

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: CYPRESS BAY HIGH SCHOOL**

**District Name: Broward**

**Principal: Charles S. Neely**

**SAC Chair: Allison R. Waxman**

**Superintendent: James F. Notter**

**Date of School Board Approval: 12/1/09**

**Last Modified on: 09-11-2009**

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## VISION and MISSION STATEMENTS

Cypress Bay's Mission Statement:

"Delivering personalized quality education in a professional, safe and caring environment."

Our Vision:

Cypress Bay High School is committed to providing high-quality education to our diverse student body. We achieve our goals through a challenging curriculum, quality teachers, and an atmosphere that emphasizes communication and cooperation. Together, these elements create a safe and engaging learning environment in which all students can excel.

The aim of Cypress Bay is to graduate responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Cypress Bay High School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Cypress Bay High School is located in Weston, Florida. The high school opened in 2002 and houses 4,000+ students in grades 9-12. The school offers a vast range of academic and extracurricular pursuits, and has proudly graduated approximately 1,200 students each year.

#### Unique School Strengths for Next Year

During the 2009-2010 school-year, Cypress Bay has the opportunity to welcome several new administrative talents, as well as the opportunity to serve many new students to the Weston area. The previously allocated enrollment cap has expired, and Cypress Bay will once again have the opportunity to welcome additional students to the school's growing family.

#### Unique School Weaknesses for Next Year

For the first time since the school opened in 2002, Cypress Bay has been awarded a "B" grade for the 2008-2009 school-year. While the school previously earned 5 consecutive "A" grades, the "B" poses new challenges and accountability requirements than in previous years.

#### Student Demographics

Cypress Bay High School is home to 3,850 students as of 8/3/09.

The demographic breakdown is as follows:

Female students - 1845 (48.3%)

Male students - 2005 (51.6%)

Native - 5.07 %

Black non-Hispanic - 4.53 %

White non-Hispanic - 45.5 %  
Multiracial - 1.97 %  
Hispanic - 44.4 %  
Asian - 3.44 %

Free/Reduced - 11.2 %  
ELL - 7.91 %  
ESE 6.01 %

#### Student Attendance Rates

Cypress Bay High School's attendance rate for 2009 was 91.80%

#### Student Mobility

Cypress Bay High School's mobility rate for 2009 was 6.20%

#### Student Suspension Rates

Cypress Bay High School's internal suspension rate for 2009 was 6.30%  
Cypress Bay High School's external suspension rate for 2009 was 2.80%

#### Student Retention Rates

Cypress Bay High School's retention rate for 2009 is still being determined.

#### Class Size

The 2009 average class size for 2009 was 23.68.

#### Academic Performance of Feeder Pattern

Cypress Bay High School has two feeder middle schools, Falcon Cove Middle and Tequesta Trace middle. For the 2009 school-year, each school's academic performance as indicated on published FCAT reports is as follows:

##### Falcon Cove

86% of 6th graders scored a 3 or higher on the Reading FCAT  
88% of 6th graders scored a 3 or higher on the Math FCAT  
N/A% of 6th graders scored a 3 or higher on the Writing FCAT  
N/A% of 6th graders scored a 3 or higher on the Science FCAT

89% of 7th graders scored a 3 or higher on the Reading FCAT  
90% of 7th graders scored a 3 or higher on the Math FCAT  
N/A% of 7th graders scored a 3 or higher on the Writing FCAT  
N/A% of 7th graders scored a 3 or higher on the Science FCAT

83% of 8th graders scored a 3 or higher on the Reading FCAT  
92% of 8th graders scored a 3 or higher on the Math FCAT  
99% of 8th graders scored a 3 or higher on the Writing FCAT  
71% of 8th graders scored a 3 or higher on the Science FCAT

##### Falcon Cove Middle's mean scores for 2009 were as follows:

6th grade mean test score on Reading = 348  
6th grade mean score on Math = 364  
6th grade mean score on Writing = N/A  
6th grade mean score on Science = N/A

7th grade mean test score on Reading = 353  
7th grade mean score on Math = 358  
7th grade mean score on Writing = N/A  
7th grade mean score on Science = N/A

8th grade mean test score on Reading = 345  
8th grade mean score on Math = 358  
8th grade mean score on Writing = N/A  
8th grade mean score on Science = 347

##### Tequesta Trace

87% of 6th graders scored a 3 or higher on the Reading FCAT  
80% of 6th graders scored a 3 or higher on the Math FCAT  
N/A% of 6th graders scored a 3 or higher on the Writing FCAT  
N/A% of 6th graders scored a 3 or higher on the Science FCAT

80% of 7th graders scored a 3 or higher on the Reading FCAT

74% of 7th graders scored a 3 or higher on the Math FCAT  
N/A% of 7th graders scored a 3 or higher on the Writing FCAT  
N/A% of 7th graders scored a 3 or higher on the Science FCAT

74% of 8th graders scored a 3 or higher on the Reading FCAT  
87% of 8th graders scored a 3 or higher on the Math FCAT  
94% of 8th graders scored a 3 or higher on the Writing FCAT  
66% of 8th graders scored a 3 or higher on the Science FCAT

Tequesta Trace Middle's mean scores for 2009 were as follows:

6th grade mean test score on Reading = 345

6th grade mean score on Math = 354

6th grade mean score on Writing = N/A

6th grade mean score on Science = N/A

7th grade mean test score on Reading = 340

7th grade mean score on Math = 340

7th grade mean score on Writing = N/A

7th grade mean score on Science = N/A

8th grade mean test score on Reading = 335

8th grade mean score on Math = 347

8th grade mean score on Writing = N/A

8th grade mean score on Science = 341

#### Partnerships and Grants

Cypress Bay High School currently has the following Business Partnerships in place:

American Intercontinental Univ.

Bank of America

Calvin Giordano & Associates, Inc.

City of Weston / Weston University

Coldwell Banker of Town Center

College Funding Partners

College Pursuit

College Funding Solutions

Costco

Creative Engineering

DeVry University

Dunkin Donuts

Family Vending

Freestyle Enterprises

Hair Venture

Herff Jones

Hinson Office Supply

Joe DiMaggio Children's Hospital

Kaplan

Miller Legg

Neiman Marcus Last Call

Northern Trust Bank

Outback Steakhouse

Parsons Brinker Hoff

Pet Sitting at Weston

Play N Trade

Publix Supermarkets

Seeber Roofing

Rick Case Honda

SP Food Inc, dba Burger King

Tabula Digita

Weston Yoga

#### 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 *
Principal	Charles Scott Neely	B.S. Elementary Ed M.S. of Ed Leadership Elementary Ed 1-6 School Principal (All levels)  Professional Ed. Certificate	7	21	Cypress Bay Grade B 08-09 Reading Proficiency 71% Math Proficiency 94% Science Proficiency 52% AYP was not met  Cypress Bay Grade A 07-08 Grade A 06-07 Grade A 05-06 Grade A 04-05 Grade A 03-04
Assis Principal	Jeff Nelson	B.S. Political Science M.S Ed Leadership Cert Ed Leadership	7	4	Cypress Bay Grade B 08/09 Reading Proficiency 71% Math Proficiency 94% Science Proficiency 52% AYP was not met
Assis Principal	Carlos Rodriguez	B.S History M.S Social Studies M.S Ed Leadership Spec Ed Leadership Cert School Principal		11	Western High Grade C 08-09 Reading proficiency 50% Math proficiency 82% Science proficiency 44% AYP was not met
Assis Principal	Haleh Darbar	B.A Chemistry M. S Guidance Cert Ed Leadership		4	Dillard High Grade D 08-09 Reading proficiency 23% Math Proficiency 72% Scince Proficiency 22% AYP was not met
Assis Principal	James Coluzzi	B.S. Social Sciences M.S. Administration & Supervision Cert Ed Leadership	7	24	Cypress Bay Grade B 08/09 Reading Proficiency 71% Math Proficiency 94% Science Proficiency 52% AYP was not met

\* 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 *
Math	Marianela Estripeaut	Professional Educator's: Math 6-12; ESOL Certification, Ed Leadership Cert	7	7	08-09; Grade B, met all AYP subgroups in math 07-08; Grade A, met all AYP subgroups in math 06-07; Grade A, did not meet AYP 05-06; Grade A, did not meet AYP 04-05; Grade A, did not meet AYP 03-04; Grade A, did not meet AYP
Reading	Adrienne Maisel	Professional Educator's: Elementary Ed 1-6, ESOL Endorsed, Reading Endorsed		12	08-09; Grade A, did not meet AYP 07-08; Grade B, did not meet AYP 06-07; Grade B, did not meet AYP 05-06; Grade A, provisional AYP 04-05; Grade A, met AYP in all reading subgroups

\* 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)
Regular meetings with all teachers new to the school with Assistant Principal	Assistant Principal	Ongoing	
Partnering new teachers with NESS Coaches, or experienced teachers who can mentor and assist	NESS Liaison	Ongoing	N/A because Cypress Bay has no 1st year teachers for the 09-10 school-year. The program is in place, however, and is ready to be reinstated should the need arise.
Professional Development among individual departments to keep teachers informed and trained on the most up-to-date and relevant teaching strategies	Department Heads, Professional Development Coordinator	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
197	0	18.8	41.1	40.1	48.2	100	5	14.3	17.25

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
National Board Certified Teachers of English	English Department: Amparo Robin	Enhancement of teaching tools and implementation of skills and AP strategies	National Board mentoring hours, Professional Waiver Days: Thursday 9/3/09 Thursday 10/1/09 Tuesday 11/17/09 Thursday 12/3/09 Thursday 1/7/09 Thursday 3/4/09
	Cook Jennifer		
	Corridon Caryn		
	Ehrlich Barbara		
	Farbiarz Dianne		
	Fonseca Cecilia		
	Frank Mary		
	Goodman Carol		
	Hainsworth Judy		
	Kaplan Jill		
	Kielbasa Jeanne		
	Maas Shawn		
	Manella Eileen		
	Marchetti Margarete		
	McNeely Karen		
	Musgrave Adam		
	Ojeda Sherrie		
	Pozin Holly		
	Rakofsky Rachael		
	Reyes-Ehrlich Celeste		
Rheingold Leslie			
Rivero Elizabeth			
Seigel Joyce			
Simon Jillian			
Stasiowski Lisa			
Stoklosa Tina			

		<p>Waite Simone</p> <p>Waxman Allison</p> <p>Weiss Rhonda</p> <p>Wilson Jennifer</p>			
<p>Marianela Estripeaut (Math Coach)</p>		<p>Math Department: Alonzo Ana</p> <p>Amoedo Marisol</p> <p>Antelo Elena</p> <p>Bass Amy</p> <p>Bender Lauren</p> <p>Bernam Robyn</p> <p>Del Valle Laura</p> <p>DeSpagne Jose</p> <p>Farmer Richard</p> <p>Ferreira Yadiris</p> <p>Galvez Angela</p> <p>Goodwin Denise</p> <p>Grossi Vincent</p> <p>Guest Myrna</p> <p>Harden-Moros Christina</p> <p>Helt- Murrell Kelley</p> <p>Herron Lisa</p> <p>Jennings Carl</p> <p>Jones Gary</p> <p>Li Jillian</p> <p>Lindstrand Christine</p> <p>Maloney Michael</p> <p>McCaferty Chris</p> <p>Moran Arleen</p> <p>Palilunas Alex</p> <p>Perez Barbara</p> <p>Pero Nicholas</p> <p>Peterson Bruce</p> <p>Postolski Monika</p> <p>Ruiz Beatriz</p> <p>Sandmire James</p> <p>Slutsky Tiffani</p> <p>Steinbach Sarah</p>	<p>Enhancement of teaching tools and implementation skills.</p>	<p>Meeting on Professional Development Days to strategically implement Best Practices, AP instructional strategies, and effective techniques to improve FCAT/stardarized assessment performance.</p> <p>Professional Waiver Days: Thursday 9/3/09 Thursday 10/1/09 Tuesday 11/17/09 Thursday 12/3/09 Thursday 1/7/09 Thursday 3/4/09</p>	

Willacy Debra

Windloss Lori

Woodard  
Susan

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

### Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership team consists of Assistant Principal Carlos Rodriguez, Reading Coach Adrienne Maisel, Guidance Counselor Carlos Fortune, ESE Specialist Bonnie Finfer, School Psychiatrist Ilisa Bianco, and school Social Worker Grace Carreto-Nagales.

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

The RtI Leadership team will meet once per month or as needed and convey information back to SAC.

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

The team will meet to develop, review and discuss the school's improvement plan. The leadership team will meet once a month and report to the school advisory committee in order to monitor the implementation of the school improvement plan. Collaborative decision making will drive the action plan.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, and math,)  
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation  
Midyear: PMRN, Diagnostic Assessment for Reading  
End of year: FCAT  
Frequency of Data Days: Twice a month for data analysis  
The data management systems used to summarize tiered data are PMRN, Virtual Counselor, and a school based data system.

Describe the plan to train staff on RtI.

Our staff will be trained through staff development. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

## 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?

Our strengths were that our 10th Grade FCAT writing scores increased from 92% meeting High Standards in Writing to 94%.

2009 FCAT Results:

Reading:

Words/Phrases - Grade 9, 7 out of 9 Grade 10, 4 out of 6  
Main Idea/Purpose - Grade 9, 16 out of 19 Grade 10, 13 out of 17  
Comparisons - Grade 9, 7 out of 8 Grade 10, 12 out of 16  
Reference/Research - Grade 9, 6 out of 9 Grade 10, 8 out of 12  
Level 3 & Above - Grade 9, 74% Grade 10, 64%

Math:

Number Sense - Grade 9, 5 out of 8 Grade 10, 8 out of 11  
Measurement - Grade 9, 5 out of 7 Grade 10, 7 out of 10  
Geometry - Grade 9, 9 out of 11 Grade 10, 8 out of 14  
Algebraic Thinking - Grade 9, 8 out of 10 Grade 10, 10 out of 14  
Data Analysis - Grade 9, 7 out of 8 Grade 10, 7 out of 11  
Level 3 & Above - Grade 9, 93% Grade 10, 92%

Science:

Physical & Chemical- Grade 11, 8 out of 13  
Earth & Space- Grade 11, 7 out of 12  
Life & Environ.- Grade 11, 8 out of 14  
Scientific Thinking- Grade 11, 7 out of 12  
Level 3 & Above- Grade 11, 51%

Writing:  
Expository- Grade 10, 95%  
Persuasive- Grade 10, 92%  
Combined- Grade 10, 93%

### Instructional Calendar Development

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

Through professional development and the use of current year's benchmark scores each department's instructional focus calendar has been developed. Each department will also use district provided IFC as guidelines. Benchmarks were prioritized based on students' proficiency. Teachers will implement the calendar through their curriculum and demonstrate implementation through lesson plans. The calendars will be monitored through classroom walk-throughs and lesson plan checks.

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

Reading: Reference & Research was the least proficient strand and will be given priority focus.  
Writing: "The Writing Benchmark"  
Mathematics: Geometry & Analysis was the least proficient strand and will be given priority focus.  
Science: Earth and Space was the least proficient strand and will be given priority focus.

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

Based on individual student's data, students are scheduled into core classes according to their needs. Students who are deficient in reading are assigned to a reading class based on an A/B block schedule. Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

Students are given the opportunity to enroll in AP classes which will build a bridge between core curriculum and student interests.

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?

Through Social Studies, students complete a "Career Visions" section. Students are also given an opportunity to select electives and/or enrichment courses through virtual counselor in preparation for the next school year's schedule.

### DO

#### Direct the Instructional Focus

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

Through the Sharing of Best Practices, subject area teachers will design lessons that will be used in a cross curricular format. Utilizing Collaborative Curriculum Design and articulation between grade levels, students will easily transition through grade levels carrying the academic focus with them.

How are instructional focus lessons developed and delivered?

Teachers utilize the IFC in conjunction with various resources (BEEP, United Streaming, current and innovative technology) to develop and deliver instruction, all while considering the needs of every student.

How will instructional focus lessons be revised and monitored?

Lessons are revised and monitored through county BATs, mini-assessments, teacher created, and state assessments. Additionally, Grade-level faculty and shared-subject faculty will meet on Employee Planning days and on Professional Waiver Days to share best Practices and assess the effectiveness of the lesson chosen.  
Professional Waiver Days:  
Thursday 9/3/09  
Thursday 10/1/09

Tuesday 11/17/09  
Thursday 12/3/09  
Thursday 1/7/10  
Thursday 3/4/10

Planning Days:  
Friday 10/23/09  
Tuesday 1/19/10  
Friday 3/26/10  
Friday 5/28/10  
Thursday 6/10/10

## 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.

Mini-assessments and teacher created assessments are used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

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

Assessments are used to drive the curriculum once student mastery has been determined.  
Analysis of data will determine which students require tutorials versus enrichment.  
Teachers will differentiate instruction accordingly.  
Data chats will be conducted between administrators and teachers along with the teacher/student data chats.

### Maintenance

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

Based on the needs of our students, mini-assessments are infused into the IFC.

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.

Grade-level teams meet once a week to review progress and monitor data. Modifications are made accordingly.  
Additionally, entire shared-prep teams will meet on Employee Planning days and on Professional Waiver Days to review assessment data.

Professional Waiver Days:

Thursday 9/3/09  
Thursday 10/1/09  
Tuesday 11/17/09  
Thursday 12/3/09  
Thursday 1/7/10  
Thursday 3/4/10

Planning Days:

Friday 10/23/09  
Tuesday 1/19/10  
Friday 3/26/10  
Friday 5/28/10  
Thursday 6/10/10

### 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.

The role of the principal and leadership team will be to conduct Professional Development on a weekly basis, classroom walk-throughs on a daily basis, and department meetings on a bi-weekly basis.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

Core courses utilize district approved curriculum materials. FCAT explorer, FCAT simulator, and Saturday school will be available for intensive/intervention instruction.

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

Intensive teachers are reviewing data and supporting the core curriculum driven by the IFC.

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

Staff Development needs-assessment is administered in May to determine staff development needs and establish a calendar for the 2009-2010 school year.

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

Based on the 2009 FCAT scores, students achieving a level one or two in reading will be scheduled to take an intensive course.

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

Students will be monitored through county mini assessments.

### Enrichment

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

Differentiated instruction and hands-on activities are used to accelerate and enrich activities.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies through mastery of assessed skills. Technology, hands-on activities, and projects are assigned to support acceleration and enrichment strategies.

### 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)
Each Department of Cypress Bay: English/Language Arts, Reading, Social Studies, Science, Math, ROTC, Physical Education, Art, Foreign Languages, ESE, Guidance, Business/Marketing	Department Chairs: Robert Hosier, Bradley Franks, Joyce Seigel, Marianela Estripeaut, Angela Kraemer-White, Magdaline Ramirez, Clara Russo, Sally Steere, Marguerite Kirschner, Kim Love, Patty Vanderkwast	6 times per year on Professional Development Days.	Thursday, September 3, 2009 Thursday, October 1, 2009 Tuesday, November 17, 2009 Thursday, December 3, 2009 Thursday, January 7, 2010 Thursday, March 4, 2010  **All PDD Times are scheduled from 11:41-2:41 (3 hours each meeting)	Each PDD will be spent teaching, learning, and evaluating different teaching methods, Best Practices, AP strategies, CRISS strategies, and other tools to improve student performance. Learning Communities will also conduct Lesson Study and data analysis.
Whole-staff training	Adrienne Maisel, Reading Coach	One time staff training with follow-up	Thursday, September 3, 2009 11:41 AM -1:15 PM Follow-up activities to be conducted by each department immediately following on 9/3/09. Classroom implementation to follow the training.	Information dissemination, training, and Implementation of the Reading k-12 plan

- 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  
**No Attached Public School Choice with Transportation (CWT) Notification**
- Notification of (School in Need of Improvement) SINI Status  
**No Attached Supplemental Educational Services (SES) Notification**

### Pre-School Transition

N/A

### Postsecondary Transition

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

Cypress Bay High School Guidance Counselors and BRACE Advisors have analyzed the most recent High School Feedback Reports and have made the following assessments:

Cypress Bay graduates who have passed the Math FCAT (89.8%), and the Reading FCAT (53.5) outperform the averages both district-wide and state-wide. The school will continue to encourage and remediate 11th and 12th grade students who may have not earned a 3 or higher in 10th grade.

76% Of Cypress Bay graduates completed a college prep curriculum. Guidance counselors and academic advisors will encourage more students to seek placement in AP courses.

The school's percentage of graduates enrolled in Algebra I course before 9th grade, or completed at least one dual enrollment science course were below the district averages. Many areas are above the state average, but the school is focused on creating a greater emphasis on math and science preparedness. We will also encourage students to take AP classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9 and 10, 71% of students earned a score of 3 or better on the 2009 FCAT administration.		In grades 9 and 10, 76% of students will meet the DOE criteria of achieving a level 3 or above on the Reading portion of the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify and place students in appropriate Reading course based on FCAT data, NRT, DAR, and FORF Probe.	Administration, Reading Coach, Department Chair	1. Culminate test results.	1. Utilize district benchmark assessment.
2	2. Schedule all 10th grade students in English classes (whether Regular, Honors, or AP) in the first semester of the 4 X 4 schedule.	Administration, Reading Coach, Department Chair	2. Teacher follow-up from "Professional Study" days.	2. Utilize school-based program specific assessments at the end of each unit.
3	3. Align Reading Class curriculum utilizing district and school-based assessments using pre and post benchmark tests in a 90-minute full year -credit class.	Administration, Reading Coach, Department Chair	3. Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments.	3. Meet weekly to perform critical analysis of student work. Students will be included in the ongoing data discussions.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on data from the 2009 FCAT administration, 39% of ELL students scored a 3 or above.		In the 2010 administration of the FCAT administration, 49% of ELL students will pass the FCAT with a score of level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide pull-out instruction to increase achievement in reading comprehension for AYP subgroups, especially focusing on ELL students and the lowest 25th percentile. Streamlined focus will be on the District DIAP, K-12 Reading Plan and correlating strategies/programs.	Administration, Reading Coach, Department Chair	1. Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Coaches and Administration will follow K-12 ESOL plan with fidelity to properly schedule A1-A2 ELLs to receive Reading through Developmental Language Arts through ESOL.	1. Meetings to review, asses, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests.
2	2. Provide supplemental tutoring after-school and Saturdays to increase reading comprehension and test taking skills.	Administration, Reading Coach, Department Chair	2. Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments.	2. Meetings to review, asses, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests.

3	3. Target subgroups through parent outreach and other forms of communication to encourage student to participate in supplemental programs, focusing on the District DIAP, K-12 Reading Plan.	Administration, Reading Coach, Department Chair, teachers	3. Reading Coach, teachers, PTSA liaison, and Department Chairs will monitor the dissemination of outreach information.	3. Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The lowest 25% of test scorers in the 2009 administration of the FCAT.		In the 2010 administration of the FCAT, 58% of students in the lowest 25% will have an average individual increase of reading test scores of 10%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement a school-wide literacy program to increase reading stamina/ endurance and build comprehension skills among students.	Administration, Reading Coach, Department Chair, teachers, PTSA	1. Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments.	1. Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests.
2	2. Assign SSS Reading Strands to cross discipline teacher to ensure accountability of student achievement in Reading to all teachers.	Reading Coach	2. Reading Coach will visit & observe teachers actively working with the strands.	2. Use PDD meetings and one-on-one time in the classroom to review, assess, and evaluate curriculum content delivery
3	3. Implement professional learning-communities to increase teacher instructional knowledge of reading strategies.	Professional Learning Communities	3. Department Head and Administrator follow-up meetings with Professional Learning Community .	3. Regularly Scheduled meetings of the Professional Learning Community members.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 9 and 10, 76% of students will meet the DOE criteria of achieving a level 3 or above on the Reading portion of the 2010 FCAT.	Teachers will be trained in Best Practice strategies to help meet the needs of specific sub-group.	Various - including Department Chair - Joyce Seigel, Classroom Teachers	Various Professional Study dates.	Teacher lesson plans, student data, and various training activities including a job-embedded follow-up activity.	Department Head and Professional Development Coordinator.
In the 2010 administration of the FCAT administration, 49% of ELL students will pass the FCAT with a score of level 3 or higher.	Teachers will use PDD meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress, student needs, and resource requests.	Various - including Department Chair - Joyce Seigel, Classroom Teachers	Various Professional Study dates.	Teacher lesson plans, electronic gradebook, student data, and various training activities, including a job-embedded follow-up activity.	Department Head, Reading Coach, and Professional Development Coordinator.
In the 2010 administration of the FCAT, 58% of students in the lowest 25% will have an average individual increase of reading test scores of 10%.	Teachers will learn to better analyze individual student data to create differentiated instruction to meet the individual needs of student.	Department Chair - Joyce Seigel, Classroom Teachers	Ongoing	Virtual Counselor	Administration, Reading Coach, Department Chair, teachers

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

On a weekly basis, the Reading Coaches will facilitate KURL strategies in all classrooms, and monitor the silent sustained reading across all curriculum. Graphic organizers, retention techniques, and other supplemental materials will be provided to promote independent reading in grades 9-12. Additionally, participation & accountability will be recorded in the form of electronic gradebook, lesson plan reviews, and classroom visits. The school will also continue to participate in "word of the week" activities and education.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Reading after-school and Saturday camps	SAC Accountability funds, and A+ monies from 2006-2008	\$12,000.00
		<b>Total: \$12,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Study Days	School Budget	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$12,000.00</b>

End of Reading Goal

## Mathematics Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increasing the percentage of students meeting high standards in the math portion of the FCAT. in the 2008-2009 administration of the FCAT, 94% of our students earned a 3 or better.		In the 2010 administration of the FCAT, 95% of 9th and 10th grade students will score a level 3 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide proper placement of at-risk students in remedial intensive math courses. Additionally, ESE inclusion model is examined and implemented for effective instruction of ESE students in math classes.	1. Department Chair (Marianela Estripeaut) and Math AP (Carlos Rodriguez)	1. Scheduling meetings at the beginning of both semesters to determine proper placement of at-risk students.	1. FCAT SSS
2	2. Provide after school FCAT tutoring, Saturday FCAT tutoring, and Math Pull-out for at risk math students.	2. Department Chair (Marianela Estripeaut) and Math AP (Carlos Rodriguez)	2. Data analysis of students who attended such programs to determine passing rate.	2. FCAT SSS
3	3. Map all math courses according to Sunshine States Standards and develop math assessments that contain open-ended and free-response questions	3. Department Chair (Marianela Estripeaut) and Math AP (Carlos Rodriguez)	3. Professional Learning Community meetings where maps are developed and modified based on previous and ongoing data reviews.	3. Results of Formative student assessments and FCAT SSS, as well as results from twice annual BAT assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Increasing the percentage of students in the lowest quartile making learning gains.		84% of the Lowest 25% 9th and 10th grade students will make learning gains in the math portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Proper placement of these students in correct math class based on their level.	1. Department Chair and Math AP	1. Scheduling meetings at the beginning of both semesters to determine proper placement of at-risk students.	1. FCAT SSS
2	2. Proper identification from the teacher and on-going mentoring and monitoring of these students.	2. Department Chair, Math AP, and Classroom teachers	2. Meetings where the progress of these students is reviewed and where the strategies are modified if necessary.	2. FCAT SSS
3	3. Encourage attendance of these students in after school FCAT tutoring, Saturday FCAT tutoring, and Math Pull-out.	3. Department Chair, Math AP, and Classroom teachers	3. Attendance records are reviewed to determine whether lowest quartile is attending services.	3. Attendance records and FCAT SSS

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increasing the percentage of ESE students with disabilities meeting high standards on the math portion of the FCAT.		74% of students with disabilities will score a level 3 or above on the FCAT math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. FCAT Pull-out	1. Department Chair, Math AP, Classroom teacher, and Pull-out teacher	1. Attendance records are reviewed to determine attendance of this subgroup.	1. Attendance records and FCAT SSS
2	Targeted instructional strategies that will impact student progress, and which are designed in consideration of the ESOL K-12 plan.	Department Chair, Math AP, Classroom teacher, and Pull-out teacher	Monitoring and evaluation of teacher lesson plans and guided instruction.	Classroom walkthroughs, and student/teacher data chats.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In the 2010 administration of the FCAT, 95% of 9th and 10th grade students will score a level 3 or above.	Curriculum mapping and alignment to the Sunshine State Standards with proper open-ended, common assessments	Subject Team Leaders	September 2009	Common assessments and maps are reviewed and modified at the end of each term by every PLC	Department Chair, Math AP, and Team Leaders

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Money for FCAT Tutoring, FCAT Saturday, and FCAT Pull-out	SAC Accountability funds, and A+ monies from 2006-2008	\$22,000.00
		<b>Total: \$22,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Training for teachers on Sunshine State Standards, Best Practices, and upcoming trends that affect scores	SAC Accountability funds, and A+ monies from 2006-2008	\$7,500.00
		<b>Total: \$7,500.00</b>
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$29,500.00</b>

End of **Mathematics** Goal

## Science Goal

<b>Needs Assessment:</b>	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increasing percentage of 11th grade students meeting high standards in the Science portion of the FCAT. In 2008-2009 administration of the Science FCAT, 52% of students scored at a level 3 or better.		57% of 11th grade students will score a level 3 or above in the 2010 administration of the Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Map all science courses and develop common assessments according to the Sunshine State Standards and the County maps.	1. Department Chair, Curriculum Specialist, Science AP	1. Professional Learning Community meetings where maps are developed and modified based on previous data.	1. FCAT SSS
2	2. Provide proper placement and application of appropriate (and highly effective) instructional methods of all 11th grade students in a science class.	2. Department Chair, Curriculum Specialist, Science AP, and Classroom teachers	2. Placement meetings at the beginning of each semester to review proper placement of all 11th grade students in a science class, and curriculum/pacing/IFC review.	2. Student schedules and FCAT SSS
3	3. Establish FCAT Science tutoring and Saturday Science FCAT camps	3. Department Chair, Curriculum Specialist, Science AP, and Classroom teachers	3. Data analysis of students who attended such programs to determine passing rate.	3. FCAT SSS.

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
57% of 11th grade students will score a level 3 or above in the 2010 administration of the Science FCAT.	Curriculum maps, IFCs, common assessments, and Best Practices in addition to twice-annual BAT data.	Team Leaders	September 2009	Common assessments and maps are reviewed and modified at the end of each term by every PLC	Department Chair, Science AP, Curriculum Specialist, and Team Leaders

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training for teachers on Sunshine State Standards, Best Practices, and upcoming trends that affect scores	SAC Accountability funds, and A+ monies from 2006-2008	\$7,500.00
		<b>Total: \$7,500.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Science tutoring and FCAT Saturday camp	SAC Accountability funds, and A+ monies from 2006-2008	\$5,500.00

		<b>Total: \$5,500.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$13,000.00</b>

*End of Science Goal*

## Writing Goal

<b>Needs Assessment:</b>	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Writing scores on FCAT Writes (2008-2009) resulted in 94% of students scoring at a 3.5 or higher. This depicts an increase 2% from 2007-08 when 92% of students scored a 3.5 or higher.		By June 2010 95% of all 10th grade students will score 3.5 or higher on the FCAT Writes.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1.Frontload all 10th grade students to help prepare them in a timely manner for the FCAT Writes in February 2010.	1.Administrator over English/Language Arts and Department Chair for English/Language Arts/Writing Coach	1.Culminating test results.	1.FCAT Writes Results February 2010
2	2.Content area writing plan for Science, World Language and Social Sciences. Professional development days will be used to analyze student writing and teachers' strategies for improving writing scores and critical thinking skills.	2. Administrator over English/Language Arts and Department Chair for English/Language Arts/Writing Coach	2.Teacher Follow-Up on professional study dates	2. FCAT Writes Results February 2010
3	3.Pullout and tutoring programs for 10th grade students in need, especially students found in the school's lowest quartile, on Saturdays , afterschool, and during school.	3. Administrator over English/Language Arts and Department Chair for English/Language Arts/Writing Coach	3.Student surveys on tutoring services and teacher feedback and dialoguing on pullout plans and implementation	3. FCAT Writes Results February 2010

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Develop baseline for new school grading criteria effective 2009-2010 school year. This will include writing success on SAT and AP exams as well as FCAT Writes.		By June 2010 85% of student body will demonstrate success on SAT and AP Writing in English/Language Arts as determined by the new state formula for school grade.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Content area writing plan for Science, World Language and Social Sciences. Professional development days will be used to analyze student writing and teachers' strategies for improving writing scores and critical thinking skills necessary for success on various state assessments.	1. Administrator over English/Language Arts and Department Chair for English/Language Arts/Writing Coach	1.Administrators and staff responsible for Writing implementation will analyze the data from monthly writing prompts of every genre.	1.FCAT Writes results (February 2010), PSAT, SAT, ACT, CPT and AP Exam results as well as data chats with students.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010 95% of all 10th grade students will score 3.5 or higher on the FCAT Writes.	Continue training in 6-TRAITS of Writing, New Jersey Writing Project, and South Florida Writing Project	Various	Various Professional Study Dates	Teacher Lesson Plans, Student Data, and Various Training Activities	Department Head Professional Development Coordinator
By June 2010 85% of student body will demonstrate success on SAT and AP Writing in English/Language Arts as determined by the new state formula for school grade.	College Board SAT Writing Training and AP Writing Strategies Training.  Develop rubrics for AP, SAT, and FCAT Writes to disseminate to cross-curricular content areas so that distinctions can be addressed in test formatting.	Various	Various Professional Study Dates	Teacher Lesson Plans, Student Data, and Various Training Activities	Department Head Professional Development Coordinator

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Saturday FCAT Writing Camp	SAC Accountability funds, and A+ monies from 2006-2008	\$2,500.00
		<b>Total: \$2,500.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$2,500.00</b>

*End of Science Goal*

**Parent Involvement Goal**

<b>Needs Assessment:</b>	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-09 indicate 68% of parents participated.		In the 2009-2010 school-year, 75% or parents will attend the annual open house event at Cypress Bay.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Send additional communication home in each student's native	Administration and administrative assistants.	Sign-in sheets in main office and individual teacher classrooms.	Monitor attendance records from 2010 open house.

	language.			
2	Give students non-academic incentive to promote parental participation in open house.	Classroom Teachers	Sign-in sheets in main office and individual teacher classrooms.	Monitor attendance records from 2010 open house.
3	Promote a themed event or highlight of interest to encourage attendance	Principal Parent Liaison	collect feedback surveys from parents.	Parent surveys.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Parent Involvement Goal*

## Other Goals

### AP participation. Goal:

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase enrollment in AP courses. Due to re-zoning, Cypress Bay has lost several hundred AP seats because our student body enrollment has decreased by more than 1500 in two years. The percentage of students taking AP classes has not decreased, but in order to maintain the high standard of expectation, and our high number of AP tests taken and passed annually, more students will be encouraged to take AP coursework.		Promote Spanish for Spanish Speakers courses for ELL students so they will build transferable grammar and comprehension skills which will translate to better scores on the FCAT and other college readiness exams. After 2 yrs of Spanish Speakers courses, students can enroll in AP Span Lang and AP Span Literature.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. give placement test to ELL students to allow them to participate in the most rigorous level of study in Sp Speakers courses.	1. Dept. Chair, World Languages, Guidance Counselor	1. compare number of ELL students that enroll in courses for Spanish Speakers courses and those that continue with AP Spanish courses.	1. placement test for Spanish Speakers.
2	2. encourage ELL students to enroll in language courses. via curriculum fairs, guidance consultations and parent seminars	2. Administrator in charge, Guidance Dept.	2. compare FCAT scores of those ELL students in AP Sp Lang courses with those not in an AP Sp Lang class.	2. Curriculum Fair sign in sheets, enrollment data
3	3. encourage World Language teachers to take AP workshops .	3. Dept. Chair, World Language	3. number of students progressing to honors/AP courses	3. enrollment data

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
AP participation.		Increase the % of students enrolled in AP by 3%		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Recruit students for all AP classes using PSAT and other test data	1. AP Coordinator	1. Analysis of student registration	Observation

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
AP test success		Increase the % of students scoring 3 and above by 3%		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Increase the % of students scoring 3 and above by 3%	1. AP Coordinator	1. Analysis of AP scores	1. College Board Report

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
AP readiness		Students will have opportunity develop skills necessary		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. Infuse pre-AP strategies into appropriate lower level course	1. Department Chairs and Administration	1. Teacher feedback	1. College Board Report

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
AP Teacher training	SAC Accountability funds, and A+ monies from 2006-2008	\$5,000.00
		<b>Total: \$5,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$5,000.00</b>

*End of AP participation. Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Reading after-school and Saturday camps	SAC Accountability funds, and A+ monies from 2006-2008	\$12,000.00
Mathematics	Money for FCAT Tutoring, FCAT Saturday, and FCAT Pull-out	SAC Accountability funds, and A+ monies from 2006-2008	\$22,000.00
Writing	Saturday FCAT Writing Camp	SAC Accountability funds, and A+ monies from 2006-2008	\$2,500.00
Science	Training for teachers on Sunshine State Standards, Best Practices, and upcoming trends that affect scores	SAC Accountability funds, and A+ monies from 2006-2008	\$7,500.00
			<b>Total: \$44,000.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Professional Study Days	School Budget	\$0.00
Mathematics	Training for teachers on Sunshine State Standards, Best Practices, and upcoming trends that affect scores	SAC Accountability funds, and A+ monies from 2006-2008	\$7,500.00
Science	FCAT Science tutoring and FCAT Saturday camp	SAC Accountability funds, and A+ monies from 2006-2008	\$5,500.00
AP participation.	AP Teacher training	SAC Accountability funds, and A+ monies from 2006-2008	\$5,000.00
			<b>Total: \$18,000.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$62,000.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show 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
No data submitted	

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

The goal of the Cypress Bay SAC is to work with teachers to ensure the implementation of our program goals. In addition, we develop an annual needs assessment from our stakeholders to ensure all possible areas of student achievement, parent involvement and support, and staff satisfaction are being addressed.  
We work to financially fund requests for items needed.  
Our SAC team allows for stakeholders to have a voice on how to best prepare our school for success.

## SAC Members

### Members

- 1) Charles S Neely, Principal
- 2) Allison Waxman, SAC Chair
- 3) Alejandro Lozano, Student
- 4) Talia Caparelli, Student
- 5) Britany Stolzenberg, Student
- 6) Adam Benvenisty, Student
- 7) Alex Perdomo, Student
- 8) Allison Schwed, Student
- 9) Ricky Estripeaut, Student
- 10) Elizabeth Jenkins, Teacher
- 11) Debra Willacy, Teacher
- 12) Barbara Perez, Teacher
- 13) Yadiris Ferreira, Teacher
- 14) Monika Postolski, Teacher
- 15) Dick Keen, Teacher
- 16) Bettina Merkel, Teacher
- 17) Jennifer Wilson, Teacher
- 18) Nori Suarez, Teacher
- 19) Laurie Levinson, Parent
- 20) Tani Caparelli, Parent
- 21) Liz Goldstein, Parent
- 22) Suzanne Partenza, Parent
- 23) Lee Iglesias, Parent
- 24) Gladys Urrea, Parent
- 25) Andrea Flores, Parent
- 26) Roberta Wilson, Community Member
- 27) Jacqui Reynolds, School Support Personnel
- 28) Conchita Rodriguez, School Support Personnel
- 29) Kalebra Williams, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CYPRESS BAY HIGH SCHOOL 3623																			
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1707 Math: 1706		2008-2009 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress?		NO													
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	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	69	Y	92	Y			Y	87	90	Y	36	31	NA	11	8	NA	69	NA	93	NA									
WHITE	100	Y	100	Y	77	Y		Y			Y	90	90	Y	30	23	NA	9		NA	76	NA											
BLACK	99	Y	100	Y		NA		NA			Y	79	89	Y			NA			NA													
HISPANIC	100	Y	100	Y	62	N	91	Y			Y	84	90	Y	43	38	Y	13	9	NA	62	NA	91	NA									
ASIAN	100	Y	100	Y		NA		NA			Y	86	90	Y			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA				NA		NA						NA													
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	55	N	88	Y			Y	72	85	Y	54	45	Y	18	12	NA	55	NA	89	NA									
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	39	N	86	Y	91		Y	80	82	Y	63	61	N	20	14	NA	44	N	88	NA									
STUDENTS WITH DISABILITIES	100	Y	99	Y		NA		NA	82	83	Y	73	64	N			NA			NA													

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CYPRESS BAY HIGH SCHOOL 3623																			
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 2735 Math: 2732		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO													
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	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	64	Y	89	Y			Y	86	87	Y	39	36	NA	13	11	NA	69	NA	93	NA									
WHITE	99	Y	99	Y	70	Y	91	Y			Y	87	90	Y	35	30	NA	10	9	NA	73	NA	94	NA									
BLACK	100	Y	100	Y	59	Y	81	Y			Y	72	79	Y	49	41	NA	19	19	NA	58	NA	84	NA									
HISPANIC	99	Y	99	Y	57	N	87	Y			Y	85	84	N	45	43	N	15	13	NA	65	N	92	NA									
ASIAN	100	Y	100	Y	73	Y	94	Y			Y	89	86	Y			27	NA		6	NA	76	NA										
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA													
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	46	N	82	Y	94		Y	73	72	N	65	54	N	25	18	NA	57	N	91	NA									
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y	37	N	80	Y	91	91	Y	82	80	N	67	63	N	22	20	NA	52	N	89	NA									
STUDENTS WITH DISABILITIES	96	Y	96	Y	34	N	65	Y	82	82	N	56	73	Y	79	66	N	53	35	NA	42	N	75	NA									

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CYPRESS BAY HIGH SCHOOL 3623																			
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 2798 Math: 2796		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO													
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	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	61	Y	87	Y	94		Y	87	86	Y	41	39	NA	14	13	NA	62	NA	88	NA									
WHITE	99	Y	99	Y	65	Y	90	Y			Y	92	87	Y	35	35	NA	12	10	NA	65	NA	90	NA									
BLACK	98	Y	99	Y	51	Y	81	Y			Y	78	72	N	47	49	NA	22	19	NA	54	NA	83	NA									
HISPANIC	99	Y	99	Y	55	Y	85	Y	92		Y	84	85	Y	46	45	NA	16	15	NA	59	NA	86	NA									
ASIAN	99	Y	100	Y		NA		NA			Y	81	89	Y						NA													
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA													
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	35	N	75	Y	89	94	Y	79	73	N	57	65	NA	20	25	NA	47	NA	79	NA									
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y	33	N	78	Y	82	91	Y	78	82	Y	61	67	NA	19	22	NA	52	NA	80	NA									
STUDENTS WITH DISABILITIES	95	Y	94	N	21	N	47	N	75	82	Y	66	56	N	71	79	NA	52	53	NA	33	NA	65	NA									

# SCHOOL GRADE DATA

Broward School District CYPRESS BAY HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	71%	94%	94%	52%	311
<b>% of Students Making Learning Gains</b>	62%	83%			145

**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.

**3 ways to make gains:**

- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within

						Level 1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	48% (NO)	83% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	75%	81%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					597	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>B</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District CYPRESS BAY HIGH SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	67%	91%	92%	48%	298	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	68%	81%			149	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	58% (YES)	82% (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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	62%	75%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					597	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District CYPRESS BAY HIGH SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	64%	90%	94%	51%	299	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	63%	80%			143	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	52% (YES)	75% (YES)			127	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	48%	43%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					569	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested