.1.2) (MA.A.3.2) (MA.A.4.2) (MA.A.5.2)		<p>Objective One: By June 2010, at least 74% of students in grades 3-5 will score at least a level 3 on FCAT Math.</p> <p>Objective Two: By June 2010, at least 85% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Math or score at or above Level 3 on the FCAT Math Assessment.</p> <p>Objective Three: By June 2010, at least 74% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.</p> <p>Objective Four: By June 2010, at least 58% of the students in the Black AYP subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level one and two students will receive additional instruction during small group instruction.	Classroom Teacher Team Leader Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	District Mini-Bat assessments Chapter tests Teacher made tests
2	All students will utilize math stations to enhance math instruction.	Classroom Teacher Team Leader Administration	Teachers will observe students and check station activity sheets.	Activity Sheets / Harcourt Chapter Tests.
3	Students will be paired with classmates for the purposes of Peer-tutoring.	Classroom Teacher Team Leader Administration	Teachers will observe students as they work with each other, check activity sheets and math journals.	Math journals/Activity sheets
4	All ELL students will have access to CAVS Math bilingual dictionaries	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
5	An ESP will be assigned to all sheltered ELL classrooms.	Administration ESOL Contact	Administrative Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs
6	Implement Grades 3-5 math review camp for students scoring below level on Benchmark Assessments.	Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	District Mini-Bat assessments Chapter tests Teacher made test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Algebraic Thinking (MA.D.1.2) (MA.D.2.2)		Objective One: By June 2010, at least 74% of students in grades 3-5 will score at least a level 3 on FCAT Math.  Objective Two: By June 2010, at least 85% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Math or score at or above Level 3 on the FCAT Math Assessment.  Objective Three: By June 2010, at least 74% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.  Objective Four: By June 2010, at least 58% of the students in the Black AYP subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will provide additional lessons using the Re-Teach Workbook.	Classroom Teacher Team Leader Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	District Mini-Bat assessments  Chapter tests  Teacher made tests
2	Manipulatives will be used for lesson introduction and re-teaching skills	Classroom Teacher Team Leader Administration	Teachers will observe students as they use manipulatives	District Mini-Bat assessments  Chapter tests  Teacher made tests
3	Level one and two students will receive additional instruction during small group instruction.	Classroom Teacher Team Leader Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	District Mini-Bat assessments  Chapter tests  Teacher made tests
4	Implement Grades 3-5 math review camp for students scoring below level on Benchmark Assessments.	Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	District Mini-Bat assessments Chapter tests Teacher made test
5	All ELL students will have access to CAVS Math bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
6	An ESP will be assigned to all sheltered ELL classrooms.	Administration ESOL Contact	Administrative Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Geometry (MA.C.1.2) (MA.C.2.2) (MA.C.3.2)		Objective One: By June 2010, at least 74% of students in grades 3-5 will score at least a level 3 on FCAT Math.  Objective Two: By June 2010, at least 85% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Math or score at or above Level 3 on the FCAT Math Assessment.  Objective Three: By June 2010, at least 74% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.  Objective Four: By June 2010, at least 58% of the students in the Black AYP subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Manipulatives will be used for lesson introduction and re-teaching skills.	Classroom Teacher Team Leader Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Harcourt Tests & Journal Entries
2	All students will utilize math stations to enhance math instruction.	Classroom Teacher Team Leader Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Activity sheets/ Harcourt Chapter Tests.
3	An ESP will be assigned to all sheltered ELL classrooms.	ESOL Contact Administration	Team Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs
4	All ELL students will have access to CAVS Math bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
5	Implement Grades 3-5 math review camp for students scoring below level on Benchmark Assessments.	Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter tests Teacher made tests Benchmark Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
<p>Objective One: By June 2010, at least 74% of students in grades 3-5 will score at least a level 3 on FCAT Math.</p> <p>Objective Two: By June 2010, at least 85% of students in grades 3-5 meeting the criteria of the DOE Rule, whose FCAT scores are in the lowest 25% in reading, will demonstrate annual learning gains on the FCAT Math or score at or above Level 3 on the FCAT Math Assessment.</p> <p>Objective Three: By June 2010, at least 74% of the students in each AYP subgroup in grades 3-5 meeting the criteria of the DOE Rule, will score at or above Level 3 on the FCAT Reading Assessment.</p> <p>Objective Four: By June 2010, at least 58% of the students in the Black AYP subgroup in grades 3-5 will show improvement on the FCAT Reading Assessment.</p>	Number Sense	Alana Navarrette	September 2009	Classroom Walk Throughs Student Data	Dr. Samai Dr. Byrd

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
First In Math	Title One	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Smart Boards	Media funds	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Math Instruction	Title One	\$2,695.00

Hands on Math Instruction	Title One	\$2,695.00
		Total: \$5,390.00
Other		
Description of Resources	Funding Source	Available Amount
Extended Learning	District/Differentiated Accountability	\$3,300.00
		Total: \$3,300.00
		Final Total: \$13,690.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Total percent proficient increased from 29% to 38%. Areas for Improvement: Scientific Thinking (The Nature of Science) Earth and Space Physical & Chemical Sciences Life and Environmental Sciences		By June 2010, 50% of the 5th grade students will score a level 3 or higher on FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will work in cooperative groups during science lessons.	Classroom Teacher Science Coach Administration	Teacher Observations	Chapter Assessments Mini Benchmark Assessments Teacher Observations
2	Students will complete experiments using the scientific method.	Classroom Teacher Science Coach Administration	Teachers will assess students' science journals to see if they are using the scientific method.  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.  Conferencing with students	Chapter Assessments Mini Benchmark Assessments Teacher Observations Delta Activity Sheets
3	Students will apply use of scientific tools.	Classroom Teacher Science Coach Administration	Teachers will assess students' science journals to see if they are using Charts and Graphs.  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter Assessments Mini Benchmark Assessments Teacher Observations
4	Students will make scientific models.	Classroom Teacher Science Coach Administration	Assess students' science journals to see if they have scientific models represented in their answers.  Conferencing with students  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter Assessments Mini Benchmark Assessments Teacher Observations
5	Teachers will use various technologies (Classroom computers, Overhead projectors, Laptop carts,	Classroom Teacher Science Coach Administration	Teachers will assess students' work for the use of scientific technologies.	Delta Activity Sheets Chapter Assessments Mini Benchmark Assessments Teacher Observations

	Television, and the Internet: Beep lessons, and United Streaming. Microscopes) during science lessons.			
6	Students will participate in Hands-on science activities.	Classroom Teacher Science Coach Administration	Teachers will asses students completed activities.  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.  Conferencing with students	Chapter Assessments Mini Benchmark Assessments Teacher Observations
7	Students will create various life environments.	Classroom Teacher Science Coach Administration	Teachers will asses students completed projects and assignments.  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.  Conferencing with students	Chapter Assessments Mini Benchmark Assessments Teacher Observations
8	All K-5 teachers will utilize the Cypress/District instructional focus calendar to target the necessary Sunshine State Standards.	Classroom Teacher Science Coach Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter assessments Mini Benchmark Assessments Teacher Observations
9	Implement Grade 5 Science Review Camp for students scoring below level on Benchmark Assessments	Administration Science Coach	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Chapter assessments Mini Benchmark Assessments Teacher Observations
10	All EII students will have assess to CAVS Science bilingual dictionaries.	Administration ESOL Contact	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
11	An ESP will be assigned to all sheltered ELL classrooms.	Administration Reading Coach ESOL Contact	Team Meetings  Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 50% of the 5th grade students will score a level 3 or higher on FCAT Science.	Introduction to the new Grade level specific Benchmarks and Big Ideas.	Marie Elisma Stacey Evans	September 3rd	Classroom Walk-Throughs Data Chats	Dr. Samai Dr. Byrd Mrs. Elisma
By June 2010, 50% of the 5th grade students will score a level 3 or higher on FCAT Science.	Teaching using the 5E Model of Instruction	Marie Elisma Stacey Evans	October 8th	Classroom Walk-Throughs Data Chats	Dr. Samai Dr. Byrd Mrs. Elisma

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Technology		
Description of Resources	Funding Source	Available Amount
Smart Board	Media Funds	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Hands on Strategies	Title One	\$5,390.00
		Total: \$5,390.00
Other		
Description of Resources	Funding Source	Available Amount
Extended Learning	District/Differentiated Accountability	\$1,500.00
		Total: \$1,500.00
		Final Total: \$8,890.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Focus, organization, sentence fluency, word choice, conventions & voice.			By June 2010, 85% of students will score at or above a level 3.5 on the Florida Writes test.  By June 2010, 85% of students in the AYP subgroups will score at or above level 3.5 on the Florida Writes test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will modeling effective writing practices.	Classroom Teacher Administration Reading Coach	Teachers will analyze weekly demand prompts. Data Chats Conferencing with students	DOE Florida Writes Rubric Six Traits Rubric
2	Teachers will target specific writing skills during mini lessons.	Classroom Teacher Administration Reading Coach	During student conferences the teacher will be able to determine if the student needs further assistance.	DOE Florida Writes Rubric Six Traits Rubric
3	Students needing further help in writing will be provided with small group instruction.	Classroom Teacher Administration Reading Coach	Teachers will review students' writing prompts.	DOE Florida Writes Rubric Six Traits Rubric
4	All ELL students will have access to bilingual dictionaries.	Administration ESOL Contact Reading Coach	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Teacher observations Classroom Walkthroughs
5	An ESP will be assigned to all sheltered ELL classrooms.	Administration ESOL Contact Reading Coach	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Classroom Walkthroughs
6	Implement Grade 4 Writing Review Camp for students scoring below level on Benchmark Assessments.	Administration	Data chats with vertical teams, grade level teams, and administration/teacher focusing on individual students.	Weekly Prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 85% of students will score at or above a level 3.5 on the Florida Writes test. By June 2010, 85% of students in the AYP subgroups will score at or above level 3.5 on the Florida Writes test.	Six Traits	Seidman & Ferracane	Aug/Sept 2009	Observation of new fourth grade teachers modeling the six traits	Dr. Samai Dr. Byrd Mrs. Dunbar-Creary

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Writing Training	Title One	\$5,390.00
		Total: \$5,390.00
Other		
Description of Resources	Funding Source	Available Amount
Extended Learning	District/Differentiated Accountability	\$1,500.00
		Total: \$1,500.00
		Final Total: \$6,890.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
Were parent involvement activities and strategies targeted to areas of academic need?  
Based on information from surveys, evaluations, agendas, or sign-ins:  
Was the percent of parent participation in school activities maintained or increased from the prior year?  
Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Areas in need of improvement: Communication Parent Involvement			By June 2010, 57% of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will be informed of school activities through the newsletter, school website, flyers and Parent Link.	Administration DPC TLC	Administration will check for increased parent participation.	Sign in Sheets STAR report Surveys
2	Parents will be invited to attend Open House, Family Math Day, Reading Under the Cypress Tree, Science Night, Reader's Theater.	Administration	Administration will check for increased parent participation.	Sign in Sheets STAR report Surveys
3	Parents will be encouraged to become volunteers.	Volunteer Coordinator	The volunteer coordinator will check the district	Sign in Sheets STAR report

approved list regularly.

Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 57% of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.	Scientific Method	Ms. Evans	April 29, 2010	Sign in Sheets STAR report Surveys	Dr. Samai Dr. Byrd
By June 2010, 57% of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.	Effective Math Strategies	Mr. Smith	January 14, 2009	Sign in Sheets STAR report Surveys	Dr. Samai Dr. Byrd
By June 2010, 57% of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.	Effective Reading Strategies	Ms. Dunbar-Creary	October 15, 2009	Sign in Sheets STAR report Surveys	Dr. Samai Dr. Byrd
By June 2010, 57% of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.	Effective Writing Strategies	Ms. Drew	January 14, 2009	Sign in Sheets STAR report Surveys	Dr. Samai Dr. Byrd
By June 2010, 57% of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings or conferences.	Accessing Educational Websites	Ms. Brown	October 15, 2009	Sign in Sheets STAR report Surveys	Dr. Samai Dr. Byrd

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student Agendas	Title One	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Roseta Stone	ESOL Department	\$7,000.00
		Total: \$7,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Materials for parent workshops.	Title One	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,500.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading			\$0.00
Reading	Istation	District	\$0.00
Mathematics	First In Math	Title One	\$3,000.00
Parental Involvement	Student Agendas	Title One	\$5,000.00
			Total: \$8,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	PTA	\$4,000.00
Mathematics	Smart Boards	Media funds	\$2,000.00
Science	Smart Board	Media Funds	\$2,000.00
Parental Involvement	Roseta Stone	ESOL Department	\$7,000.00
			Total: \$15,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Reading Instruction Small Group Instruction	Title One	\$5,390.00
Mathematics	Differenciated Math Instruction	Title One	\$2,695.00
Mathematics	Hands on Math Instruction	Title One	\$2,695.00
Writing	District Writing Training	Title One	\$5,390.00
Science	Science Hands on Strategies	Title One	\$5,390.00
Parental Involvement	Materials for parent workshops.	Title One	\$1,500.00
			Total: \$23,060.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning	District/Differenciated Accountability	\$3,300.00
Mathematics	Extended Learning	District/Differenciated Accountability	\$3,300.00
Writing	Extended Learning	District/Differenciated Accountability	\$1,500.00
Science	Extended Learning	District/Differenciated Accountability	\$1,500.00
			Total: \$9,600.00
			Final Total: \$55,660.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Kindergarden benchmark testing	800
Materials for extended learning	2000

Describe the Activities of the School Advisory Council for the Upcoming Year

The role of the School Advisory committee is to monitor the implementation of the SIP. The School Advisory Committee meets monthly and we have all stakeholders present. At the meetings we get reports from the SAC subcommittees. They discuss the action steps and make revisions as needed.

## SAC Members

### Members

- 1) Dr. Paulette Samai, Principal
- 2) Claudine Dunbar-Creary, SAC Chair
- 3) Willie Smith, SAC Chair
- 4) Marie Elisma, Teacher
- 5) LaShawn Settles, Teacher
- 6) Ms. Navarette, Teacher
- 7) Mr. Wilcox, Business Member
- 8) Ms. Martins, Parent
- 9) Ms. Goldberg, Parent
- 10) Ms. Page, Parent
- 11) Ms. Smith, Parent
- 12) Ms. Marino, Parent
- 13) Ms. Sauer, Parent
- 14) Mr. Creary, Parent
- 15) Deputy Villalobos, Community Member
- 16) Ms. Belanger, School Support Personnel
- 17) Ms. Deveau, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CYPRESS ELEMENTARY SCHOOL 1781													
Number of students enrolled in the grades tested:														Read: 331		Math: 331		2008-2009 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>																											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N			
TOTAL <sup>4</sup>	100	Y	100	Y	61	N	67	N	91	Y			NA	35	39	N	31	33	N	68	Y	67	N				
WHITE	100	Y	100	Y		NA		NA		NA			NA						NA								
BLACK	99	Y	100	Y	53	N	51	N	83	N			NA	42	47	N	42	49	N	58	N	53	N				
HISPANIC	100	Y	100	Y	62	N	72	Y		Y			NA	39	38	N	28	28	NA	71	Y	74	NA				
ASIAN			NA			NA		NA		NA			NA						NA								
AMERICAN INDIAN			NA			NA		NA		NA			NA						NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	N	64	N	93	Y			NA	39	42	N	34	36	N	64	N	65	N				
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	44	N	61	N	94	Y			NA	46	56	N	40	39	N	58	N	64	N				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA		NA			NA						NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CYPRESS ELEMENTARY SCHOOL 1781													
Number of students enrolled in the grades tested:														Read: 303		Math: 303		2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>																											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL <sup>4</sup>	97	Y	98	Y	65	Y	69	Y	88	Y			NA	52	35	NA	34	31	NA	68	NA	71	NA				
WHITE	96	Y	96	Y	89	Y	83	Y		NA			NA	42	11	NA	23	17	NA	82	NA	82	NA				
BLACK	98	Y	99	Y	58	Y	58	N	88	Y			NA	55	42	NA	37	42	NA	63	NA	59	NA				
HISPANIC	98	Y	98	Y	61	Y	72	Y		NA			NA	54	39	NA	38	28	NA	64	NA	76	NA				
ASIAN			NA			NA		NA		NA			NA						NA								
AMERICAN INDIAN			NA			NA		NA		NA			NA						NA								
ECONOMICALLY DISADVANTAGED	97	Y	99	Y	61	Y	66	Y	88	Y			NA	55	39	NA	35	34	NA	64	NA	67	NA				
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	54	N	60	N		NA			NA	64	46	NA	43	40	NA	63	NA	70	NA				
STUDENTS WITH DISABILITIES	94	N	96	Y		NA		NA		NA			NA						NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CYPRESS ELEMENTARY SCHOOL 1781													
Number of students enrolled in the grades tested:														Read: 318		Math: 318		2006-2007 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO			
<a href="#">Click here to see Number of students in each group</a>																											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL <sup>4</sup>	99	Y	100	Y	48	N	66	Y	88	88	N		NA	46	51	NA	41	34	NA	52	NA	68	NA				
WHITE	100	Y	100	Y	58	Y	77	Y		NA			NA		48	NA	30	23	NA	67	NA	84	NA				
BLACK	98	Y	99	Y	45	N	63	Y	85	88	Y		NA	47	52	NA	54	37	NA	47	NA	69	NA				
HISPANIC	99	Y	100	Y	46	N	62	Y	89	91	Y		NA	49	54	NA	32	38	NA	49	NA	62	NA				
ASIAN			NA			NA		NA		NA			NA						NA								
AMERICAN INDIAN			NA			NA		NA		NA			NA						NA								
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	45	N	65	Y	84	88	Y		NA	56	54	NA	46	35	NA	47	NA	66	NA				
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y	36	N	57	Y	78	88	Y		NA	54	62	NA	44	43	NA	44	NA	64	NA				
STUDENTS WITH DISABILITIES	99	Y	100	Y		NA		NA		NA			NA						NA								

## SCHOOL GRADE DATA

Broward School District CYPRESS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	65%	69%	87%	38%	259
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	61%	74%			135
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>					

						1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	83% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District CYPRESS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	73%	95%	29%	267	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	78%			147	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	74% (YES)	83% (YES)			157	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					571	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District CYPRESS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	69%	86%	33%	245	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	65%			142	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	78% (YES)	75% (YES)			153	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					540	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested