

Orange County Public Schools

Cypress Park Elementary



2015-16 School Improvement Plan

Cypress Park Elementary

9601 11TH AVE, Orlando, FL 32824

www.ocps.net/lc/southeast/ecp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	77%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	F	D

*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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	0

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
Monitoring Only	3	Ella Thompson
Former F	Turnaround Status	
Yes		

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

There are several events that occur throughout the school year to learn about students' cultures and to build relationships between teachers and students. Upon registration, parent documents are reviewed and conversations are held to get to know families. Families are invited to participate in Title I Parent meetings, School Advisory Council meetings, Parent Leadership Council meetings, Meet the Teacher, Open House, Parent Conferences, and Report Card Conference nights. In addition, teachers have class meetings with students and students also complete student surveys to provide information to help teachers address their academic and/or social goals.

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

Cypress Park Elementary is a positive behavior system school. All faculty and staff greet students upon arrival and escort students at dismissal. The Code of Student Conduct is reviewed school-wide at the beginning of the school year and quarterly by the dean. Students walk in pairs throughout the campus when not escorted by an adult. Students earn Awesome Mustangs for exhibiting safe and respectful behavior among peers and adults. Students know that the principal and/or dean are available should they have an issue that has not been resolved. Primary students receive guidance classes from the school counselor; intermediate students receive guidance lessons from the Alpha counselor. Lastly, upon entry into the school, visitors must ring a doorbell to gain entry. Students are provided information on the No Bullying policy. Students participate in monthly safety drills.

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

The Code of Student Conduct is reviewed school-wide along with school expectations for positive and safe behavior so that all students can learn. Cypress Park Elementary has a positive behavior system called Awesome Mustangs. Students earn points by following school-wide positive behavior expectations; students' names are posted in a common area as they earn 100 points in increments of 20. At each increment, students receive incentive packets. At the end of the school year, students with 100 points receive trophies. Each classroom teacher establishes classroom routines and procedures with rewards and consequences. Professional development is provided for faculty and staff to ensure consistency of the school-wide behavior system.

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

Cypress Park Elementary is an environment that is nurturing and understanding of students' needs. Teachers provide one-on-one discussions with students as needed. When issues continue or go beyond the scope of the teacher, students are referred to guidance and/or administration. Primary students receive guidance classes from the school counselor; intermediate students receive guidance lessons from the Alpha counselor. Counselors provide individual and small group counseling sessions. In addition, members of the leadership team provide mentoring to identified students based on academics and/or behavioral data.

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

To address students with attendance issues, the principal follows up with the registrar to send attendance notices home for parents to attend a child study team meeting. In addition, the principal and registrar also meet with the school social worker to request home visits to determine any needs. The principal and the dean meet on a weekly basis to address students with persistent discipline issues to prevent suspension. Parents are also contacted as an intervention. When students are suspended from school, the principal meets with the student and parent to transition the child back into his/her regular program.

Students who receive a failing grade in Math and/or English Language Arts are provided additional support through MTSS and after school tutoring.

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	22	4	10	5	5	6	52
One or more suspensions	0	1	0	2	0	0	3
Course failure in ELA or Math	14	4	14	18	29	15	94
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	8	1	5	4	3	3	24

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

To improve the academic performance of students, additional academic support is provided during the school day through Tier II and Tier III support; students receive 30 minutes of reading intervention, math intervention and small group instruction in addition to the core. After school tutoring in reading and math is provided. Implementation of a student achievement incentive plan includes a plan for students to set reading, math and/or science goals. Students' goals will be monitored on a

quarterly basis. The principal will conference with individual parents and students to discuss attendance (absences, tardies) and academic goals. Additionally, home visits will be conducted as needed with the school social worker.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See Parental Involvement Plan

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 Park Elementary currently has three active Partners in Education: The Kate and Justin Rose Foundation, The Nobile Foundation and The Church of Christ of Latter Day Saints - Hunter's Creek. Our partners are recognized for their efforts in providing the support needed for our students. Constant and open communication lines are maintained with our partners. The Partners in Education coordinator provides the partners with training based on the district's guidelines.

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
Smestad, Lindsey	Principal
Jennings, Michael	Instructional Coach
Pasquot, Nadine	Guidance Counselor
MacDonald, Justin	Instructional Coach
Soto , Gabriela	Instructional Coach
Figueroa Solis, Edmi	Dean

Duties

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

The principal oversees the roles of the leadership team members. Appropriate members provide coaching, modeling, and conduct peer observations to provide feedback. The curriculum resource

teacher (CRT) is responsible for collecting, planning, and analyzing data reports that will be utilized during the MTSS meetings. The CRT will also be responsible for providing differentiated professional development to teachers on how to use disaggregated data to inform their instruction. The reading coach will assist the CRT with collecting and analyzing data and work with teachers on effective instructional strategies to use within the classroom. The reading coach will provide professional development to teachers on increasing the rigor in the classroom through text complexity and differentiated instruction. The math/science coach will also provide professional development on content standards. All instructional coaches assist the teachers in deconstructing the standards and instructional strategies. The MTSS coach will keep track of students who are performing below grade level, review the data with MTSS team members, and meet with Tier III support personnel and exceptional education teachers to gather and chart data. Instructional resources, materials, and strategies for students who are struggling will be provided to teachers as needed. The dean, behavior specialist and staffing specialist will collaborate on the behavioral and social needs of students that may affect a student's academics.

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

Cypress Park Elementary is a Title I school which receives funds from different sources. Through the Title I Department, Cypress Park Elementary receives funds for students performing below grade level on the Florida Standards Assessment. With the Academic Tutoring Services funding source, parents are informed of the after school tutoring opportunity for students with academic needs. The Neighborhood Center for Children and Families (NCF) funds an Alpha counselor who works with students in grades 3 through 5. In addition, NCF provides additional tutoring funds for reading. Cypress Park Elementary has a Partner in Education which provides Blessings in a Backpack. This funding source is used to provide students with food items weekly.

Inventory of textbook resources purchased by the school is kept through a check-in/out system by the curriculum resource teacher. Textbooks purchased by OCPS are also inventoried through a software system.

All funding sources are used appropriately according to the guidelines set forth by each funding source.

The leadership team meets weekly to discuss instructional needs and determines how personnel and funding resources are utilized to meet the needs of students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lindsey Smestad	Principal
Jamie Rodriguez	Parent
Selena Nobilo	Business/Community
Tammi Bennett	Teacher
Marivi Gutierrez	Parent
Vivian Jones	Education Support Employee
Diana Molina	Parent
Edmi Figueroa	Teacher

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

Evaluation of last year's school improvement plan was conducted by administering a parent survey. The results of the survey were shared with parents. The Florida Standards Assessment data will be shared once released as evidence that strategies within the School Improvement Plan were effective in increasing student achievement.

Development of this school improvement plan

The School Advisory Council (SAC), along with members of the leadership team, assisted with the development of the School Improvement Plan (SIP). The SAC Bylaws will be revisited with the 2015-2016 SAC committee. The SAC will provide feedback on the SIP during monthly meetings as a means to progress monitor initiatives.

Preparation of the school's annual budget and plan

The principal shares the budget with School Advisory Council and leadership team. A plan of action is created collaboratively by all stakeholders.

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

School Improvement funds were utilized to provide professional development to improve instructional practices.

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
Soto , Gabriela	Instructional Coach
Smestad, Lindsey	Principal
Figueroa Solis, Edmi	Dean
Jennings, Michael	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT provides professional development on incorporating 21st Century strategies. Additionally, the LLT focuses on increasing community awareness through students' writing across all content. The LLT sponsors parental involvement events such as the Vocabulary Parade and Family Literacy Night to provide parents with resources to assist their children at home. Cypress Park Elementary also promotes family membership to the Orange County Public Library. Students are provided incentives

for achieving Accelerated Reading goals. Students are scheduled weekly visits to the media center to check out books. Classrooms have mini libraries coded by genre and levels.

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

Teachers collaborate monthly during Professional Learning Communities based on selected deliberate practice strategies and conduct peer observations. Teachers participate in weekly data meetings and common planning for reading, math and science. Team building opportunities will be provided throughout the school year for all faculty and staff. In addition, a faculty and staff recognition program is implemented on a weekly basis.

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

The principal reviews applicants' certifications and qualifications, attends job fairs and works closely with the human resource manager and certification specialist to seek qualified candidates. The principal provides opportunities for current teachers to receive professional development, participate in the coaching cycle, and receive timely and actionable feedback throughout the school year. To retain highly qualified teachers, staff recognition programs and team building opportunities are implemented to promote a positive working environment and school culture.

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

Gabriela Soto, CRT, facilitates the teacher professional learning and retention strategies listed below. The CRT is responsible for the following:

1. Pairs new teachers with veteran teachers
2. Provides professional development on the Marzano protocols
3. Supports team members paired with grade level teams to plan for rigorous instruction through common planning
4. Utilizes the coaching cycle
5. Provides New Teacher Mentoring sessions
6. Supports teachers in ESOL and Reading Endorsement and Elementary Education Certification
7. Oversees the teacher mentoring program and conducts monthly new teacher meetings

Teacher Mentoring Program for the 2015-2016 School Year:

Kelly Benton - Samuel Davis; Samuel Davis is the behavior specialist providing support to Kelly Benton as an experienced teacher new to Cypress Park Elementary.

Saul Levinson - Mildra Lopez; Mildra Lopez is an experienced teacher providing support to Saul Levinson as a first year teacher.

Ashley Lopez - Mildra Lopez; Mildra Lopez is an experienced teacher providing support to Ashley Lopez as a first year teacher.

Rebekah Andrews - Gabriela Soto; Gabriela Soto is an experienced teacher providing support to Rebekah Andrews as a first year teacher.

April Schindzielorz - Gabriela Soto; Gabriela Soto is an experienced teacher providing support to April Schindzielorz as a first year teacher.

Domenique Newton - Gabriela Soto; Gabriela Soto is an experienced teacher providing support to Domenique Newton as a first year teacher.

Shaneall Flowers - Tammi Bennett; Tammi Bennett is an experienced teacher providing support to Shaneall Flowers as a first year teacher.

The mentors will observe the teachers and provide feedback using the peer observation tool and/or the

coaching cycle. During common planning, the teachers and instructional coaches will discuss data and instructional strategies to promote student achievement.

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

Cypress Park Elementary ensures that the core instructional programs and materials are aligned to the Florida Standards and the NGSSS for science. Teachers plan with coaches to deconstruct the standards. Resources that are utilized to plan instruction are the OCPS Measurement Topic Plans, Test Items Specifications, Instructional Focus Calendars, and state-adopted materials. The principal and instructional coaches attend and participate in common planning as well as review lesson plans and observe instruction.

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

Benchmark, core, diagnostic and state data are used to differentiate instruction for students. Intervention and enrichment groups are formed after data is analyzed. Teachers use formative assessments to determine daily small group instruction. Fluid groupings are based on progress monitoring data. Teachers participate in data meetings to analyze data and generate next steps to increase student achievement. Additionally, data points are documented in alignment with the MTSS Framework.

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: Weekend Program

Minutes added to school year: 1,140

Provide an FSA Saturday Academy for 8 Saturdays for 3 hours per Saturday. Students will receive additional support in reading, math and science.

Strategy Rationale

The strategy rationale is based on Title I After School Tutoring funding received to target students performing below grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Soto , Gabriela, gabriela.soto@ocps.net

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

Formative assessment data will be used to determine effectiveness.

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

Cypress Park Elementary (CPE) is in the third year of hosting a Voluntary Pre-Kindergarten (VPK) unit. Provided that the current VPK students enter as kindergarten students in the school year of 2015-2016, a minimum of 50% of the projected enrolled students will be prepared for kindergarten compared to current kindergarten students who have not received any pre-school experiences. Kindergarten teachers will host a Kindergarten Orientation at the end of the school year to prepare students and parents for kindergarten. Parents will also have the opportunity to tour a classroom and the campus.

The transition to middle school occurs in May. The feeder middle school provides a registration day at Cypress Park Elementary, as well as an on-site orientation to middle school. Students take a field trip to the middle school and observe classes to prepare them for the middle school environment.

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

Each Friday is College Spirit day; different colleges/universities are highlighted on the morning announcements. During Teach-In, different presenters speak and share information about their careers. Additionally, students are encouraged to implement AVID strategies.

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

To prepare our students for 21st century careers with technology and industry, Cypress Park Elementary has increased access to digital curriculum and access through the use of Lexia, Reading

Plus, Achieve 3000, Imagine Learning, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. SmartBoards and technology integration in the classroom are implemented to prepare 21st-century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also learn how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth-grade students with the opportunity to experience the multimedia production process.

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

Science, technology, engineering and mathematics (STEM) inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands-on experience with science, math, engineering, technology integration and problem-solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, Cypress Park Elementary will participate in the Southeastern Consortium for Minorities in Engineering (SECME) where the mission is to increase the pool of historically underrepresented and under-served students who will be prepared to enter and complete post-secondary studies in STEM; thus creating a diverse and globally competitive workforce.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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.** Standards-based instruction will occur daily and student activities will be aligned to the rigor of the standards.

- G2.** The Multi-Tiered System of Supports framework will be implemented through Tier 1, Tier 2, and Tier 3 instruction for all achievement levels in order to increase student achievement.

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. Standards-based instruction will occur daily and student activities will be aligned to the rigor of the standards. 1a

G073914

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - SWD	
AMO Reading - All Students	
AMO Reading - SWD	
AMO Reading - African American	
FCAT 2.0 Science Proficiency	51.0
AMO Math - African American	

Resources Available to Support the Goal 2

- School Coaches, STO Support Team, Instructional Focus Calendars, Test Item Specifications, Florida Standards Assessment Samples, Measurement Topic Plans, Marzano Resources

Targeted Barriers to Achieving the Goal 3

- Teachers' understanding of the Florida Standards.
- Teachers planning rigorous and engaging lessons aligned to the Florida Standards which follow the district's Instructional Focus Calendars.

Plan to Monitor Progress Toward G1. 8

The leadership team will analyze student achievement data and classroom walk-through trends to determine if standards-based instruction is occurring.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

iObservation data and feedback, data binders, data spreadsheets

G2. The Multi-Tiered System of Supports framework will be implemented through Tier 1, Tier 2, and Tier 3 instruction for all achievement levels in order to increase student achievement. 1a

G073915

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Math - SWD	53.0
AMO Math - African American	55.0
AMO Reading - All Students	67.0
AMO Reading - SWD	55.0
AMO Reading - African American	60.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Instructional Personnel, STO Support Team, SAC, Funding from NCF, AST, Title I, Software and Supplemental Programs: Achieve 3000, Imagine Learning, i-Ready, Lexia, and Voyager Passport

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of the Multi-Tiered System of Supports framework.

Plan to Monitor Progress Toward G2. 8

The MTSS leadership team will utilize progress monitoring data, classroom observation trends, and MTSS meeting notes to determine if teachers are systematically implementing MTSS to increase student achievement.

Person Responsible

Lindsey Smestad

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Leadership team meeting agendas, student achievement data reflecting assessment increases, MTSS meeting notes, observation trend feedback

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. Standards-based instruction will occur daily and student activities will be aligned to the rigor of the standards. **1**

 G073914

G1.B1 Teachers' understanding of the Florida Standards. **2**

 B193037

G1.B1.S1 Teachers will participate in professional development on the standard deconstruction process.

4

 S204556

Strategy Rationale

To ensure teachers gain an understanding of what the students should know and be able to do.

Action Step 1 **5**

Provide professional development on deconstruction of the standards.

Person Responsible

Gabriela Soto

Schedule

On 11/18/2015

Evidence of Completion

Agenda, Sign-In Sheets, Deconstructed Standards

Action Step 2 5

Provide a follow up professional development on the standard deconstruction process.

Person Responsible

Gabriela Soto

Schedule

On 1/13/2016

Evidence of Completion

Agenda, Sign-In Sheets, Deconstructed Standards

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

Administrator will attend professional development and review sign-in sheets, deconstructed standards activity, and lesson plans.

Person Responsible

Lindsey Smestad

Schedule

Monthly, from 9/16/2015 to 5/31/2016

Evidence of Completion

Agenda, sign-in sheet, deconstructed standards activity, lesson plans

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

Administrator will attend professional development and review sign-in sheets, deconstructed standards activity, and lesson plans.

Person Responsible

Lindsey Smestad

Schedule

Monthly, from 1/13/2016 to 5/31/2016

Evidence of Completion

Agenda, sign-in sheet, deconstructed standards activity, lesson plans

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

Review lesson plans and conduct classroom walk-throughs to observe appropriate scaffolding of the standards based on the standard deconstruction process.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/16/2015 to 5/31/2016

Evidence of Completion

Effective implementation of elements within Design Questions 2, 3, and 4 in iObservation data and feedback

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

Review lesson plans and conduct classroom walk-throughs to observe appropriate scaffolding of the standards based on the standard deconstruction process.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 1/13/2016 to 5/31/2016

Evidence of Completion

Effective implementation of elements within Design Questions 2, 3, and 4 in iObservation data and feedback

G1.B2 Teachers planning rigorous and engaging lessons aligned to the Florida Standards which follow the district's Instructional Focus Calendars. **2**

 B193038

G1.B2.S1 Teachers will participate in weekly common planning in order to ensure rigorous standards-based lessons and activities in reading, math, and science are implemented in the classroom. **4**

 S204557

Strategy Rationale

To provide support on how to develop lessons and activities that align to the full intent of the standards.

Action Step 1 **5**

Meet with grade levels during specified days of the week per core content areas to provide support in developing rigorous lessons using Instructional Focus Calendars, Measurement Topic Plans, Test Item Specifications, Florida Standards, ESE/ELL Strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.

Person Responsible

Gabriela Soto

Schedule

Weekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Classroom observations, Lesson Plans, Meeting Notes

Action Step 2 **5**

Meet with grade levels each quarter for a full day of common planning to provide support in developing rigorous lessons using Instructional Focus Calendars, Measurement Topic Plans, Test Item Specifications, Florida Standards, ESE/ELL Strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.

Person Responsible

Gabriela Soto

Schedule

Quarterly, from 10/23/2015 to 5/31/2016

Evidence of Completion

Classroom observations, Lesson Plans, Meeting Notes

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

The principal will attend common planning meetings and review lesson plans.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, iObservation Feedback

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

The principal will attend common planning days and review lesson plans.

Person Responsible

Lindsey Smestad

Schedule

Quarterly, from 10/23/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, iObservation Feedback

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

Observe teachers delivering standards-based instruction.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

iObservation and classroom walk-through data showing consistency in implementation of common plans across grade levels

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

Observe teachers delivering standards-based instruction.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 10/23/2015 to 5/31/2016

Evidence of Completion

iObservation and classroom walk-through data showing consistency in implementation of common plans across grade levels

G1.B2.S2 Provide support for teachers utilizing the coaching cycle. 4

 S204558

Strategy Rationale

To provide modeling of instructional strategies.

Action Step 1 5

Implement the coaching cycle for identified teachers in need of support based upon classroom observations and student data.

Person Responsible

Gabriela Soto

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Coaching schedule, coaching logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review coaching logs, observe instruction and facilitate discussions with teachers involved in the coaching cycle.

Person Responsible

Lindsey Smestad

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Coaching logs, iObservation feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Observe teachers participating in the coaching cycle to ensure the delivery of daily standards-based instruction.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Implementation of standards-based instruction in iObservation feedback

G2. The Multi-Tiered System of Supports framework will be implemented through Tier 1, Tier 2, and Tier 3 instruction for all achievement levels in order to increase student achievement. 1

G073915

G2.B1 Teachers lack an understanding of the Multi-Tiered System of Supports framework. 2

B193039

G2.B1.S1 Provide professional development on the Multi-Tiered System of Supports framework. 4

S204559

Strategy Rationale

Teachers need to gain an understanding of the Multi-Tiered System of Supports framework to ensure instruction is aligned to meet the individual needs of students.

Action Step 1 5

Provide professional development on the Multi-Tiered System of Supports framework.

Person Responsible

Michael Jennings

Schedule

On 11/11/2015

Evidence of Completion

Agenda, sign-in sheets, exit slips

Action Step 2 5

Provide a follow-up professional development on the Multi-Tiered System of Supports framework.

Person Responsible

Michael Jennings

Schedule

On 1/20/2016

Evidence of Completion

Agenda, sign-in sheets, exit slips

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

Administrator will attend professional development and review sign-in sheets, agendas, and exit slips.

Person Responsible

Lindsey Smestad

Schedule

On 10/14/2015

Evidence of Completion

Agenda, sign-in sheets, data binders, MTSS meeting notes

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

Administrator will attend professional development and review sign-in sheets, agendas, and exit slips.

Person Responsible

Lindsey Smestad

Schedule

On 1/20/2016

Evidence of Completion

Agenda, sign-in sheets, data binders, MTSS meeting notes

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

Observe teachers analyzing multiple sources of data to make instructional decisions during MTSS meetings.

Person Responsible

Michael Jennings

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student achievement data reflecting assessment gains, MTSS meeting notes reflecting instructional changes, classroom observation data reflecting differentiated instruction

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

Observe teachers analyzing multiple sources of data to make instructional decisions during MTSS meetings.

Person Responsible

Michael Jennings

Schedule

Biweekly, from 1/20/2016 to 1/20/2016

Evidence of Completion

Student achievement data reflecting assessment gains, MTSS meeting notes reflecting instructional changes, classroom observation data reflecting differentiated instruction

G2.B1.S2 Implement weekly and bi-weekly data meetings to review Tier 1, Tier 2, and Tier 3 data. 4

 S204560

Strategy Rationale

To ensure the needs of each student are met.

Action Step 1 5

Establish weekly and bi-weekly data meetings focusing on data analysis and progress monitoring to drive instructional decisions.

Person Responsible

Michael Jennings

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data spreadsheets, agenda, meeting notes

Action Step 2 5

Establish monthly data meetings with the leadership team focusing on school-wide data analysis and progress monitoring to drive instructional decisions.

Person Responsible

Lindsey Smestad

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data spreadsheets, agenda, meeting notes

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

Attend weekly and bi-weekly data meetings and review data spreadsheets.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data binders, meeting notes, data spreadsheets

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

Attend monthly data meetings and review data spreadsheets.

Person Responsible

Lindsey Smestad

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data binders, meeting notes, data spreadsheets

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

Observe teachers analyzing multiple sources of data to make instructional decisions during data meetings.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student achievement data reflecting assessment gains, data meeting notes reflecting instructional changes, observation data reflecting differentiated instruction

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

Observe instructional coaches analyzing multiple sources of data to make instructional decisions during data meetings.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student achievement data reflecting assessment gains, data meeting notes reflecting instructional changes, observation data reflecting differentiated instruction

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on deconstruction of the standards.	Soto , Gabriela	11/18/2015	Agenda, Sign-In Sheets, Deconstructed Standards	11/18/2015 one-time
G1.B2.S1.A1	Meet with grade levels during specified days of the week per core content areas to provide support in developing rigorous lessons using Instructional Focus Calendars, Measurement Topic Plans, Test Item Specifications, Florida Standards, ESE/ELL Strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.	Soto , Gabriela	8/19/2015	Classroom observations, Lesson Plans, Meeting Notes	5/31/2016 weekly

Orange - 0741 - Cypress Park Elementary - 2015-16 SIP
Cypress Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	Implement the coaching cycle for identified teachers in need of support based upon classroom observations and student data.	Soto , Gabriela	9/1/2015	Coaching schedule, coaching logs	5/31/2016 monthly
G2.B1.S1.A1	Provide professional development on the Multi-Tiered System of Supports framework.	Jennings, Michael	11/11/2015	Agenda, sign-in sheets, exit slips	11/11/2015 one-time
G2.B1.S2.A1	Establish weekly and bi-weekly data meetings focusing on data analysis and progress monitoring to drive instructional decisions.	Jennings, Michael	9/1/2015	Data spreadsheets, agenda, meeting notes	5/31/2016 weekly
G1.B1.S1.A2	Provide a follow up professional development on the standard deconstruction process.	Soto , Gabriela	1/13/2016	Agenda, Sign-In Sheets, Deconstructed Standards	1/13/2016 one-time
G1.B2.S1.A2	Meet with grade levels each quarter for a full day of common planning to provide support in developing rigorous lessons using Instructional Focus Calendars, Measurement Topic Plans, Test Item Specifications, Florida Standards, ESE/ELL Strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.	Soto , Gabriela	10/23/2015	Classroom observations, Lesson Plans, Meeting Notes	5/31/2016 quarterly
G2.B1.S1.A2	Provide a follow-up professional development on the Multi-Tiered System of Supports framework.	Jennings, Michael	1/20/2016	Agenda, sign-in sheets, exit slips	1/20/2016 one-time
G2.B1.S2.A2	Establish monthly data meetings with the leadership team focusing on school-wide data analysis and progress monitoring to drive instructional decisions.	Smestad, Lindsey	9/1/2015	Data spreadsheets, agenda, meeting notes	5/31/2016 monthly
G1.MA1	The leadership team will analyze student achievement data and classroom walk-through trends to determine if standards-based instruction is occurring.	Smestad, Lindsey	8/24/2015	iObservation data and feedback, data binders, data spreadsheets	5/31/2016 weekly
G1.B1.S1.MA1	Review lesson plans and conduct classroom walk-throughs to observe appropriate scaffolding of the standards based on the standard deconstruction process.	Smestad, Lindsey	9/16/2015	Effective implementation of elements within Design Questions 2, 3, and 4 in iObservation data and feedback	5/31/2016 weekly
G1.B1.S1.MA4	Review lesson plans and conduct classroom walk-throughs to observe appropriate scaffolding of the standards based on the standard deconstruction process.	Smestad, Lindsey	1/13/2016	Effective implementation of elements within Design Questions 2, 3, and 4 in iObservation data and feedback	5/31/2016 weekly
G1.B1.S1.MA1	Administrator will attend professional development and review sign-in sheets, deconstructed standards activity, and lesson plans.	Smestad, Lindsey	9/16/2015	Agenda, sign-in sheet, deconstructed standards activity, lesson plans	5/31/2016 monthly
G1.B1.S1.MA3	Administrator will attend professional development and review sign-in sheets, deconstructed standards activity, and lesson plans.	Smestad, Lindsey	1/13/2016	Agenda, sign-in sheet, deconstructed standards activity, lesson plans	5/31/2016 monthly
G1.B2.S1.MA1	Observe teachers delivering standards-based instruction.	Smestad, Lindsey	9/1/2015	iObservation and classroom walk-through data showing consistency in implementation of common plans across grade levels	5/31/2016 weekly
G1.B2.S1.MA4	Observe teachers delivering standards-based instruction.	Smestad, Lindsey	10/23/2015	iObservation and classroom walk-through data showing consistency in	5/31/2016 weekly

Orange - 0741 - Cypress Park Elementary - 2015-16 SIP
Cypress Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				implementation of common plans across grade levels	
G1.B2.S1.MA1	The principal will attend common planning meetings and review lesson plans.	Smestad, Lindsey	8/19/2015	Lesson Plans, iObservation Feedback	5/31/2016 weekly
G1.B2.S1.MA3	The principal will attend common planning days and review lesson plans.	Smestad, Lindsey	10/23/2015	Lesson Plans, iObservation Feedback	5/31/2016 quarterly
G1.B2.S2.MA1	Observe teachers participating in the coaching cycle to ensure the delivery of daily standards-based instruction.	Smestad, Lindsey	9/1/2015	Implementation of standards-based instruction in iObservation feedback	5/31/2016 weekly
G1.B2.S2.MA1	Review coaching logs, observe instruction and facilitate discussions with teachers involved in the coaching cycle.	Smestad, Lindsey	9/1/2015	Coaching logs, iObservation feedback	5/31/2016 monthly
G2.MA1	The MTSS leadership team will utilize progress monitoring data, classroom observation trends, and MTSS meeting notes to determine if teachers are systematically implementing MTSS to increase student achievement.	Smestad, Lindsey	8/31/2015	Leadership team meeting agendas, student achievement data reflecting assessment increases, MTSS meeting notes, observation trend feedback	5/31/2016 monthly
G2.B1.S1.MA1	Observe teachers analyzing multiple sources of data to make instructional decisions during MTSS meetings.	Jennings, Michael	9/1/2015	Student achievement data reflecting assessment gains, MTSS meeting notes reflecting instructional changes, classroom observation data reflecting differentiated instruction	5/31/2016 biweekly
G2.B1.S1.MA4	Observe teachers analyzing multiple sources of data to make instructional decisions during MTSS meetings.	Jennings, Michael	1/20/2016	Student achievement data reflecting assessment gains, MTSS meeting notes reflecting instructional changes, classroom observation data reflecting differentiated instruction	1/20/2016 biweekly
G2.B1.S1.MA1	Administrator will attend professional development and review sign-in sheets, agendas, and exit slips.	Smestad, Lindsey	10/14/2015	Agenda, sign-in sheets, data binders, MTSS meeting notes	10/14/2015 one-time
G2.B1.S1.MA3	Administrator will attend professional development and review sign-in sheets, agendas, and exit slips.	Smestad, Lindsey	1/20/2016	Agenda, sign-in sheets, data binders, MTSS meeting notes	1/20/2016 one-time
G2.B1.S2.MA1	Observe teachers analyzing multiple sources of data to make instructional decisions during data meetings.	Smestad, Lindsey	9/1/2015	Student achievement data reflecting assessment gains, data meeting notes reflecting instructional changes, observation data reflecting differentiated instruction	5/31/2016 weekly
G2.B1.S2.MA4	Observe instructional coaches analyzing multiple sources of data to make instructional decisions during data meetings.	Smestad, Lindsey	9/1/2015	Student achievement data reflecting assessment gains, data meeting notes reflecting instructional changes, observation data reflecting differentiated instruction	5/31/2016 weekly
G2.B1.S2.MA1	Attend weekly and bi-weekly data meetings and review data spreadsheets.	Smestad, Lindsey	9/1/2015	Data binders, meeting notes, data spreadsheets	5/31/2016 weekly
G2.B1.S2.MA3	Attend monthly data meetings and review data spreadsheets.	Smestad, Lindsey	9/1/2015	Data binders, meeting notes, data spreadsheets	5/31/2016 monthly

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. Standards-based instruction will occur daily and student activities will be aligned to the rigor of the standards.

G1.B1 Teachers' understanding of the Florida Standards.

G1.B1.S1 Teachers will participate in professional development on the standard deconstruction process.

PD Opportunity 1

Provide professional development on deconstruction of the standards.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

On 11/18/2015

PD Opportunity 2

Provide a follow up professional development on the standard deconstruction process.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

On 1/13/2016

G2. The Multi-Tiered System of Supports framework will be implemented through Tier 1, Tier 2, and Tier 3 instruction for all achievement levels in order to increase student achievement.

G2.B1 Teachers lack an understanding of the Multi-Tiered System of Supports framework.

G2.B1.S1 Provide professional development on the Multi-Tiered System of Supports framework.

PD Opportunity 1

Provide professional development on the Multi-Tiered System of Supports framework.

Facilitator

MTSS instructional coach

Participants

Teachers

Schedule

On 11/11/2015

PD Opportunity 2

Provide a follow-up professional development on the Multi-Tiered System of Supports framework.

Facilitator

MTSS instructional coach

Participants

Teachers

Schedule

On 1/20/2016

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	Provide professional development on deconstruction of the standards.				\$0.00
2	G1.B1.S1.A2	Provide a follow up professional development on the standard deconstruction process.				\$0.00
3	G1.B2.S1.A1	Meet with grade levels during specified days of the week per core content areas to provide support in developing rigorous lessons using Instructional Focus Calendars, Measurement Topic Plans, Test Item Specifications, Florida Standards, ESE/ELL Strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.				\$0.00
4	G1.B2.S1.A2	Meet with grade levels each quarter for a full day of common planning to provide support in developing rigorous lessons using Instructional Focus Calendars, Measurement Topic Plans, Test Item Specifications, Florida Standards, ESE/ELL Strategies, Marzano strategies and other related instructional strategies to meet the needs of all students.				\$0.00
5	G1.B2.S2.A1	Implement the coaching cycle for identified teachers in need of support based upon classroom observations and student data.				\$0.00
6	G2.B1.S1.A1	Provide professional development on the Multi-Tiered System of Supports framework.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Cypress Park Elementary	School Improvement Funds		\$0.00
7	G2.B1.S1.A2	Provide a follow-up professional development on the Multi-Tiered System of Supports framework.				\$0.00
8	G2.B1.S2.A1	Establish weekly and bi-weekly data meetings focusing on data analysis and progress monitoring to drive instructional decisions.				\$0.00
9	G2.B1.S2.A2	Establish monthly data meetings with the leadership team focusing on school-wide data analysis and progress monitoring to drive instructional decisions.				\$0.00
					Total:	\$0.00