

Orange County Public Schools

Cypress Springs Elementary



2015-16 School Improvement Plan

Cypress Springs Elementary

10401 CYPRESS SPRINGS PKWY, Orlando, FL 32825

www.ocps.net/lc/east/ecy

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

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

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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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

As school begins, our PTA hosts a School Year's Eve celebration, where students and staff of Cypress Springs get to know each other. In class, teachers incorporate "get to know you" activities at the beginning of the year to encourage a sense of community. Teachers and staff interact with parents during school events and activities in order to maintain strong relationships with parents and gain insight about students' cultures and backgrounds.

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

Our staff members are outside and visible in the hallways when the students arrive and are dismissed. Our MAGIC officer is also present once a week as our SRO. Our patrols are also posted around the campus to ensure safety of all students. The patrols are also available to walk younger students to class when needed. The teachers escort children to and from lunch, specials and dismissal. CHAMPS has been implemented school-wide to provide positive behavior support. All visitors must gain access to the school through the front office security system before entering the building. All visitors must be ADDitions approved, sign in via computer and receive a visitor's badge. We also have cameras throughout our school and in the front office.

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

Cypress Springs has implemented the CHAMPS program as our school wide behavior plan. Each individual teacher has a system set up within the classroom that encourages positive classroom behavior.

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

Our guidance counselor meets individually with students that require one on one interaction. When students require additional services that the school is not able to provide, they are referred to outside counseling services, (SEDNET-which are approved agencies though OCPS) that are better able to serve them and meet their individual needs both at the school and in the home environment. Our staff members, along with our Faith Based partners, serve as mentors to students who need a positive role model.

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

Early warning indicators are tracked and monitored by members of the Leadership Team.

-Attendance below 90 percent:

Our Registrar and Guidance Counselor monitor daily absences and tardies. Our Guidance Counselor notifies parents along with the school social worker and informs administration based on the data. A plan is put in place to help the parents have the student attend school regularly and be on time.

-One or more suspensions:

In school and out of school discipline data is monitored on a monthly basis by the Assistant Principal and Guidance Counselor and decisions regarding the data are made by the Leadership team. If a child is suspended, parents as well as the district is notified. Behavior support and counseling are all precautionary measures that are put into place to prevent further suspensions.

-Course failure in English Language Arts or Mathematics:

Parents are contacted via email, conferences, and/or phone conferences for a course failure in English Languages Arts or Mathematics. A plan of action is put in place to provide interventions and closely monitor the student's progress by the MTSS Team.

-Non-proficient student performance on statewide assessments:

If a non-proficient score is earned on a statewide assessment, a meeting is scheduled with the parents to provide strategies and resources to work with their child at home and over the summer. In addition, the students are prioritized in the MTSS process and provided priority status for additional support both during and after the school day and their progress is closely monitored by their teachers and the Leadership Team. If the child is a 3rd grader, summer school is suggested to the parents. Fourth and 5th graders who score non-proficient on statewide assessments, are placed in an intervention and/or remediation group the following school year.

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
	K	1	2	3	4	5	
Attendance below 90 percent	7	13	11	9	8	3	51
One or more suspensions	1	1	2	2	3	1	10
Course failure in ELA or Math	21	26	29	50	26	25	177
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	6	5	5	5	2	25

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

Students who are identified by the early warning system are provided interventions through MTSS in order to help improve their academic performance and monitored by the Leadership Team. Meetings

are also held with parents to provide strategies and resources to work with their child at home. Depending on the needs of the student some of the academic resources are used as follows: Voyager Passport, Read Well, Quick Reads, Great Leaps, Soar to Success, Phonics for Reading, Elements of Reading Vocabulary, Journeys Write in Readers, PALS, PAST and CORE assessments, Reading Mastery, Kaleidoscope, Sounds in Action and iStation.

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

Our school has earned the Five Star School Award from the Florida Department of Education for the 2014-2015 school year. Earning this award requires us to continue to work closely with our PTA, Partners In Education, Volunteers, Parents, Community and SAC. To help keep parents informed, build positive family relationships and communicate the school's mission and vision, we use Progress Book, Parent Conferences, SAC Meetings, Connect-Ed Messages, PTA Meetings, Meet the Teacher, Open House, emails and newsletters, Teach- In, Room Moms, Read to Succeed, UCF Junior Achievement Program, YMCA Child Care, After School Clubs, Family Events and our Marquee along with our Facebook page.

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 Partners In Education Program is utilized to establish and maintain relationships with local businesses and community members. Once partnerships are established, businesses are invited to community events and are able to volunteer and or donate resources to the school. Through the program, the school is able to successfully put on community events and offer additional resources to our parents and students in an effort to help increase student achievement. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Each year, partnerships are discussed, reviewed and renewed.

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
Haniff, Ruthie	Principal
Foranoce, Melissa	Assistant Principal
Santana, Marie	Instructional Coach
Whetzel, Carla	Other
Bentley, Karin	Other
Forsythe, Marcia	Guidance Counselor
Gergley, Catherine	Teacher, ESE
Pospishil, Dana	Other

Duties

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

The Leadership Team meets weekly and provides valuable input to help with the development of the SIP and MTSS. They provide specific strategies and curriculum that should be used to help the subgroups that did not make progress. They also help to outline activities and set targets that focus on increasing student achievement in all areas. Twice a month the Leadership Team meets with teachers for data chats and to help analyze student data to inform instruction and implement Standards-based Instruction.

Principal (Dr. Ruth Haniff): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; ensures school resources, including but not limited to budget, personnel, materials and supplies are maximized to achieve school improvement goals; ensures adequate professional development to support MTSS and Standards-based Instruction; communicates with parents regarding school based MTSS plans and progress; actively involved in the progress monitoring and data analysis of MTSS.

Assistant Principal (Melissa Foranoce): In addition to assisting the principal with the supporting and overseeing the MTSS process and SIP goals; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS and Standards-based Instruction; communicates with parents regarding school based MTSS plans and activities; interprets the Perceptions and Practices Surveys given during the year.

Curriculum Resource Teacher/Instructional Coach (Marie Santanta): Supports the teachers with MTSS process, SIP goals; Provides guidance on K-12 reading and curriculum plans; Develops documents necessary to manage and display data that addresses goals and targets identified in MTSS and SIP; Provides professional development to teachers and staff regarding Standards-based Instruction; data management use to drive instruction; meets with district personnel to gather additional strategies to identify systematic patterns of student need and identifies appropriate evidence-based intervention strategies to support teachers.

Reading Coach/CCT (Carla Whetzel): Provides guides with the K-12 Reading Plan; Supports the teachers with the MTSS process and SIP goals; supports teachers and ELL students with assessments and strategies for ELL assistance and compliance; Provides professional development to teachers and staff regarding Standards-based Instruction and data management use to drive instruction; meets with district personnel to gather additional strategies to identify systematic patterns of student need and identifies appropriate evidence-based intervention strategies to support teachers.

Staffing Specialist (Karin Bentley): Supports the teachers with the MTSS process and SIP goals; assists teachers in analyzing student progress monitoring data for next steps; supports and provides staff development on the implementation of Tier I, Tier II and Tier III intervention plans that address student needs; documents interventions and provides follow-up to provide student success; facilitates and supports data collection activities; holds meetings with parents to help share student progress;

helps teachers with Exceptional Student Education goals.

Guidance Counselor/Dean (Marcia Forsythe): Supports the teachers with the MTSS process, SIP goals and Standards-based Instruction; provides support for healthy emotional and social development strategies and programs for student success; facilitates and supports data collection activities; assists in data analysis; collaborates with staff to help ensure students' academic and emotional needs are met.

Gifted Teacher (Catherine Gergley): Supports teachers with the MTSS process, SIP goals and Standards-based Instruction; supports teachers with STEM activities to enrich student learning; provide enrichment activities through the Gifted Program to excel student achievement; helps to analyze students' data and provide input on instruction for teachers; supports the implementation of Tier I, Tier II and Tier III process.

MTSS Coach (Dana Pospishil): Supports the teachers with the MTSS process, SIP goals and Standards-based Instruction; assists teachers in analyzing student progress monitoring data for next steps; supports and provides staff development on the implementation of Tier I, Tier II and Tier III intervention plans that address student needs; documents interventions and provides follow-up to increase student success; facilitates and supports data collection activities; holds meetings with parents to help share student progress.

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 MTSS Committee and Leadership Team will meet regularly to work towards sustaining a culturally embedded problem-solving environment, to promote professional learning communities which focus on implementing Standards-based Instruction and increasing student achievement. Title II Funds will be used to help pay for substitutes for additional time for teachers to plan and analyze student data.

SAI Funds will be used to help purchase additional materials to help Level 1 and Level 2 students with reading and math.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yenly Bui	Education Support Employee
Ruthie Haniff	Principal
France Lopez	Business/Community
Angela Pardue	Parent
Lucille Pettway	Parent
Ingrid Scharf	Parent
Marie Santana	Education Support Employee
Luke Turner	Parent
Warren Milligan	Parent
Sarah Ayala	Education Support Employee
Claudia Cortes	Teacher
Maria Vanegas	Teacher
Marcia Forsythe	Teacher
Marytza Sanz	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 met on the first Tuesday of each month to review the previous year's School Improvement Plan as well as district and state assessment data to identify areas of strength, identify barriers causing limited growth and areas where the school needs additional focus and resources.

Development of this school improvement plan

The SAC met on a monthly basis to discuss concerns and make recommendations for the 2015-2016 school improvement plan.

Preparation of the school's annual budget and plan

The SAC meets on a monthly basis to discuss the use of budget funds to meet the School Improvement Plan goals.

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

The use of the school improvement funds allocated for last year were used to help pay for substitute teachers to allow classroom teachers additional days to analyze student data and enhance their curriculum. The amount was approximately \$5,000.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Whetzel, Carla	Other
Davis, Suzanne	Teacher, K-12
Grieco, Shannan	Teacher, K-12
Cortes, Claudia	Teacher, K-12
Bird, April	Teacher, K-12
Pospishil, Dana	Teacher, K-12
Cassidy, Maria	Teacher, K-12
Gibbs, Alicia	Teacher, K-12
Fortner, Heather	Teacher, ESE
Diaz, Eddie	Teacher, K-12
Walters, Chad	Teacher, K-12
McLeod, Stephanie	Teacher, K-12
Shearouse, Jeanie	Teacher, K-12
Adkins, Allison	Teacher, K-12
Gribben, Liz	Teacher, K-12
Seiple, Ellen	Teacher, K-12
Preston, Stefanie	Teacher, K-12
Butcher, Kim	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to provide teachers assistance and professional development as needed in the following areas:

- MTSS Process
 - Webb's Depth of Knowledge
 - Common Assessments
 - Implementation of Marzano Elements within Design Question 2, 3, and 4
 - Deliberate Practice
 - Vertically and Horizontally Align Curriculum
 - Implementing rigorous standards-based instruction with fidelity
- In addition, the Literacy Leadership Team will also support and encourage Student Book Clubs that happen during student lunch times, before school and after school. They will also support and encourage students to participate in the district initiative for "Battle of the 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

Cypress Springs Elementary schedules common planning time for teachers to collaborate and plan together. Our goal is for teachers to have at least two full planning days to collaborate. Our teams also meet in PLC's twice a month to discuss student data and implementing the district lesson plan.

Quarterly, teachers meet monthly in committees to design research based professional development centered around the needs of their content area. The Leadership Team meets twice a month with grade levels to discuss progress monitoring and plan how to use that data to meet the needs of our students.

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

Dr. Haniff has established a positive culture with high expectations for all teachers and a clear vision to be the top producer of successful students in the nation. She is accessible to all teachers and develops constructive relationships with them. She also collaborates with UCF Staff for the placement of student interns to recruit highly qualified teachers as needed. The Principal, Dr. Ruth Haniff and the Assistant Principal, Mrs. Melissa Foranocce are responsible for recruiting and retaining highly qualified teachers.

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

Cypress Springs Elementary School's mentoring program pairs first year teachers and those new to the school with peers that are within the same grade level. The pairing of teachers is based on grade level experiences, compatibility and length of time teaching at Cypress Springs. The mentors meet weekly with their mentees. The Instructional Coach meets with new teachers regularly to share information, identify professional development needs and provide professional development sessions as needed.

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

The core curriculum used is Houghton Mifflin Harcourt--Journeys and Go Math. Based on Orange County's Scope and Sequence, Measured Topic Plans and pacing guides, teachers are able to ensure standards are being met in their classrooms. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Learning goals and performance scales that are aligned to the Florida State Standards and the Marzano Instructional Framework are included in lesson plans and posted in classrooms. Lesson plans are posted online and checked by administration regularly. Walkthroughs and observations are also conducted by administration to ensure that instruction is to the Florida Standards.

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

Our MTSS Leadership Team meets regularly to analyze student data. In addition, our Leadership Team meets with teachers regularly for data chats. School data is used to create our intervention and enrichment groups which meet daily for 30 minutes. This data also provides classroom teachers the necessary information to form small groups in reading/language arts and math. During small group time, teachers are able to differentiate based on the needs of their students' data. Students are also placed in Tier III groups if that level of intensive support is needed based on data. Based on a student's IEP or 504, a teacher may shorten the number of questions on an assignment

to meet the needs of the student. Our ELL students are also provided additional time and ESOL strategies within the classroom.

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: After School Program

Minutes added to school year: 4,800

A select group of 3rd grade students will participate in a reading initiative tutoring program. The students will meet twice a week for an hour and a half, from September through March. Students will receive vocabulary and comprehension instruction from the core curriculum, prior to learning the skills in class.

Strategy Rationale

If these students are receiving this information the week prior to the instruction in class, they will be able to comprehend and retain the information more effectively.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Whetzel, Carla, carla.whetzel@ocps.net

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

The initial data is going to be the Spring AP3 for 2nd grade. Our focus is on our Hispanic and African American student population. The teacher for the program will collect data weekly. The final post test will be the state assessment.

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

The Kindergarten Teachers hold an annual Parent Orientation reviewing rules, procedures and grade level expectations to help with the early childhood transition at Cypress Springs Elementary. In addition, they volunteer to give each incoming KG student a screening test, so they will have additional insight on the first day of school to best meet their needs. Each teacher uses planners, emails and parent conferences to help with on-going communication with parents to help ensure student success. A review of the student Code of Conduct is done quarterly for grades K-5. In addition, we have implemented CHAMPS which is a positive school wide behavior incentive program. We have a both a self-contained Pre-K ASD classroom and a self-contained Pre-K VE classroom which assist in the transition.

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

To help promote college and career readiness, Cypress Springs Elementary participates in Teach-In and other guest speakers year-round, field trips, Junior Achievement, college spirit days and STEM activities. We also have a variety of after school clubs and activities for our students.

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

Career and technology information is supported by Cypress Springs Elementary through Digital Tools Certificate earned by our students in grades 4-5 in the areas of word processing, spreadsheets, and digital presentations.

A Science night along with extracurricular academic clubs including STEM activities are available as well to increase an awareness of careers and technology for the students.

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

By incorporating the STEM activities, Cypress Springs Elementary has integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place. In order to build College and Career Readiness all students in grades 4-5, students will learn how to use 21st century digital tools and receive a digital certification through the IC3 Spark program purchased by OCPS.

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

Teach In, STEM Activities, Junior Achievement, Science Night and After School Clubs are some of the strategies to help improve student readiness for the public post secondary level. Tutoring in the areas of reading and math also support indicators found in the High School Feedback Report.

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.** Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance)

- G2.** Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standard thus causing increase student achievement. (Division Priority: Invest in human capital)

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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance) 1a

G072607

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
ELA/Reading Lowest 25% Gains	79.0
AMO Math - All Students	85.0
Math Lowest 25% Gains	58.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Planning days
- Professional development --Marzano, deconstruction of standards

Targeted Barriers to Achieving the Goal 3

- The time teachers need to plan, research, and deconstruct the standards, in order to meet the needs of all the students.

Plan to Monitor Progress Toward G1. 8

Lesson plans, iObservation and student data

Person Responsible

Ruthie Haniff

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans, iObservation and student data

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standard thus causing increase student achievement. (Division Priority: Invest in human capital) 1a

G072608

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
ELA/Reading Lowest 25% Gains	79.0
AMO Math - All Students	85.0
Math Lowest 25% Gains	58.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Journeys Reading Curriculum and Tool Kit, Formative Assessments, Voyager Passport, Write in Readers, Weekly Scholastic news, Phonics for Reading, Soar to Success, Fountas and Pinnell, Scholastic Reading Inventory, Elements of Reading Vocabulary, Vocabulary Workshop, Florida Ready, CARS and STARS, Great Leaps, Quick Reads.

Targeted Barriers to Achieving the Goal 3

- Common language for effective collaborative and common planning of Florida Common Core Standards.

Plan to Monitor Progress Toward G2. 8

Teacher Created Formative Assessment and Student Data

Person Responsible

Ruthie Haniff

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Student Data based on the Formative Assesments

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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance) **1**

 G072607

G1.B1 The time teachers need to plan, research, and deconstruct the standards, in order to meet the needs of all the students. **2**

 B189459

G1.B1.S1 Provide teachers with 2 planning days. They will be given time to deconstruct the standards and plan collaboratively for upcoming units. **4**

 S200777

Strategy Rationale

By providing teachers with these planning days, the teachers are able to work collaboratively with their teams to plan standards based lessons.

Action Step 1 **5**

Determine what dates will be used for planning days

Person Responsible

Marie Santana

Schedule

Semiannually, from 8/17/2015 to 4/1/2016

Evidence of Completion

CRT planned with administration to arrange planning days for each team

Action Step 2 5

Leadership team creates agenda for planning days

Person Responsible

Marie Santana

Schedule

On 8/26/2015

Evidence of Completion

Leadership team has developed the agenda for the teams

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

The agendas are given to the teams on what to cover at their planning days

Person Responsible

Marie Santana

Schedule

Semiannually, from 9/14/2015 to 4/1/2016

Evidence of Completion

The agendas that are given to the teams, and the minutes/notes that the teams use during planning days.

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

Data meetings, lesson plans and iObservations will be monitored to ensure teachers are using the planning days effectively

Person Responsible

Melissa Foranoce

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

iObservation data, weekly lesson plans, student assessments

G1.B1.S2 Providing professional development focusing in on Marzano strategies and common language. 4

 S200778

Strategy Rationale

By providing this professional development to our teachers, and giving them time to process with each other, will help them deepen their knowledge to plan more rigorous lessons.

Action Step 1 5

Leadership Team attended Marzano week long training

Person Responsible

Marie Santana

Schedule

Daily, from 7/20/2015 to 7/23/2015

Evidence of Completion

The leadership team all passed the Marzano leadership class

Action Step 2 5

The leadership team met to discuss how to present the information to the teachers

Person Responsible

Marie Santana

Schedule

Daily, from 7/27/2015 to 8/18/2015

Evidence of Completion

The team presented a powerpoint to the staff on Marzano

Action Step 3 5

The leadership team will present a professional development to the staff each month

Person Responsible

Marie Santana

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

The teachers will understand the Marzano framework better and be able to use that framework to plan rigorous lessons for their students

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

Teachers observation

Person Responsible

Ruthie Haniff

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

iObservation data

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

Teacher observation and coaching

Person Responsible

Melissa Foranoce

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

iObservation data to reflect the observations being conducted with feedback for the teachers

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standard thus causing increase student achievement. (Division Priority: Invest in human capital) 1

G072608

G2.B1 Common language for effective collaborative and common planning of Florida Common Core Standards. 2

B189462

G2.B1.S1 The formative assessment book study will be a school wide/grade level PLC. 4

S200779

Strategy Rationale

By providing a book study we will create common language and unity among our staff and increase the effectiveness of the formative assessments we use in our classrooms.

Action Step 1 5

Provide the teachers with a PLC on the Formative Assessment Book

Person Responsible

Ruthie Haniff

Schedule

Monthly, from 10/5/2015 to 5/31/2016

Evidence of Completion

iObservation Discussions and PLC Notes

Action Step 2 5

Administration will pose questions on iObservation regarding Formative Assessments

Person Responsible

Ruthie Haniff

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

iObservation discussion boards will be used to track progress

Action Step 3 5

Teachers will be able to use formative assessments in their classroom

Person Responsible

Ruthie Haniff

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Teachers will be able to provide documentation of the formative assessments they are using in their classroom

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

Review of the IObservation Discussions and PLC Discussions

Person Responsible

Ruthie Haniff

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

IObservation Discussions and PLC Exit Slips

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

IObservation Discussions and PLC Discussions

Person Responsible

Ruthie Haniff

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Student data and Formative Tests

G2.B1.S2 Our school based Kagan team consists of teachers from all grade levels, who have had extensive Kagan training and will share structures at faculty meetings, team meetings and PLCs. 4

 S200780

Strategy Rationale

Kagan structures are researched based that focuses in on student engagement, and improves student achievement.

Action Step 1 5

Provide Professional Development on Kagan Strategy Monthly

Person Responsible

Carla Whetzel

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Teachers will be able to implement Kagan structure in their classroom

Action Step 2 5

Teachers are asked to include Kagan structures in their lesson plans.

Person Responsible

Melissa Foranoce

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

The teachers lessons plans are turned in to share point and checked by the administrators.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will be observed in their classrooms using Kagan Structures

Person Responsible

Melissa Foranoce

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Using iObservation to include feedback about Kagan structures within the classroom.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The students whose teachers are using Kagan structures will be able to work with groups better, be able to teach other and explain their thinking. These students will be able to achieve higher on assessments.

Person Responsible

Ruthie Haniff

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Analyzing the student data in the classrooms who are implementing Kagan structures

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	Determine what dates will be used for planning days	Santana, Marie	8/17/2015	CRT planned with administration to arrange planning days for each team	4/1/2016 semiannually
G1.B1.S2.A1	Leadership Team attended Marzano week long training	Santana, Marie	7/20/2015	The leadership team all passed the Marzano leadership class	7/23/2015 daily
G2.B1.S1.A1	Provide the teachers with a PLC on the Formative Assessment Book	Haniff, Ruthie	10/5/2015	iObservation Discussions and PLC Notes	5/31/2016 monthly
G2.B1.S2.A1	Provide Professional Development on Kagan Strategy Monthly	Whetzel, Carla	10/1/2015	Teachers will be able to implement Kagan structure in their classroom	5/30/2016 monthly
G1.B1.S1.A2	Leadership team creates agenda for planning days	Santana, Marie	8/26/2015	Leadership team has developed the agenda for the teams	8/26/2015 one-time
G1.B1.S2.A2	The leadership team met to discuss how to present the information to the teachers	Santana, Marie	7/27/2015	The team presented a powerpoint to the staff on Marzano	8/18/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Administration will pose questions on iObservation regarding Formative Assessments	Haniff, Ruthie	10/1/2015	iObservation discussion boards will be used to track progress	5/31/2016 monthly
G2.B1.S2.A2	Teachers are asked to include Kagan structures in their lesson plans.	Foranoce, Melissa	8/31/2015	The teachers lessons plans are turned in to share point and checked by the administrators.	6/3/2016 weekly
G1.B1.S2.A3	The leadership team will present a professional development to the staff each month	Santana, Marie	9/23/2015	The teachers will understand the Marzano framework better and be able to use that framework to plan rigorous lessons for their students	5/25/2016 monthly
G2.B1.S1.A3	Teachers will be able to use formative assessments in their classroom	Haniff, Ruthie	10/1/2015	Teachers will be able to provide documentation of the formative assessments they are using in their classroom	5/31/2016 biweekly
G1.MA1	Lesson plans, iObservation and student data	Haniff, Ruthie	8/24/2015	Lesson plans, iObservation and student data	6/1/2016 weekly
G1.B1.S1.MA1	Data meetings, lesson plans and iObservations will be monitored to ensure teachers are using the planning days effectively	Foranoce, Melissa	8/24/2015	iObservation data, weekly lesson plans, student assessments	6/1/2016 weekly
G1.B1.S1.MA1	The agendas are given to the teams on what to cover at their planning days	Santana, Marie	9/14/2015	The agendas that are given to the teams, and the minutes/notes that the teams use during planning days.	4/1/2016 semiannually
G1.B1.S2.MA1	Teacher observation and coaching	Foranoce, Melissa	8/31/2015	iObservation data to reflect the observations being conducted with feedback for the teachers	5/27/2016 weekly
G1.B1.S2.MA1	Teachers observation	Haniff, Ruthie	8/31/2015	iObservation data	6/3/2016 weekly
G2.MA1	Teacher Created Formative Assessment and Student Data	Haniff, Ruthie	10/1/2015	Student Data based on the Formative Assesments	5/31/2016 biweekly
G2.B1.S1.MA1	IObservation Discussions and PLC Discussions	Haniff, Ruthie	10/1/2015	Student data and Formative Tests	5/31/2016 monthly
G2.B1.S1.MA1	Review of the IObservation Discussions and PLC Discussions	Haniff, Ruthie	10/1/2015	IObservation Discussions and PLC Exit Slips	5/31/2016 monthly
G2.B1.S2.MA1	The students whose teachers are using Kagan structures will be able to work with groups better, be able to teach other and explain their thinking. These students will be able to achieve higher on assessments.	Haniff, Ruthie	8/31/2015	Analyzing the student data in the classrooms who are implementing Kagan structures	6/3/2016 monthly
G2.B1.S2.MA1	Teachers will be observed in their classrooms using Kagan Structures	Foranoce, Melissa	8/31/2015	Using iObservation to include feedback about Kagan structures within the classroom.	6/3/2016 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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance)

G1.B1 The time teachers need to plan, research, and deconstruct the standards, in order to meet the needs of all the students.

G1.B1.S1 Provide teachers with 2 planning days. They will be given time to deconstruct the standards and plan collaboratively for upcoming units.

PD Opportunity 1

Determine what dates will be used for planning days

Facilitator

Marie Santana

Participants

Classroom Teachers

Schedule

Semiannually, from 8/17/2015 to 4/1/2016

G1.B1.S2 Providing professional development focusing in on Marzano strategies and common language.

PD Opportunity 1

The leadership team met to discuss how to present the information to the teachers

Facilitator

Marie Santana, Dana Pospishil, Carla Whetzel

Participants

all instructional staff

Schedule

Daily, from 7/27/2015 to 8/18/2015

PD Opportunity 2

The leadership team will present a professional development to the staff each month

Facilitator

Marie Santana, Dana Pospishil, Carla Whetzel

Participants

all instructional staff

Schedule

Monthly, from 9/23/2015 to 5/25/2016

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standard thus causing increase student achievement. (Division Priority: Invest in human capital)

G2.B1 Common language for effective collaborative and common planning of Florida Common Core Standards.

G2.B1.S1 The formative assessment book study will be a school wide/grade level PLC.

PD Opportunity 1

Provide the teachers with a PLC on the Formative Assessment Book

Facilitator

Ruth Haniff

Participants

Classroom Teachers

Schedule

Monthly, from 10/5/2015 to 5/31/2016

G2.B1.S2 Our school based Kagan team consists of teachers from all grade levels, who have had extensive Kagan training and will share structures at faculty meetings, team meetings and PLCs.

PD Opportunity 1

Provide Professional Development on Kagan Strategy Monthly

Facilitator

Carla Whetzel

Participants

Classroom Teachers

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Budget						
Budget Data						
1	G1.B1.S1.A1	Determine what dates will be used for planning days				\$13,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3610	140-Substitute Teachers	0156 - Cypress Springs Elementary			\$13,200.00
2	G1.B1.S1.A2	Leadership team creates agenda for planning days				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0156 - Cypress Springs Elementary			\$0.00
3	G1.B1.S2.A1	Leadership Team attended Marzano week long training				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3610	239-Other	0156 - Cypress Springs Elementary			\$7,000.00
			<i>Notes: Registration Fees for Kagan Training for Teachers</i>			
4	G1.B1.S2.A2	The leadership team met to discuss how to present the information to the teachers				\$0.00
5	G1.B1.S2.A3	The leadership team will present a professional development to the staff each month				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	3610	100-Salaries	0156 - Cypress Springs Elementary			\$60,000.00
			<i>Notes: Salaries for CRT and Reading Coach for Professional Development</i>			
6	G2.B1.S1.A1	Provide the teachers with a PLC on the Formative Assessment Book				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3610	239-Other	0156 - Cypress Springs Elementary	General Fund		\$2,500.00
7	G2.B1.S1.A2	Administration will pose questions on iObservation regarding Formative Assessments				\$0.00
8	G2.B1.S1.A3	Teachers will be able to use formative assessments in their classroom				\$0.00
9	G2.B1.S2.A1	Provide Professional Development on Kagan Strategy Monthly				\$0.00
10	G2.B1.S2.A2	Teachers are asked to include Kagan structures in their lesson plans.				\$0.00
					Total:	\$82,700.00