Cypress Ridge Elementary School

2015-16 School Improvement Plan

Cypress Ridge Elementary School

350 EAST AVE, Clermont, FL 34711

http://lake.k12.fl.us/cre

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	26%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	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 is pending approval by the Lake County School Board.

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.

Table of Contents

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	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cypress Ridge is committed to providing challenging, educational experiences through a basic curriculum emphasizing mathematics, engineering, and science in a technologically enriched environment. Parents, staff, and community, working together equip our students with the knowledge and skills needed to become responsible, successful citizens of the future.

Provide the school's vision statement

The Cypress Ridge community is committed to an emphasis on the pursuit of academic excellence, educational innovation, and meeting the needs of all students in an ever changing world. We believe in:
o the importance of teaching our students to become problem solvers and independent thinkers.
o instilling a lifelong passion for learning in our students.
o the importance of personal growth, manifested through teaching our students the importance of serving others, honor, and respect.
o doing whatever we can to insure that instruction and support are provided for all students.
o cross-curricular studies, with a focus on the integration of math, science and technology.

School Environment

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

The Social Studies committee plans activities and programs to support students' cultures. Classroom teachers integrate different cultures and build relationships with students and their families through units of study.

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

Adequate supervision before and after school; secure campus; Positive Behavior Support (PBS); student and teacher relationships are built so that students feel safe; a system is in place for all students to know a trusted adult with whom to connect when they are having a difficult time.

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

Common rules and expectations school wide; PBS framework for behavior including rewards and consequences; all staff members participate in training to ensure common expectations in and out of the classroom; mandatory uniforms

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

Guidance Counselor creates needs based couselling groups; provide support through anti-bullying education; Reading Paws intervention for struggling readers

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?

No

PIP Link

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

Description

Parent Involvement guidelines will be maintained to insure that all families fulfill 10 hour volunteer obligation. Parents can be involved by assisting in the classroom on tasks assigned by the teacher, participating in after school activities, including Family Walk, Reading, and Learning Nights, completing classroom support tasks at home such as colating and stapling papers, cutting, etc. and by attending week-end family events.

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

Cypress Ridge actively solicits community partnerships through both financial and human support. Financial supporters are recognized on the school website, on exterior banners, and in print on various school folders and signs. Volunteers are thanked during volunteer recornition week. We have a number of business partners who serve on the SAC and provide community input into decisions made regarding the school policies. We have also been very successful in securing community and corporate grants to support the school and student achievement.

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
Delpit, Dale	Principal
Meyers, David	Assistant Principal
Schoenthaler, Virginia	Instructional Coach
Rayburn, Kelly	Teacher, K-12
Schank, Becky	Instructional Coach
Olson, Star	Teacher, K-12
Perez, Betzaida	Administrative Support

Duties

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

Principal, Dale Delpit: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS (Multi-Tiered System of Support), conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal, Dave Myers: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Selected General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions, and integrates materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Curriculum Resource Teacher, Virginia Schoenthaler: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Literacy Coach, Becky Schanck: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School Psychologist, Rebecca Dargis and Guidance Counselor, Liz Mathis: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis;

Speech Language Pathologist, Tonya Carson: Educates the team in the role language plays on curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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 role of the MTSS Leadership Team will be to problem solve and find the most effective practices to assist our school, our teachers and our students so that they can achieve at the highest levels. The team meets once a week to engage in the following common core activities:
1. Review universal screening data and link to instructional decisions; review progress monitoring

data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; and to conduct Tier 2, and 3 meetings with classroom teachers and the rest of the MTSS team.
2. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, adjust current policies and practices to be in line with school outcomes expected.
3. The team interfaces with the school ESE Specialist and IEP team to facilitate staffing of eligible students at case review meetings.
4.SAI money will be used for extended day tutoring and to enhance school technology.
5. Title 1 tutoring money for homeless students will be used for extended day tutoring 3 days/ week.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dale Delpit	Principal
Virginia Schoenthaler, Secretary	Teacher
Charles White, chairman	Parent
Lisa Madrigal-Parker, vice chairman	Parent
Chaz Pike	Business/Community
Kelley Bates	Parent
Mike Delaney	Business/Community
Betsy Perez	Education Support Employee
Cindy Hall-Kirby	Parent
Kathleen Levin	Parent
Oswaldo Soto	Parent
Mercy Hernandez	Teacher
Nicole Cassavant	Parent

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

The SAC reviews the school improvement plan at the beginning of the year. In addition, they get a mid-year report and a year end report of progress made toward annual goals

Development of this school improvement plan

The SAC secretary is a member of the School Improvement Plan writing team.

Preparation of the school's annual budget and plan

The SAC reviews the school budget as presented by the principal. The budget is available for review by all stakeholders.

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

School Improvement Funds are allocated for projects that support the SIP when available as needed to support classroom and grade level projects.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Schank, Becky	Instructional Coach
Thomas, Debbie	Teacher, K-12
Blackburn, Sandy	Teacher, K-12
Harris, Anne	Teacher, K-12
Comment, Sarah	Teacher, K-12
Vaughan, Dana	Teacher, K-12
Olson, Star	Teacher, K-12
Locuson, Gary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The main initiatives of this year for the team will be to 1) continue to increase on-sight professional development opportunities; 2) develop a school-wide writing plan; 3) create standards based assessments for grades K-5 4) develop activities and tasks that align with Webb's Depth of Knowledge (DOK)

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

Classroom teachers have 45 minutes common planning time daily. In addition, teachers have several 30 blocks of time weekly that can be used for collaborative planning and instruction. There are varied team teaching models in place to meets the needs of teachers and students including SAIL (cross grade level teaming), ability level grouping among classes for reading stations and within grade level team teaching.

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

1. Administration will provide continuous communication, formal and informal meetings with new teachers to cover any areas of concern or to offer assistance with instructional delivery.
2. NBCT's (National Board Certified Teachers) and other veteran teachers will provide mentoring on campus and at other school sites in our zone of influence.
3. Administrators will bring relevant staff development to the site based on teacher needs survey.

4. New teachers participate in county in-service training and have instructional coaches to monitor and support success in the classroom.

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

The assistant principal will ensure that all new, first year and rookie teachers will be partnered with veteran staff members. Mentors and mentees will meet at least weekly. Additional support will be provide through grade level meetings and by the grade level chair.

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

All teachers attended inservice training in first week of school. Weekly professional development meeting are held to plan units and end of unit assessments. Classroom teachers also have a full day to plan together every six weeks. Accountability is ensured through lesson plan reviews, Classroom Walk Throughs (CWT) and formal and informal assessments i.e.TEAM (Teacher Evaluation and Achievement Model).

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

Cypress Ridge uses a variety of resources such as iReady, IStation, STAR reading, and Moby Max to establish a baseline of performance for students in academic areas. Skyward is used to monitor behavior and attendance data. As interventions are implemented in the MTSS process, students performance measures are gathered and compared to baseline and growth patterns.

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: Extended School Day

Minutes added to school year: 22,350

tutoring, after school clubs, professional development for teachers

Strategy Rationale

Students who are not showing adequate progress during the regular school day are offered the opportunity to extend their learning day both for enrichment and remediation. Professional develop insures that teachers have the tools they need to teach their students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Meyers, David, meyersd@lake.k12.fl.us

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

Beginning, middle and end of the year testing, progress monitoring, student participation, teacher feedback and implementation in the classroom

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

Kindergarten Round Up in the spring, "Getting Ready for Kindergarten" packet with suggestions, book lists, and information.
Middle school transition strategies include visits from guidance counselors, parent meetings at the areas middle schools, and classroom instruction.

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

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

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

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

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.

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.

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. We will continue to promote a safe, anti bullying culture on campus. We will use a comprehensive approach which includes expectations for safety, awareness of the definition and issues surrounding bullying, identify and intervene with victims and bullies, as well as encourage kindness and inclusion for all students.

G2. Increase students' exposure to the Arts

G3. Increase the percentage of students scoring a level 2 and above in reading.

G4. Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups.

G5. We will increase our percentages of students scoring a level 2 and above in math.

G6. Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017

G7. We will increase the percentage of students achieving proficiency (FCAT Level 3) in science.

G8. In 2017, administration of the FSA Writing Test, 80%, will achieve Level 3.5 or higher.

G9. Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills.

G10. Implement the technology plan that will include the school curriculum goals and material needs for technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and alignment with Florida Standards.

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G11. Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century.

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. We will continue to promote a safe, anti bullying culture on campus. We will use a comprehensive approach which includes expectations for safety, awareness of the definition and issues surrounding bullying, identify and intervene with victims and bullies, as well as encourage kindness and inclusion for all students. `1a`

🔍 G071161

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Supportive Environment	95.0

Resources Available to Support the Goal `2`
- Bully Proofing Your School District initiative. Project Wisdom. PBS

Targeted Barriers to Achieving the Goal `3`
- Time during the day to educate students and staff

Plan to Monitor Progress Toward G1. `8`

The school will be able to determine participation through sign in sheets and lesson plan documents

Person Responsible
David Meyers

Schedule
On 9/9/2015

Evidence of Completion
Attendance data will be compiled to determine participation.

G2. Increase students' exposure to the Arts 1a

🔍 G071162

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0

Resources Available to Support the Goal 2

- Enrichment teachers

Targeted Barriers to Achieving the Goal 3

- lack of time, lack of teacher training

Plan to Monitor Progress Toward G2. 8

increased student engagement, participation in showcase events

Person Responsible

David Meyers

Schedule

Semiannually, from 8/29/2015 to 5/29/2016

Evidence of Completion

attendance and participation

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G3. Increase the percentage of students scoring a level 2 and above in reading. 1a

🔍 G071163

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	

Resources Available to Support the Goal 2

- literacy centers, literacy coach model lessons, extended day tutoring, parent education opportunities and communication,

- virtual resources and print material for non-fiction and informational text

- Florida Standards training K - 5 teachers

Targeted Barriers to Achieving the Goal 3

- 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to improve in reading informational text, research, and literary analysis.

- Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills.

- Encourage students who lack confidence or exhibit test anxiety.

Plan to Monitor Progress Toward G3. 8

grade level teams will have data chats to determine the needs of our students

Person Responsible
Becky Schank

Schedule
Quarterly, from 8/22/2015 to 5/29/2016

Evidence of Completion
data notebooks; stations notebooks

G4. Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups. `1a`

Targets Supported `1b`

`G071164`

Indicator	Annual Target
AMO Reading - ED	

Resources Available to Support the Goal `2`

- Literacy Centers, literacy coach model lessons, extended day tutoring, parent education opportunities and communication

- virtual resources and print non-fiction materials

- Florida Standards training for K - 5 teachers, Family Reading Night

Targeted Barriers to Achieving the Goal `3`

- Subgroup students' families are less likely to participate in at home and after school reading programs which leads to students' lack of self-esteem and confidence in their reading abilities.

Plan to Monitor Progress Toward G4. `8`

evaluate attendance data

Person Responsible
Becky Schank

Schedule
Monthly, from 8/29/2015 to 5/29/2016

Evidence of Completion
increased participation

G5. We will increase our percentages of students scoring a level 2 and above in math. `1a`

🔍 G071165

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- Classroom stations, extended day tutoring, parent education opportunities and communication, STEM Vertical Team

Targeted Barriers to Achieving the Goal `3`

- Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills.

- Students lack math fact fluency

Plan to Monitor Progress Toward G5. `8`

collection of data to address differentiated instruction and Florida state standards

Person Responsible
Virginia Schoenthaler

Schedule
Semiannually, from 8/29/2015 to 5/29/2016

Evidence of Completion
mini assessments of targeted skills

G6. Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017 `1a`

🔍 `G071166`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - ED	

Resources Available to Support the Goal `2`

- Extended day tutoring, small group remediation, technology programs, classroom and ESE teachers, guidance counsellor

Targeted Barriers to Achieving the Goal `3`

- Subgroup students lack basic skills and background knowledge to move into more advanced mathematical concepts. Students lack self-esteem and confidence in their reading ability which impacts their ability to show what they know in math.

Plan to Monitor Progress Toward G6. `8`

evaluate data

Person Responsible

Virginia Schoenthaler

Schedule

Annually, from 8/29/2015 to 5/29/2016

Evidence of Completion

improvement in test scores for students in the lowest 25% and sub groups.

G7. We will increase the percentage of students achieving proficiency (FCAT Level 3) in science. `1a`

G071167

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal `2`

- STEM PLC, LCSB Blueprints

Targeted Barriers to Achieving the Goal `3`

- There are gaps in the knowledge across the grade level curriculum. Students lack of experience with integrating science and reading strategies.

Plan to Monitor Progress Toward G7. `8`

evaluate data

Person Responsible
Virginia Schoenthaler

Schedule
On 9/10/2015

Evidence of Completion
FCAT data

G8. In 2017, administration of the FSA Writing Test, 80%, will achieve Level 3.5 or higher. `1a`

G071168

Targets Supported `1b`

Indicator	Annual Target
5Es Score: English Instruction	80.0

Resources Available to Support the Goal `2`

- Daily Oral Language, Thinking Maps, Lake County Blueprints Published Product Prompts (including writing in content areas), Writing Connection Prompts

Targeted Barriers to Achieving the Goal `3`

- Weakness in conventions, elaboration, and organizational structure.

Plan to Monitor Progress Toward G8. `8`

evaluate data using writing rubrics

Person Responsible
Becky Schank

Schedule
Monthly, from 8/17/2015 to 5/29/2016

Evidence of Completion
improvement in students' writing skills

G9. Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills. 1a

🔍 G071169

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Textbook, AIMS books, Science Lab, STEM Vertical Team, STEM Block units, STEM Club

Targeted Barriers to Achieving the Goal 3

- Lack of time in the academic day

Plan to Monitor Progress Toward G9. 8

increased test scores

Person Responsible
Virginia Schoenthaler

Schedule
On 5/27/2016

Evidence of Completion
state assessment results

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G10. Implement the technology plan that will include the school curriculum goals and material needs for technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and alignment with Florida Standards. `1a`

Targets Supported `1b`

`G071170`

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	75.0

Resources Available to Support the Goal `2`
- General fund, fundraisers, grants, and business partners

Targeted Barriers to Achieving the Goal `3`
- Aging technology hardware and software; lack of resources for student use

Plan to Monitor Progress Toward G10. `8`

increased time using technolgy

Person Responsible
Dale Delpit

Schedule
Quarterly, from 8/29/2015 to 5/27/2016

Evidence of Completion
student engagement, CWT, project completion

G11. Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century. `1a`

Targets Supported `1b`

🔑 G071171

Indicator	Annual Target
College Readiness Reading	75.0

Resources Available to Support the Goal `2`
- Daily fitness time, Wonderful Wednesday, Fitness Gram

Targeted Barriers to Achieving the Goal `3`
- Student Illness and Student Diet

Plan to Monitor Progress Toward G11. `8`

improved student fitness

Person Responsible

Becky Parks

Schedule

Annually, from 8/29/2015 to 5/29/2016

Evidence of Completion

increased fitness test scores

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. We will continue to promote a safe, anti bullying culture on campus. We will use a comprehensive approach which includes expectations for safety, awareness of the definition and issues surrounding bullying, identify and intervene with victims and bullies, as well as encourage kindness and inclusion for all students. 1

🔑 G071161

G1.B1 Time during the day to educate students and staff 2

🔑 B185679

G1.B1.S1 Continue PBS strategies and PBS store to encourage good behavior and intervention 4

🔑 S197078

Strategy Rationale

Promote a positive school culture and provide incentives to facilitate a supportive and healthy atmosphere

Action Step 1 5

Staff members will distribute tickets to students exhibiting positive behavior. Tickets can be redeemed monthly at the PBS store.

Person Responsible

David Meyers

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Participation in store

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

Monitor PBS usage

Person Responsible

David Meyers

Schedule

Annually, from 5/16/2016 to 5/27/2016

Evidence of Completion

sample survey, data evaluation

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

Reduced incident reports specific to behavior

Person Responsible

David Meyers

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

The number and nature of behavior referals and infraction tickets will be monitored

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G1.B1.S2 Guidance and admin will provide inservice to teachers and staff on safe schools and anti bullying initiatives and protocols 4

S197079

Strategy Rationale

Teachers and staff need to be informed on how legislation has changed and updates in district and subsequently school protocol.

Action Step 1 5

Inservice will be provided to teachers and staff on changes in State and District protocols as well as the definition of bullying and strategies to address if and when it happens.

Person Responsible

Elizabeth Mathis

Schedule

Annually, from 9/8/2014 to 9/12/2014

Evidence of Completion

Action Step 2 5

Guidance counselor will make Project Wisdom announcements on the morning news to promote safe school and positive school culture

Person Responsible

Elizabeth Mathis

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Instructional videos created by guidance will be used to instruct staff on anti-bullying protocols

Person Responsible

David Meyers

Schedule

Semiannually, from 9/18/2014 to 2/12/2015

Evidence of Completion

The school will monitor the effectiveness of the training through discipline data related to bullying incidents.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

The video is loaded on the school server so that all staff can review as their schedule allows during the inservice window.

Person Responsible

David Meyers

Schedule

Semiannually, from 9/18/2014 to 2/12/2015

Evidence of Completion

Staff will sign off that they have viewed the material with administration. Teachers will list the viewing information in their plans which are submitted to admin.

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G2. Increase students' exposure to the Arts `1`

G071162

G2.B1 lack of time, lack of teacher training `2`

B185680

G2.B1.S1 Include art instruction in Wonderful Wednesday classes, continue school art gallery, integrate the Arts into enrichment classes, continue after school club offerings, enhance STEM Block and classroom instruction with intentional integration of the Arts `4`

S197080

Strategy Rationale

Action Step 1 `5`

Include Arts activities in Wonderful Wednesday classes

Person Responsible

Becky Parks

Schedule

Quarterly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Wonderful Wednesday lesson plans, student products

Action Step 2 `5`

Update School Arts Gallery

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

gallery

Action Step 3 `5`

After School Arts opportunities

Person Responsible

David Meyers

Schedule

Weekly, from 8/29/2015 to 5/27/2016

Evidence of Completion

attendance records

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

administration will provide support for Arts integration and tinstruction

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/29/2015 to 5/29/2016

Evidence of Completion

lesson plans, CWT

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

administration will provide opportunities for self-evaluation, discussion, and feedback

Person Responsible

Dale Delpit

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

CWT, lesson plans

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G3. Increase the percentage of students scoring a level 2 and above in reading. `1`

G071163

G3.B1 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to improve in reading informational text, research, and literary analysis. `2`

B185681

G3.B1.S1 literacy groups, literacy coach model lessons, 45 minutes literacy centers daily, 45 minutes whole group reading instruction, extended day tutoring, inclusion `4`

S197081

Strategy Rationale

Action Step 1 `5`

Literacy Centers training and data notebooks

Person Responsible

Becky Schank

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

CWT, TEAM Observations, lesson plans, notebook checks

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Literacy Stations, data notebooks

Person Responsible

Becky Schank

Schedule

Monthly, from 8/22/2015 to 5/29/2016

Evidence of Completion

MTSS data, CWT data, TEAM data, beginning, middle and end of the year testing

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

benchmark testing, iReady, STAR reading, state assessment

Person Responsible

David Meyers

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data will be analyzed and evaluated at the end of each testing cycle to determine future needs of the students.

G3.B2 Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills. `2`

`B185682`

G3.B2.S1 Implement school-wide integration of science and social studies curriculum with reading/ language arts instruction. Consistent teacher think aloud and modeling to help students build strategies. Teachers will use think alouds to model how to identify key details in non-fiction text. `4`

`S197082`

Strategy Rationale

Action Step 1 `5`

Professional development to show teachers how to use Lake County Blueprints to increase non-fiction reading and use of literacy tasks

Person Responsible

Becky Schank

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

beginning, middle and end of the year testing, content area testing

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

classroom walk throughs, lesson plan evaluation

Person Responsible

David Meyers

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

CWT data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

ELA, science and social students test results, TEAM, CWT

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

unit assessments, published products

G3.B3 Encourage students who lack confidence or exhibit test anxiety. [2]

🔍 B185683

G3.B3.S1 parent education meetings and website tips [4]

🔍 S197083

Strategy Rationale

Action Step 1 [5]

newsletter tips and parent meetings

Person Responsible

Becky Schank

Schedule

Monthly, from 8/29/2015 to 5/29/2016

Evidence of Completion

beginnning, middle, and end of the year testing, teacher observation, parent input

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Communication i.e. tips in the newsletter and website and informational letters, parent meeting attendance and feedback,

Person Responsible

Becky Schank

Schedule

Monthly, from 8/29/2015 to 5/29/2016

Evidence of Completion

parent attendance and feedback, parent tips, state testing data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

attendance and evaluation of website hits

Person Responsible

Becky Schank

Schedule

Semiannually, from 8/29/2015 to 5/29/2016

Evidence of Completion

data collected from testing and surveys

G4. Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups. `1`

G071164

G4.B1 Subgroup students' families are less likely to participate in at home and after school reading programs which leads to students' lack of self-esteem and confidence in their reading abilities. `2`

B185684

G4.B1.S1 Include subgroup parents, staff, and community members in planning and advertising of reading programs to try to increase participation. Literacy Centers, extended day tutoring, Positive Behavior Support program, classroom teacher incentives, Guidance Groups `4`

S197085

Strategy Rationale

Action Step 1 `5`

extended day tutoring, Family Reading Nights, parent help tips in newsletter and website, parent night

Person Responsible

Becky Schank

Schedule

Daily, from 8/17/2015 to 4/29/2016

Evidence of Completion

Attendance and participation records, student reading awards, state reading assessment, benchmark testing

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

literacy centers, data notebooks, model lessons, in-service training and professional development

Person Responsible

Becky Schank

Schedule

Semiannually, from 8/29/2015 to 5/29/2016

Evidence of Completion

Reading - AMO's, state reading assessment, learning gains, Reading - CELLA

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

attendance records

Person Responsible

Becky Schank

Schedule

Monthly, from 8/29/2015 to 5/27/2016

Evidence of Completion

student participation

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G5. We will increase our percentages of students scoring a level 2 and above in math. `1`

G071165

G5.B1 Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills. `2`

B185685

G5.B1.S1 Differentiated instruction and small groups; use technology programs (i.e.iReady and MOBY Math) for remediation and enrichment; STEM Club, teachers will incorporate eight mathematic standards for mathematical practice from Florida Standards, small groups, hands-on activities, engineering activities in classroom and STEM lab, integrated cross curricular activities, Family Learning Night, Science Fair, extended day tutoring, School to Work activities. `4`

S197086

Strategy Rationale

Action Step 1 `5`

STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum, Lake County Blueprints Writing Connections, extended day tutoring, parent education

Person Responsible

Virginia Schoenthaler

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

beginning, middle, and end of the year testing, skills tests, participation

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Beginning, middle and end of the year testing

Person Responsible

Virginia Schoenthaler

Schedule

Quarterly, from 8/29/2015 to 5/29/2016

Evidence of Completion

increased scores on skills, unit, and state tests, classroom teacher observation, ESE teacher feedback

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

test data, TEAM assessment, Classroom Walk Throughs

Person Responsible

Dale Delpit

Schedule

Semiannually, from 8/29/2015 to 5/27/2016

Evidence of Completion

improvement in unit student evaluation, increased test scores

G5.B2 Students lack math fact fluency `2`

B185686

G5.B2.S1 Students lack math fact fluency appropriate for each grade level `4`

S197087

Strategy Rationale

Lack of math fact fluency is a barrier to success with higher level mathematics

Action Step 1 `5`

Create a comprehensive Math Fact Fluency plan

Person Responsible

Virginia Schoenthaler

Schedule

Evidence of Completion

math fact fluency plan

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

communicate plan to faculty and families; evaluate end of the year assessment of student fluency

Person Responsible

Virginia Schoenthaler

Schedule

On 9/10/2015

Evidence of Completion

pre and post test scores will be compared

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

teacher lesson plans, student assessments

Person Responsible

Virginia Schoenthaler

Schedule

Quarterly, from 9/10/2015 to 9/10/2015

Evidence of Completion

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G6. Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017 `1`

🔍 G071166

G6.B1 Subgroup students lack basic skills and background knowledge to move into more advanced mathematical concepts. Students lack self-esteem and confidence in their reading ability which impacts their ability to show what they know in math. `2`

🔍 B185687

G6.B1.S1 Extended Day tutoring, provide parent education opportunities, MOBY Math, Family Math Night, differentiated instruction `4`

🔍 S197088

Strategy Rationale

Action Step 1 `5`

Extended day tutoring, classroom incentives, guidance groups, parent meetings and newsletter tips

Person Responsible

Virginia Schoenthaler

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

beginning, middle, and end of the year testing, teacher observation, PBS participation

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Evaluate progress of students in lowest 25% and sub groups

Person Responsible

Virginia Schoenthaler

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

unit testing, teacher observation, PBS participation, state math assessment

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

monitor data and adjust accordingly

Person Responsible

Virginia Schoenthaler

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

improvement of scores on unit testing, benchmark assessments, and state assessment

G7. We will increase the percentage of students achieving proficiency (FCAT Level 3) in science. `1`

🔑 G071167

G7.B1 There are gaps in the knowledge across the grade level curriculum. Students lack of experience with integrating science and reading strategies. `2`

🔑 B185688

G7.B1.S1 STEM PLC team will re-evaluate the grade level benchmarks. Second through fifth grade science teachers will evaluate LCSB task cards for consistency in vocabluary and for overlapping skills and information. Administrators will work to ensure science is being taught in the classrooms. Teachers will teach key word indicators and process of elimination and be intentional in teaching reading strategies using the science textbook and other non-fiction resources. `4`

🔑 S197089

Strategy Rationale

Action Step 1 `5`

integrated non-fiction and informational text reading, classroom walk throughs

Person Responsible

Virginia Schoenthaler

Schedule

Monthly, from 8/17/2015 to 5/29/2016

Evidence of Completion

classroom walk though data, state science testing

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Monitor progress toward increased science proficiency

> **Person Responsible**
>
> Virginia Schoenthaler
>
> **Schedule**
>
> Monthly, from 8/29/2015 to 5/29/2016
>
> ***Evidence of Completion***
>
> annual state testing, unit testing, teacher observation

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

evaluate data

> **Person Responsible**
>
> Virginia Schoenthaler
>
> **Schedule**
>
> Semiannually, from 8/29/2015 to 5/27/2016
>
> ***Evidence of Completion***
>
> state assessment, unit testing

G8. In 2017, administration of the FSA Writing Test, 80%, will achieve Level 3.5 or higher. [1]

G071168

G8.B1 Weakness in conventions, elaboration, and organizational structure. [2]

B185689

G8.B1.S1 Develop extended writing daily in content areas in all grade levels; Daily Language Review; Implement Thinking Maps and writing across the curriculum. [4]

S197090

Strategy Rationale

Action Step 1 [5]

Writing PLC's and writing prompts

Person Responsible

Becky Schank

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Classroom walkthroughs, lesson plan evaluation, writing folders

Plan to Monitor Fidelity of Implementation of G8.B1.S1 [6]

teacher training, classroom implementation

Person Responsible

Becky Schank

Schedule

Monthly, from 8/29/2015 to 5/27/2016

Evidence of Completion

improvement in writing skills as shown on unit products

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

evaluate student writing using rubrics and adjust instruction accordingly

Person Responsible

Becky Schank

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

improvement in writing skills, CWT, lesson plan evaluation, writing folders, ELA and content unit writing samples

G9. Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills. `1`

🔑 G071169

G9.B1 Lack of time in the academic day `2`

🔑 B185690

G9.B1.S1 Integrate STEM lessons within reading, math, and language arts. Integrate STEM activities in special area classes. Participate in county STEM school initiative. Continue to expand STEM Block courses. `4`

🔑 S197091

Strategy Rationale

Action Step 1 `5`

Integrated STEM lessons, grade level sharing of lessons and resources

Person Responsible

Virginia Schoenthaler

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

classroom walkthroughs, end of the year testing

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Increase time spent on experiments and problem solving activities.

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/17/2015 to 5/29/2016

Evidence of Completion

classroom walk throughs and lesson plan evaluation

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Evaluate time spent on integrated, hands on science activities

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

unit testing, lesson plans, state assessment

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G10. Implement the technology plan that will include the school curriculum goals and material needs for technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and alignment with Florida Standards. 1

G071170

G10.B1 Aging technology hardware and software; lack of resources for student use 2

B185691

G10.B1.S1 Continue school-wide tech committee, replace aging technology (older CPU's, projectors, document cameras, as needed) Technology in-services and training 4

S197092

Strategy Rationale

Action Step 1 5

replace aging technology, purchase new hardware, increase student use of technology in the regular classroom, continue to implement and expand Bring Your Own Device (BYOD) initiative, utilize IPad crates

Person Responsible

Dale Delpit

Schedule

Monthly, from 8/29/2015 to 5/29/2016

Evidence of Completion

classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

replace and add to technology

Person Responsible

Dale Delpit

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

presence of new equipment

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

increased time and engagement of students and technology

Person Responsible

Dale Delpit

Schedule

Monthly, from 8/29/2015 to 5/29/2016

Evidence of Completion

observation

G10.B1.S2 Increase student time using technology by adding Computer Resource Center (CRC2) with the supervision of a teaching assistant for practice and completion of concepts introduced in the technology enrichment class and for school-wide testing to decrease the impact on technology instruction time `4`

🔑 S197093

Strategy Rationale

Action Step 1 `5`

We will create and staff a computer resource center

Person Responsible

Dale Delpit

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S2 `6`

lesson plans and student products will be evaluated

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

lesson plans and student products

Plan to Monitor Effectiveness of Implementation of G10.B1.S2 `7`

student products and CRC 2 lesson plans will be assessed

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

student products and CRC 2 lesson plans

G10.B1.S3 Add a Computer Resource Center (CRC3) for use by classroom teachers, classroom crates of iPads, and increased participation in Bring Your Own Device (BYOD) projects to allow for increased availability of technology for student use `4`

🔧 S197094

Strategy Rationale

Action Step 1 `5`

Add CRC 3

Person Responsible

Dale Delpit

Schedule

Evidence of Completion

22 additional computer stations

Plan to Monitor Fidelity of Implementation of G10.B1.S3 `6`

observe teacher/ student usage

Person Responsible

Dale Delpit

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

teacher and log of class usage and topics

Plan to Monitor Effectiveness of Implementation of G10.B1.S3 `7`

teacher and student feedback

Person Responsible

Dale Delpit

Schedule

Semiannually, from 9/14/2015 to 5/27/2016

Evidence of Completion

Leadership Team 1 semester report as part of Progress Monitoring

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G11. Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century. 1

G071171

G11.B1 Student Illness and Student Diet 2

B185692

G11.B1.S1 Develop physical fitness activities to inform students on proper eating through the "Food Plate" utilizing iPads and other technology. Develop additional physical fitness and nutrition activities. Increase proper use of fitness circuit 4

S197095

Strategy Rationale

Action Step 1 5

Fitness testing and education, increased structured fitness time, classroom fitness and nutrition lessons, Wonderful Wednesday

Person Responsible

Becky Parks

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

beginning and end of the year fitness testing

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

improved student fitness

Person Responsible

Becky Parks

Schedule

Semiannually, from 8/29/2015 to 5/27/2016

Evidence of Completion

Fitness test data

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

improved student fitness

Person Responsible

Becky Parks

Schedule

Semiannually, from 8/29/2015 to 5/29/2016

Evidence of Completion

fitness data

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	Staff members will distribute tickets to students exhibiting positive behavior. Tickets can be redeemed monthly at the PBS store.	Meyers, David	8/17/2015	Participation in store	5/27/2016 daily
G1.B1.S2.A1	Inservice will be provided to teachers and staff on changes in State and District protocols as well as the definition of bullying and strategies to address if and when it happens.	Mathis, Elizabeth	9/8/2014		9/12/2014 annually
G2.B1.S1.A1	Include Arts activities in Wonderful Wednesday classes	Parks, Becky	8/26/2015	Wonderful Wednesday lesson plans, student products	5/25/2016 quarterly
G3.B1.S1.A1	Literacy Centers training and data notebooks	Schank, Becky	8/17/2015	CWT, TEAM Observations, lesson plans, notebook checks	5/27/2016 weekly
G3.B2.S1.A1	Professional development to show teachers how to use Lake County Blueprints to increase non-fiction reading and use of literacy tasks	Schank, Becky	8/17/2015	beginning, middle and end of the year testing, content area testing	5/27/2016 monthly
G3.B3.S1.A1	newsletter tips and parent meetings	Schank, Becky	8/29/2015	beginnning, middle, and end of the year testing, teacher observation, parent input	5/29/2016 monthly
G4.B1.S1.A1	extended day tutoring, Family Reading Nights, parent help tips in newsletter and website, parent night	Schank, Becky	8/17/2015	Attendance and participation records, student reading awards, state reading assessment, benchmark testing	4/29/2016 daily
G5.B1.S1.A1	STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum, Lake County Blueprints Writing Connections, extended day tutoring, parent education	Schoenthaler, Virginia	8/17/2015	beginning, middle, and end of the year testing, skills tests, participation	5/27/2016 monthly
G5.B2.S1.A1	Create a comprehensive Math Fact Fluency plan	Schoenthaler, Virginia	9/9/2015	math fact fluency plan	one-time
G6.B1.S1.A1	Extended day tutoring, classroom incentives, guidance groups, parent meetings and newsletter tips	Schoenthaler, Virginia	8/17/2015	beginning, middle, and end of the year testing, teacher observation, PBS participation	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.A1	integrated non-fiction and informational text reading, classroom walk throughs	Schoenthaler, Virginia	8/17/2015	classroom walk though data, state science testing	5/29/2016 monthly
G8.B1.S1.A1	Writing PLC's and writing prompts	Schank, Becky	8/17/2015	Classroom walkthroughs, lesson plan evaluation, writing folders	5/27/2016 monthly
G9.B1.S1.A1	Integrated STEM lessons, grade level sharing of lessons and resources	Schoenthaler, Virginia	8/24/2015	classroom walkthroughs, end of the year testing	5/27/2016 weekly
G10.B1.S1.A1	replace aging technology, purchase new hardware, increase student use of technology in the regular classroom, continue to implement and expand Bring Your Own Device (BYOD) initiative, utilize IPad crates	Delpit, Dale	8/29/2015	classroom walkthroughs	5/29/2016 monthly
G10.B1.S2.A1	We will create and staff a computer resource center	Delpit, Dale	8/17/2015		one-time
G10.B1.S3.A1	Add CRC 3	Delpit, Dale	9/16/2015	22 additional computer stations	one-time
G11.B1.S1.A1	Fitness testing and education, increased structured fitness time, classroom fitness and nutrition lessons, Wonderful Wednesday	Parks, Becky	8/17/2015	beginning and end of the year fitness testing	5/27/2016 daily
G1.B1.S2.A2	Guidance counselor will make Project Wisdom announcements on the morning news to promote safe school and positive school culture	Mathis, Elizabeth	9/1/2015		5/27/2016 weekly
G2.B1.S1.A2	Update School Arts Gallery	Delpit, Dale	8/17/2015	gallery	5/27/2016 quarterly
G2.B1.S1.A3	After School Arts opportunities	Meyers, David	8/29/2015	attendance records	5/27/2016 weekly
G1.MA1	The school will be able to determine participation through sign in sheets and lesson plan documents	Meyers, David	9/9/2015	Attendance data will be compiled to determine participation.	9/9/2015 one-time
G1.B1.S1.MA1	Reduced incident reports specific to behavior	Meyers, David	8/17/2015	The number and nature of behavior referals and infraction tickets will be monitored	5/27/2016 semiannually
G1.B1.S1.MA1	Monitor PBS usage	Meyers, David	5/16/2016	sample survey, data evaluation	5/27/2016 annually
G1.B1.S2.MA1	The video is loaded on the school server so that all staff can review as their schedule allows during the inservice window.	Meyers, David	9/18/2014	Staff will sign off that they have viewed the material with administration. Teachers will list the viewing information in their plans which are submitted to admin.	2/12/2015 semiannually
G1.B1.S2.MA1	Instructional videos created by guidance will be used to instruct staff on anti-bullying protocols	Meyers, David	9/18/2014	The school will monitor the effectiveness of the training through discipline data related to bullying incidents.	2/12/2015 semiannually
G2.MA1	increased student engagement, participation in showcase events	Meyers, David	8/29/2015	attendance and participation	5/29/2016 semiannually
G2.B1.S1.MA1	administration will provide opportunities for self-evaluation, discussion, and feedback	Delpit, Dale	8/17/2015	CWT, lesson plans	5/27/2016 monthly
G2.B1.S1.MA1	administration will provide support for Arts integration and tinstruction	Delpit, Dale	8/29/2015	lesson plans, CWT	5/29/2016 quarterly
G3.MA1	grade level teams will have data chats to determine the needs of our students	Schank, Becky	8/22/2015	data notebooks; stations notebooks	5/29/2016 quarterly
G3.B1.S1.MA1	benchmark testing, iReady, STAR reading, state assessment	Meyers, David	8/17/2015	Data will be analyzed and evaluated at the end of each testing cycle to determine future needs of the students.	5/27/2016 quarterly
G3.B1.S1.MA1	Literacy Stations, data notebooks	Schank, Becky	8/22/2015	MTSS data, CWT data, TEAM data, beginning, middle and end of the year testing	5/29/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	ELA, science and social students test results, TEAM, CWT	Delpit, Dale	8/17/2015	unit assessments, published products	5/27/2016 quarterly
G3.B2.S1.MA1	classroom walk throughs, lesson plan evaluation	Meyers, David	8/17/2015	CWT data	5/27/2016 quarterly
G3.B3.S1.MA1	attendance and evaluation of website hits	Schank, Becky	8/29/2015	data collected from testing and surveys	5/29/2016 semiannually
G3.B3.S1.MA1	Communication i.e. tips in the newsletter and website and informational letters, parent meeting attendance and feedback,	Schank, Becky	8/29/2015	parent attendance and feedback, parent tips, state testing data	5/29/2016 monthly
G4.MA1	evaluate attendance data	Schank, Becky	8/29/2015	increased participation	5/29/2016 monthly
G4.B1.S1.MA1	attendance records	Schank, Becky	8/29/2015	student participation	5/27/2016 monthly
G4.B1.S1.MA1	literacy centers, data notebooks, model lessons, in-service training and professional development	Schank, Becky	8/29/2015	Reading - AMO's, state reading assessment, learning gains, Reading - CELLA	5/29/2016 semiannually
G5.MA1	collection of data to address differentiated instruction and Florida state standards	Schoenthaler, Virginia	8/29/2015	mini assessments of targeted skills	5/29/2016 semiannually
G5.B1.S1.MA1	test data, TEAM assessment, Classroom Walk Throughs	Delpit, Dale	8/29/2015	improvement in unit student evaluation, increased test scores	5/27/2016 semiannually
G5.B1.S1.MA1	Beginning, middle and end of the year testing	Schoenthaler, Virginia	8/29/2015	increased scores on skills, unit, and state tests, classroom teacher observation, ESE teacher feedback	5/29/2016 quarterly
G5.B2.S1.MA1	teacher lesson plans, student assessments	Schoenthaler, Virginia	9/10/2015		9/10/2015 quarterly
G5.B2.S1.MA1	communicate plan to faculty and families; evaluate end of the year assessment of student fluency	Schoenthaler, Virginia	9/10/2015	pre and post test scores will be compared	9/10/2015 one-time
G6.MA1	evaluate data	Schoenthaler, Virginia	8/29/2015	improvement in test scores for students in the lowest 25% and sub groups.	5/29/2016 annually
G6.B1.S1.MA1	monitor data and adjust accordingly	Schoenthaler, Virginia	8/17/2015	improvement of scores on unit testing, benchmark assessments, and state assessment	5/27/2016 monthly
G6.B1.S1.MA1	Evaluate progress of students in lowest 25% and sub groups	Schoenthaler, Virginia	8/17/2015	unit testing, teacher observation, PBS participation, state math assessment	5/27/2016 monthly
G7.MA1	evaluate data	Schoenthaler, Virginia	8/10/2015	FCAT data	9/10/2015 one-time
G7.B1.S1.MA1	evaluate data	Schoenthaler, Virginia	8/29/2015	state assessment, unit testing	5/27/2016 semiannually
G7.B1.S1.MA1	Monitor progress toward increased science proficiency	Schoenthaler, Virginia	8/29/2015	annual state testing, unit testing, teacher observation	5/29/2016 monthly
G8.MA1	evaluate data using writing rubrics	Schank, Becky	8/17/2015	improvement in students' writing skills	5/29/2016 monthly
G8.B1.S1.MA1	evaluate student writing using rubrics and adjust instruction accordingly	Schank, Becky	8/17/2015	improvement in writing skills, CWT, lesson plan evaluation, writing folders, ELA and content unit writing samples	5/27/2016 monthly
G8.B1.S1.MA1	teacher training, classroom implementation	Schank, Becky	8/29/2015	improvement in writing skills as shown on unit products	5/27/2016 monthly
G9.MA1	increased test scores	Schoenthaler, Virginia	8/17/2015	state assessment results	5/27/2016 one-time
G9.B1.S1.MA1	Evaluate time spent on integrated, hands on science activities	Delpit, Dale	8/17/2015	unit testing, lesson plans, state assessment	5/27/2016 quarterly
G9.B1.S1.MA1	Increase time spent on experiments and problem solving activities.	Delpit, Dale	8/17/2015	classroom walk throughs and lesson plan evaluation	5/29/2016 quarterly
G10.MA1	increased time using technolgy	Delpit, Dale	8/29/2015	student engagement, CWT, project completion	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.MA1	increased time and engagement of students and technology	Delpit, Dale	8/29/2015	observation	5/29/2016 monthly
G10.B1.S1.MA1	replace and add to technology	Delpit, Dale	8/29/2014	presence of new equipment	5/29/2015 monthly
G10.B1.S2.MA1	student products and CRC 2 lesson plans will be assessed	Delpit, Dale	8/17/2015	student products and CRC 2 lesson plans	5/27/2016 quarterly
G10.B1.S2.MA1	lesson plans and student products will be evaluated	Delpit, Dale	8/17/2015	lesson plans and student products	5/27/2016 quarterly
G10.B1.S3.MA1	teacher and student feedback	Delpit, Dale	9/14/2015	Leadership Team 1 semester report as part of Progress Monitoring	5/27/2016 semiannually
G10.B1.S3.MA1	observe teacher/ student usage	Delpit, Dale	9/14/2015	teacher and log of class usage and topics	5/27/2016 monthly
G11.MA1	improved student fitness	Parks, Becky	8/29/2015	increased fitness test scores	5/29/2016 annually
G11.B1.S1.MA1	improved student fitness	Parks, Becky	8/29/2015	fitness data	5/29/2016 semiannually
G11.B1.S1.MA1	improved student fitness	Parks, Becky	8/29/2015	Fitness test data	5/27/2016 semiannually

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. We will continue to promote a safe, anti bullying culture on campus. We will use a comprehensive approach which includes expectations for safety, awareness of the definition and issues surrounding bullying, identify and intervene with victims and bullies, as well as encourage kindness and inclusion for all students.

G1.B1 Time during the day to educate students and staff

G1.B1.S2 Guidance and admin will provide inservice to teachers and staff on safe schools and anti bullying initiatives and protocols

PD Opportunity 1

Inservice will be provided to teachers and staff on changes in State and District protocols as well as the definition of bullying and strategies to address if and when it happens.

Facilitator

Liz Mathis - Guidance

Participants

CRES faculty and staff

Schedule

Annually, from 9/8/2014 to 9/12/2014

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G3. Increase the percentage of students scoring a level 2 and above in reading.

G3.B1 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to improve in reading informational text, research, and literary analysis.

G3.B1.S1 literacy groups, literacy coach model lessons, 45 minutes literacy centers daily, 45 minutes whole group reading instruction, extended day tutoring, inclusion

PD Opportunity 1

Literacy Centers training and data notebooks

Facilitator

Becky Schanck, literacy coach

Participants

classroom ELA teachers, CRT, ESE teachers

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G3.B2 Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills.

G3.B2.S1 Implement school-wide integration of science and social studies curriculum with reading/ language arts instruction. Consistent teacher think aloud and modeling to help students build strategies. Teachers will use think alouds to model how to identify key details in non-fiction text.

PD Opportunity 1

Professional development to show teachers how to use Lake County Blueprints to increase non-fiction reading and use of literacy tasks

Facilitator

Becky Schanck, literacy coach

Participants

instructional personnel

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G5. We will increase our percentages of students scoring a level 2 and above in math.

G5.B1 Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills.

G5.B1.S1 Differentiated instruction and small groups; use technology programs (i.e.iReady and MOBY Math) for remediation and enrichment; STEM Club, teachers will incorporate eight mathematic standards for mathematical practice from Florida Standards, small groups, hands-on activities, engineering activities in classroom and STEM lab, integrated cross curricular activities, Family Learning Night, Science Fair, extended day tutoring, School to Work activities.

PD Opportunity 1

STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum, Lake County Blueprints Writing Connections, extended day tutoring, parent education

Facilitator

CRT, VIrginia Schoenthaler

Participants

instructional personnel

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G8. In 2017, administration of the FSA Writing Test, 80%, will achieve Level 3.5 or higher.

G8.B1 Weakness in conventions, elaboration, and organizational structure.

G8.B1.S1 Develop extended writing daily in content areas in all grade levels; Daily Language Review; Implement Thinking Maps and writing across the curriculum.

PD Opportunity 1

Writing PLC's and writing prompts

Facilitator

Becky Schanck

Participants

instructional personnel

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

G9. Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills.

G9.B1 Lack of time in the academic day

G9.B1.S1 Integrate STEM lessons within reading, math, and language arts. Integrate STEM activities in special area classes. Participate in county STEM school initiative. Continue to expand STEM Block courses.

PD Opportunity 1

Integrated STEM lessons, grade level sharing of lessons and resources

Facilitator

Virginia Schoenthaler

Participants

STEM Vertical Curriculum Team

Schedule

Weekly, from 8/24/2015 to 5/27/2016

G10. Implement the technology plan that will include the school curriculum goals and material needs for technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and alignment with Florida Standards.

G10.B1 Aging technology hardware and software; lack of resources for student use

G10.B1.S1 Continue school-wide tech committee, replace aging technology (older CPU's, projectors, document cameras, as needed) Technology in-services and training

PD Opportunity 1

replace aging technology, purchase new hardware, increase student use of technology in the regular classroom, continue to implement and expand Bring Your Own Device (BYOD) initiative, utilize IPad crates

Facilitator

Dale Delpit and IT Department

Participants

faculty

Schedule

Monthly, from 8/29/2015 to 5/29/2016

Lake - 0597 - Cypress Ridge Elem. School - 2015-16 SIP

Cypress Ridge Elementary School

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Staff members will distribute tickets to students exhibiting positive behavior. Tickets can be redeemed monthly at the PBS store.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Cypress Ridge Elem. School	General Fund		$1,000.00
			Notes: Notes			
2	G1.B1.S2.A1	Inservice will be provided to teachers and staff on changes in State and District protocols as well as the definition of bullying and strategies to address if and when it happens.				$0.00
3	G1.B1.S2.A2	Guidance counselor will make Project Wisdom announcements on the morning news to promote safe school and positive school culture				$0.00
4	G10.B1.S1.A1	replace aging technology, purchase new hardware, increase student use of technology in the regular classroom, continue to implement and expand Bring Your Own Device (BYOD) initiative, utilize IPad crates				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Cypress Ridge Elem. School	General Fund		$2,000.00
			Notes: other sources to include PTO, grants and other funds			
5	G10.B1.S2.A1	We will create and staff a computer resource center				$0.00
6	G10.B1.S3.A1	Add CRC 3				$0.00
7	G11.B1.S1.A1	Fitness testing and education, increased structured fitness time, classroom fitness and nutrition lessons, Wonderful Wednesday				$0.00
8	G2.B1.S1.A1	Include Arts activities in Wonderful Wednesday classes				$0.00
9	G2.B1.S1.A2	Update School Arts Gallery				$0.00
10	G2.B1.S1.A3	After School Arts opportunities				$0.00
11	G3.B1.S1.A1	Literacy Centers training and data notebooks				$0.00
12	G3.B2.S1.A1	Professional development to show teachers how to use Lake County Blueprints to increase non-fiction reading and use of literacy tasks				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Cypress Ridge Elem. School	Other		$1,000.00

Budget Data

		Notes: Collaborative Funding				
13	G3.B3.S1.A1	**newsletter tips and parent meetings**				**$0.00**
14	G4.B1.S1.A1	**extended day tutoring, Family Reading Nights, parent help tips in newsletter and website, parent night**				**$1,700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Cypress Ridge Elem. School	Other		$1,700.00
			Notes: SAI Funds			
15	G5.B1.S1.A1	**STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum, Lake County Blueprints Writing Connections, extended day tutoring, parent education**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Cypress Ridge Elem. School			$0.00
			Notes: Notes			
			0597 - Cypress Ridge Elem. School	Other		$1,000.00
			Notes: Collaborative Funding. $4000 dedicated to all PD			
16	G5.B2.S1.A1	**Create a comprehensive Math Fact Fluency plan**				**$0.00**
17	G6.B1.S1.A1	**Extended day tutoring, classroom incentives, guidance groups, parent meetings and newsletter tips**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$1,000.00
			Notes: SAI funding			
18	G7.B1.S1.A1	**integrated non-fiction and informational text reading, classroom walk throughs**				**$0.00**
19	G8.B1.S1.A1	**Writing PLC's and writing prompts**				**$0.00**
20	G9.B1.S1.A1	**Integrated STEM lessons, grade level sharing of lessons and resources**				**$0.00**
					Total:	**$7,700.00**