

The School District of Palm Beach County

# Cypress Trails Elementary School



2015-16 School Improvement Plan

## Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

[www.edline.net/pages/cypress\\_trails\\_es](http://www.edline.net/pages/cypress_trails_es)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	70%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	62%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Cypress Trails is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

##### **Provide the school's vision statement**

Cypress Trails envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Cypress Trails will incorporate the content required under Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as it applies to each grade level. This content will include Holocaust studies, the history of Africans and African Americans, the contributions of Hispanic Americans, women's contributions, and the sacrifices of veterans. The school will achieve this using relevant literary works such as Number the Stars, and by engaging students in topical reading and research projects targeting these objectives. Through key activities and assignments, students will be encouraged to share information about themselves and their families in ways that acknowledge and value diversity.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Students will participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, will be posted in each classroom. A system of school-wide Positive Behavioral Support will be in place, with clear expectations. Teachers will explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, and student assemblies. The after school program will mirror these guidelines. Students will be reminded about hallway behavior using the acronym PAWS: person behind person, always looking ahead, walking, and silent. Morning announcements will repeat the supportive phrase, Be Safe, Be Respectful, and Be Responsible. All staff, including non-instructional, will reward positive behavior with tickets. The tickets will be part of an incentive program throughout the year. Students will be made aware of the process for reporting incidents of bullying, with forms available in every classroom. The school counselor will be available to provide short-term counseling for individuals and groups to address on-going and emergent needs. Additionally, all students, including students with disabilities, are given consideration to participate in all school sponsored activities, clubs, or field trips.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school has adopted a set of universal guidelines and positive behavioral expectations to be in place schoolwide. Lessons have been developed to demonstrate and model behavioral expectations



for students. A SwPBS team has been formed to oversee implementation, and provide professional development in classroom management. Every teacher will submit a behavior management plan detailing positive rewards as well as progressive consequences. Students will be encouraged to reflect on their behavior should problems arise. Administration will review and oversee the steps to be taken prior to a disciplinary referral to the office. These steps will include student reflection and parental notification. Instruction will be differentiated to meet the needs of all students and ensure active engagement. Expectations for each learning activity will be posted by the teacher, to encourage self-monitoring on the part of students. Teachers will be encouraged to pursue training in the area of classroom management such as CHAMPS.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Child Study Team will meet regularly to discuss students who are not meeting academic goals, or who are having difficulty socially or emotionally. The CST will work with teachers to put in place appropriate supports to overcome barriers to success. The school counselor will respond to identified needs by providing counseling, parent contact and support, and/or appropriate referrals to community resources. The CST coordinator will review the referral process with the teachers and monitor the progress of the students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

N/A

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Cypress Trails employs the following strategies to improve academic performance of the students identified by the early warning system:

1. Counseling/mentoring
2. Personalizing the learning environment and instructional process
3. Morning Tutorial
4. Immediate Intensive Intervention

5. Truancy is monitoring through SBT
6. Parent Resource Room available to assist all parents with the academic needs of their child(ren)

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

The goal is to increase parent participation through subject area activity nights. These events will focus on the core subject areas: reading, mathematics, writing, and science. The school will create relevant activities so parents can work with students to increase academic achievement in all subject areas. Plans are underway to develop a parent resource center on the school campus. Brochures were distributed to encourage parents to become involved by serving on the SAC. The school is working to increase parent membership in the PTO by making sure this organization has a presence at all school activities. Parents are encouraged to volunteer at school, and to attend special events such as a commemoration of the two hundredth anniversary of the writing of The Star Spangled Banner. Parents are included in the school based team and response to intervention process. Teachers maintain logs of parent communication and endeavor to hold a parent conference a minimum of two times yearly. Student agendas and "Tuesday Folders" are employed to ensure regular communication between home and school. An automated calling system keeps parents informed about important events and dates at school. Teachers and administration maintain Edline pages, updated bi-weekly.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school uses a weekly call-out to parents along with regularly updated social media to keep the community apprised of what is happening at the school. Open House and Curriculum Nights are scheduled to provide parents with critical information regarding grade level expectations for their child. Teachers are expected to maintain regular communication with parents throughout the school year. Cypress Trails schedules Learning Celebrations at which parents are invited to visit the classroom to see the work their student is doing and provide support and encouragement. Cypress Trails cultivates the participation of community members on our SAC, and takes part in community events such as Relay for Life. The school has created a partnership with Lion Country Safari which has assisted in developing the STEM program at Cypress Trails. Lowe's home improvement store continues to support our school by providing materials for our Parent Resource Room. The school has been the recipient of community funds to beautify the campus, and will continue to pursue business partnerships and grants in support of the school.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership:**

Name	Title
Bremekamp, Shari	Principal
Cook, Stephanie	Assistant Principal
Buntin, Sharon	Teacher, K-12
weaver, meb	Teacher, K-12
Ventriglio, Theresa	Teacher, K-12
Bryant, Stacey	Teacher, K-12
Burris, Lillian	Teacher, K-12
McGaw, Nicole	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based leadership team uses data to identify at-risk students. The data includes diagnostic testing, anecdotal notes, fluency probes, classroom assessments, and reading running records. The team works in conjunction with the CST and SBT to review early warning signs, ensuring that interventions are instituted in a timely manner. Members of the leadership team work with the faculty to identify areas for professional development, and participate in regularly scheduled learning team meetings.

The members of the school-based leadership team are:

Administration - Shari Bremekamp, Stephanie Cook

RTI Facilitator - Keisha Blackwood

SBT Leader - Theresa Ventriglio

ESE Contact - Terri Schwab

School Psychologist - Rose Etienne

Classroom Teachers

Speech and Language Pathologist - Blake Hadar and Michelle Harrison

SAI Teacher - Theresa Ventriglio

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The School-Based RTI Leadership Team meets regularly to review universal screening data, and progress monitoring data. This includes monitoring the academic performance of various subgroups. Based on this information, the team identifies the professional development activities needed to create effective learning environments. Students are identified who are not meeting academic targets. The identified students are offered supplemental interventions (SAI, LLI, tutorials), and monitored over time. Those who continue to not make adequate progress are referred to the CST. Teachers are given training on intervention strategies to assist identified students.

Our school integrates Single School Culture by sharing our universal goals for success, following a behavior matrix and teaching or modeling expected behavior. We instill an appreciation for multicultural diversity through our anti-bullying structured lessons and implementation of the SwPBS programs and protocols.

Title 1 part A funds are used to provide training and resources needed for parents to assist their

children academically at home. A parent liaison will facilitate parent involvement activities. Instructional materials, online subscriptions, technology, professional development activities and tutorial services are also provided with Title 1 funds. Technology, postage for communication, and supplies are provided for parent training. In addition, Title 1 part A funds are used for professional development stipends.

Title II funds support Marzano training and other district initiatives. The staff at Cypress Trails works closely with the district departments to support our migrant and multicultural families. Additionally, the staff works with the HEART personnel as needed to provide assistance with our families that are homeless.

Cypress Trails works closely with the community to meet the diverse needs of our students. Business partners include, but are not limited to, Olive Garden, Barnes and Noble, Lion Country Safari and Lowes.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Nancy Nowak	Teacher
Stephanie Cook	Parent
Shari Bremekamp	Principal
Meb Weaver	Teacher
Samantha Woerner	Teacher
Sheree Heard	Parent
Lynn Balch	Business/Community
Chris Campbell	Teacher
Carmen Campbell	Business/Community
Lillian Burris	Teacher
Dave Wright	Parent
Emma Ramirez	Parent
Kelly Hinde	Education Support Employee

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Through the principal's report on the SAC agenda, the council was kept apprised of the school's progress toward implementing the goals delineated on the SIP. Through regular progress monitoring, the principal was able to address student achievement with regard to science, reading and math.

*Development of this school improvement plan*

At the September meeting of the SAC the principal presented information regarding student performance for the previous school year. The SAC discussed the School Improvement Plan from last year with regard to the available information. The 2015-16 SIP was approved by the SAC on 9/16/15.

*Preparation of the school's annual budget and plan*

Our school's annual budget and plan is prepared by way of:  
Monthly School Advisory Council Meetings  
Monthly Faculty Meetings  
Annual Title 1 Parent Meeting  
Pre-School Faculty Meeting  
Leadership Meetings

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Supplemental Materials 50,565  
Professional development for Teachers 15, 455  
Tutorial Salaries 12,603  
Computer Software to support reading Instruction 3, 000  
Technology Hardware 22,000

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Brochures, available in three languages, were distributed to all students to encourage parent participation in the SAC. Administrators and teachers made personal appeals to parents to join the council. Special consideration was made to increasing diversity on the SAC by increasing the number of parent members.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Cook, Stephanie	Assistant Principal
Bremekamp, Shari	Principal
Ventriglio, Theresa	Teacher, K-12
morgan, carmen	Instructional Media

**Duties**

**Describe how the LLT promotes literacy within the school**

This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each grade level, a representative from ELL and a representative from ESE. The team will use data to establish literacy goals based on student need. Once the goals have been established the team will create a plan of action and will meet monthly to assess progress toward accomplishing the goals. The team will promote and support literacy in a variety of ways including but not limited to school-wide reading challenges, a school Literacy Night for parents, Cypress Trails Night at Barnes and Noble, summer reading initiatives, and literacy learning team meetings. The LLT will work to ensure that adequate libraries are available to support Readers' Workshop in all reading classrooms.

Reading will be celebrated with a book character parade in which the entire school participates. Students and teachers will dress as their favorite book character.

The LLT will sponsor a Barnes and Noble night called "The Gift of Reading." Barnes and Noble agrees to share the proceeds from purchases made in the name of the school. There will be special read-alouds by the principal and other school personnel.

The LLT will sponsor a Literacy Night for parents to experience classroom activities first hand. Teachers at all grade levels will present activities representative of the classroom experience. Special consideration will be given to activities parents can do at home to support reading and literacy development.

The LLT will put in place activities for Dr. Seuss Day. Intermediate and primary classrooms will be paired to share reading activities related to this author and his books.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Administration has generated schedules to include common planning time for grade level and subject area teachers. In addition, learning team meetings are scheduled to provide extended time for collaborative planning. Classroom coverage is provided to enable teachers to attend these LTM's. Administration facilitates meetings to support data analysis and the identification of best practices to improve student achievement.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal has put in place strategies to recruit and retain highly qualified teachers. Candidates are interviewed with the participation of members of the Leadership Team. Screening questions have been developed to explore each candidate's areas of strength. The principal checks references and certification status before making a final decision. In addition, faculty are encouraged and supported to pursue opportunities for professional growth. There are many avenues to participation in decision making at the school, through the leadership team, learning team meetings, PDD offerings, participation in SAC, and faculty meetings. The Marzano Teacher Evaluation Model is in place as a framework for generating regular feedback to improve teacher effectiveness. Teachers with school-age children are encouraged to place them at the school, and high quality aftercare is provided.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers to the school participate in the Educator Support Program (ESP), and are paired with an experienced teacher for assistance in preparing lessons, evaluating data, developing curricula, and progress monitoring. An instrument is in place for the mentor and new teacher to follow, highlighting areas for reflection and growth. The mentor teacher meets regularly with the new teacher, and conducts observations in the classroom. The mentoring program fosters continuous growth with positive peer support and self-reflection. Mentors are selected based on experience and skill, their commitment to the process, and their capacity to be available to the new teacher. New teachers also receive support through their grade group, and through the LTM process.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs



***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Time and support are provided for teachers to analyze and unpack the Florida Standards, and align their teaching to these guidelines. Learning team meetings and professional development days afford teachers opportunities to discuss the standards, develop deeper understanding, and engage in collaborative planning. In addition, teachers are encouraged pursue professional development and training geared toward instituting best practices relative to the standards.

The School of Science, Technology, Engineering, and Math (S.T.E.M) at Cypress Trails will provide an inclusive program that includes standards-based instruction using a student centered approach to teaching and learning. This comprehensive program will incorporate research-based best practices for the integration of STEM content combined with literacy into the curriculum. The program is inquiry based with a high interest in integrated STEM studies and STEM careers.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

During learning team meetings, faculty meetings, and leadership meetings, data is analyzed to look at student performance with regard to the expectations of the standards in English Language Arts (ELA), mathematics, and science. A schedule is created allowing for 90 uninterrupted minutes of ELA instruction, with 30 minutes of supplementary instruction for students identified as not proficient in reading. The schedule also allows for 60 minutes of uninterrupted time for math instruction. Students are continuously monitored with regard to performance against the standards. Areas for reteaching or remediation are identified by the teachers and addressed through individual and small group instruction. Leveled Literacy Intervention is used to improve proficiency in reading. Classroom libraries are provided to support independent reading at a variety of levels. Students are taught how to choose books appropriate to their level, and self-monitor their reading progress. Students receive push-in services for ESE/ELL. Teachers and administrators conduct data chats with students, working with them to gauge their current progress and set goals for future achievement. Computer assisted learning is incorporated as teachers make use of laptop carts and classroom computers.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 4,050

Before school tutorials in core subject areas (math, reading, science, writing) are carried out, targeting struggling students in grades 2 - 5. Sessions are conducted for 45 minutes five days a week for eighteen (18) weeks.

**Strategy Rationale**

To increase academic achievement for all students in the core subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bremekamp, Shari , shari.bremekamp@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Diagnostic tests, reading running records, and teacher recommendations are used to identify students for tutoring. Subsequent diagnostic testing along with state testing results are used to evaluate the success of the program for participants. Reading Running Records are administered periodically.

**Strategy:** After School Program

**Minutes added to school year:** 3,600

Students will be exposed to STEAM lessons during our afterschool program that will develop their knowledge about science, technology, engineering, arts, and mathematics.

**Strategy Rationale**

After completing the STEAM lessons the students will have deepened their knowledge in science, technology, engineering, arts, and mathematics.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Bremekamp, Shari , shari.bremekamp@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Assessments will be collected weekly by the academic advisor.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).



**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Over the course of the year, Kindergarten teachers and administrators will meet with area pre-school directors to discuss expectations for in-coming students. During Kindergarten Round-Up, the Kindergarten team will meet with the parents who have students enrolled in our feeder Pre-Kindergarten programs. The team will share information about registration, curriculum, and additional services offered at the school site. Parents will be invited to visit Cypress Trails to meet the staff, tour the facility, and observe the curriculum in action. Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into Kindergarten. Staggered start is implemented for all K students for the first three days of school to provide the students with a more supportive, less overwhelming environment. Student progress is communicated to parents through weekly reports showing mastery of assessed skills. Fifth grade teachers and the guidance counselor work with the middle school to arrange a tour for our out-going fifth grade students, and to facilitate their transition to the sixth grade.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

n/a

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

n/a

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Cypress Trails provides standards based instruction, differentiated instruction, inquiry (project based learning), and quality professional development in ELA, Mathematics, and Science then academic proficiency will increase by 5 percentage points when compared to the start of FY16 to the end of FY16.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If Cypress Trails provides standards based instruction, differentiated instruction, inquiry (project based learning), and quality professional development in ELA, Mathematics, and Science then academic proficiency will increase by 5 percentage points when compared to the start of FY16 to the end of FY16.

1a

G069838

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	72.0
Math Achievement District Assessment	80.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Professional Development Opportunities
- Curriculum to support core content areas
- Classroom supplies that support Readers' and Writers' Workshop
- Parent Resource Room
- Online subscriptions that support the differentiated instruction
- Lead teachers in place at each grade level to support new team members
- School wide Positive Behavior support team to assist with behavior management

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of Florida Standards
- Teachers who are new to their grade level/ content area
- Limited parental support at home

**Plan to Monitor Progress Toward G1.** 8

Classroom walkthroughs, LTMs, professional deveopment

**Person Responsible**

Shari Bremekamp

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

Agendas, TDEs for professional development, LTM minutes

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Cypress Trails provides standards based instruction, differentiated instruction, inquiry (project based learning), and quality professional development in ELA, Mathematics, and Science then academic proficiency will increase by 5 percentage points when compared to the start of FY16 to the end of FY16. **1**

 G069838

**G1.B1** Lack of understanding of Florida Standards **2**

 B181731

**G1.B1.S1** Unpack standards through professional learning communities **4**

 S193337

### Strategy Rationale

Teachers will effectively implement standards based instruction if they have a thorough understanding of what they need to teach.

### Action Step 1 **5**

Provide professional development opportunities such as book study, collaborative planning, and professional development conferences.

#### Person Responsible

Shari Bremekamp

#### Schedule

Monthly, from 7/1/2015 to 6/30/2016

#### Evidence of Completion

Agendas, lesson plans, sign in sheets, minutes from meetings

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom walkthroughs, LTMs, professional development

**Person Responsible**

Shari Bremekamp

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Agendas, TDEs for professional development, LTM minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom walkthroughs, LTMs, professional development

**Person Responsible**

Shari Bremekamp


**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Agendas, TDEs for professional development, LTM minutes

**G1.B1.S2** Incorporate STEM instruction across the curriculum 4

 S193338

**Strategy Rationale**

Student achievement will increase through inquiry based STEM instruction

**Action Step 1** 5

Teachers will be provided professional development in STEM.

**Person Responsible**

Shari Bremekamp

**Schedule**

Biweekly, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

Lesson Plans, LTM Agendas and Minutes, PD Agendas

**Action Step 2** 5

Provide online classroom resources to support the STEM initiative.

**Person Responsible**

Shari Bremekamp

**Schedule**

Daily, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

Class Rosters, usage reports and lesson plans

**G1.B2** Teachers who are new to their grade level/ content area **2**

 B181732

**G1.B2.S1** Provide professional development to teachers new to grade level or content area. **4**

 S193339

**Strategy Rationale**

Teachers will become more effective in their instructional practices when provided support and professional development.

**Action Step 1** **5**

Provide professional development to teachers based on Florida Standards and research-based practices.

**Person Responsible**

Stephanie Cook

**Schedule**

Monthly, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

Agendas, sign-in sheets, lesson plans, minutes from PLC meetings

**Action Step 2** **5**

Provide professional development to teachers for Ten Marks math program.

**Person Responsible**

Stephanie Cook

**Schedule**

On 9/30/2015

***Evidence of Completion***

Agendas, TDEs, and Training materials



**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administration will conduct classroom walkthroughs to check for transfer of professional development.

**Person Responsible**

Stephanie Cook

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Lesson plans, Marzano observations, TDEs and Agendas

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administration will conduct classroom walkthroughs to check for transfer of professional development.

**Person Responsible**

Stephanie Cook

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Lesson plans, Marzano observations, TDEs and Agendas

**G1.B4 Limited parental support at home** 2

B181734

**G1.B4.S1** Provide a parent resource room that will provide parents will material and training that will help their children's academic needs. 4

S193340

**Strategy Rationale**

When parents are enabled to support the child at home academic achievement increases.

**Action Step 1** 5

Using a parent liaison to provide family outreach and organize parent training events to enhance student learning at home.

**Person Responsible**

Shari Bremekamp

**Schedule**

Daily, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

Parent sign in sheets, parent training evaluations, agendas, and training log.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Weekly meetings with the Parent Liasion and Administration

**Person Responsible**

Shari Bremekamp

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

Grand Opening of Resource room, Agendas of trainings, PL communication Log

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Weekly meetings with the Parent Liasion and Administration

**Person Responsible**

Shari Bremekamp

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

Grand Opening of Resource room, Agendas of trainings, PL communication Log

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development opportunities such as book study, collaborative planning, and professional development conferences.	Bremekamp, Shari	7/1/2015	Agendas, lesson plans, sign in sheets, minutes from meetings	6/30/2016 monthly
G1.B1.S2.A1	Teachers will be provided professional development in STEM.	Bremekamp, Shari	8/17/2015	Lesson Plans, LTM Agendas and Minutes, PD Agendas	6/30/2016 biweekly
G1.B2.S1.A1	Provide professional development to teachers based on Florida Standards and research-based practices.	Cook, Stephanie	7/1/2015	Agendas, sign-in sheets, lesson plans, minutes from PLC meetings	6/30/2016 monthly
G1.B4.S1.A1	Using a parent liaison to provide family outreach and organize parent training events to enhance student learning at home.	Bremekamp, Shari	9/8/2015	Parent sign in sheets, parent training evaluations, agendas, and training log.	6/3/2016 daily
G1.B1.S2.A2	Provide online classroom resources to support the STEM initiative.	Bremekamp, Shari	8/17/2015	Class Rosters, usage reports and lesson plans	6/30/2016 daily
G1.B2.S1.A2	Provide professional development to teachers for Ten Marks math program.	Cook, Stephanie	9/28/2015	Agendas, TDEs, and Training materials	9/30/2015 one-time
G1.MA1	Classroom walkthroughs, LTMs, professional development	Bremekamp, Shari	8/17/2015	Agendas, TDEs for professional development, LTM minutes	6/30/2016 weekly
G1.B1.S1.MA1	Classroom walkthroughs, LTMs, professional development	Bremekamp, Shari	8/17/2015	Agendas, TDEs for professional development, LTM minutes	6/30/2016 weekly
G1.B1.S1.MA1	Classroom walkthroughs, LTMs, professional development	Bremekamp, Shari	8/17/2015	Agendas, TDEs for professional development, LTM minutes	6/30/2016 weekly
G1.B2.S1.MA1	Administration will conduct classroom walkthouhgs to check for transfer of professional development.	Cook, Stephanie	8/17/2015	Lesson plans, Marzano observations, TDEs and Agendas	6/30/2016 weekly
G1.B2.S1.MA1	Administration will conduct classroom walkthouhgs to check for transfer of professional development.	Cook, Stephanie	8/17/2015	Lesson plans, Marzano observations, TDEs and Agendas	6/30/2016 weekly
G1.B4.S1.MA1	Weekly meetings with the Parent Liasion and Administration	Bremekamp, Shari	8/17/2015	Grand Opening of Resource room, Agendas of trainings, PL communication Log	6/30/2016 weekly
G1.B4.S1.MA1	Weekly meetings with the Parent Liasion and Administration	Bremekamp, Shari	8/17/2015	Grand Opening of Resource room, Agendas of trainings, PL communication Log	6/30/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Cypress Trails provides standards based instruction, differentiated instruction, inquiry (project based learning), and quality professional development in ELA, Mathematics, and Science then academic proficiency will increase by 5 percentage points when compared to the start of FY16 to the end of FY16.

### **G1.B1** Lack of understanding of Florida Standards

#### **G1.B1.S1** Unpack standards through professional learning communities

##### **PD Opportunity 1**

Provide professional development opportunities such as book study, collaborative planning, and professional development conferences.

##### **Facilitator**

District personnel, administration, professional development team

##### **Participants**

All teachers K-5.

##### **Schedule**

Monthly, from 7/1/2015 to 6/30/2016

#### **G1.B1.S2** Incorporate STEM instruction across the curriculum

##### **PD Opportunity 1**

Teachers will be provided professional development in STEM.

##### **Facilitator**

Theresa Ventriglio, District Personnel

##### **Participants**

All Teachers

##### **Schedule**

Biweekly, from 8/17/2015 to 6/30/2016

**G1.B2** Teachers who are new to their grade level/ content area

**G1.B2.S1** Provide professional development to teachers new to grade level or content area.

**PD Opportunity 1**

Provide professional development to teachers based on Florida Standards and research-based practices.

**Facilitator**

District personnel, administrators, professional development team, and team leaders

**Participants**

All K-5 teachers

**Schedule**

Monthly, from 7/1/2015 to 6/30/2016

**PD Opportunity 2**

Provide professional development to teachers for Ten Marks math program.

**Facilitator**

Ten Marks Representative

**Participants**

2-5 Math Teachers

**Schedule**

On 9/30/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide professional development opportunities such as book study, collaborative planning, and professional development conferences.</b>				<b>\$33,727.97</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1941 - Cypress Trails Elementary School	Title I Part A		\$33,727.97
<i>Notes: Books for book study, STEM resources for teachers, chart paper, post its, paper, ink, white boards, classroom libraries, professional conferences including ASCD and ECTAC and substitutes.</i>						
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Teachers will be provided professional development in STEM.</b>				<b>\$10,000.03</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1941 - Cypress Trails Elementary School	Title I Part A		\$10,000.03
<i>Notes: ipads, proscopes, sciencesaurus, Surface Pro, STEM materials.</i>						
<b>3</b>	<b>G1.B1.S2.A2</b>	<b>Provide online classroom resources to support the STEM initiative.</b>				<b>\$6,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1941 - Cypress Trails Elementary School	Title I Part A		\$6,800.00
<i>Notes: Ten Marks, Reading A-Z, Flocabulary, Science A-Z, IReady</i>						
<b>4</b>	<b>G1.B2.S1.A1</b>	<b>Provide professional development to teachers based on Florida Standards and research-based practices.</b>				<b>\$3,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1941 - Cypress Trails Elementary School	Title I Part A		\$3,200.00
<i>Notes: Stipends for teachers to attend professional development.</i>						
<b>5</b>	<b>G1.B2.S1.A2</b>	<b>Provide professional development to teachers for Ten Marks math program.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1941 - Cypress Trails Elementary School	Title I Part A		\$1,500.00
<i>Notes: PD for teachers on Ten Marks program.</i>						

Budget Data						
6	G1.B4.S1.A1	Using a parent liaison to provide family outreach and organize parent training events to enhance student learning at home.				\$24,260.29
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1941 - Cypress Trails Elementary School	Title I Part A		\$20,210.29
			<i>Notes: Parent Liaison Salary</i>			
			1941 - Cypress Trails Elementary School	Title I Part A		\$4,050.00
			<i>Notes: Supplies for parent trainings and to communicate with parents. Supplies include paper and postage for mailings, ink for printing, parent magazines, and pamphlets, and student agendas and communication folders. STEM Night training.</i>			
					<b>Total:</b>	<b>\$79,488.29</b>