Cypress Ridge Elementary School

2016-17 Schoolwide Improvement Plan

Cypress Ridge Elementary School

350 EAST AVE, Clermont, FL 34711

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	22%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cypress Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

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

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

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

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Delpit, Dale	Principal
Schoenthaler, Virginia	Instructional Coach
Schank, Becky	Instructional Coach
Olson, Star	Teacher, K-12
Perez, Betzaida	Administrative Support
Brouhard, Nicole	Assistant Principal

b. Duties

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

Principal, Dale Delpit: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS (Multi-Tiered System of Support), conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principal, Nicole Brouhard: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Selected General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions, and integrates materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Curriculum Resource Teacher, Virginia Schoenthaler: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based

intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

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

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

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

The role of the MTSS Leadership Team will be to problem solve and find the most effective practices to assist our school, our teachers and our students so that they can achieve at the highest levels. The team meets once a week to engage in the following common core activities:

1. Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; and to conduct Tier 2, and 3 meetings with classroom teachers and the rest of the MTSS team.

2. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, adjust current policies and practices to be in line with school outcomes expected.

3. The team interfaces with the school ESE Specialist and IEP team to facilitate staffing of eligible students at case review meetings.

4. SAI money will be used for extended day tutoring and to enhance school technology.

5. Title 1 tutoring money for homeless students will be used for extended day tutoring 3 days/ week.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. 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).

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

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

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

1. Administration will provide continuous communication, formal and informal meetings with new teachers to cover any areas of concern or to offer assistance with instructional delivery.
2. Veteran teachers will provide mentoring on campus and at other school sites in our zone of influence.
3. Administrators will bring relevant staff development to the site based on teacher needs survey.
4. New teachers participate in county in-service training and have instructional coaches to monitor and support success in the classroom.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 22,350

tutoring, after school clubs, professional development for teachers

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

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

2. Student Transition and Readiness

a. 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).

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

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

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If students better adhere to school policies including attendance and dress codes then we will improve our school culture.

G2.   If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum.

Strategic Goals Detail

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

G1. If students better adhere to school policies including attendance and dress codes then we will improve our school culture. `1a`

🔑 G086850

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Inconsistent enforcement of uniform policy.

- Lack of quantifiable expectations for attendance including tardies and early check-out.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Administration, Data Clerk, all other staff.

Plan to Monitor Progress Toward G1. `8`

Evaluate the data to confirm a reduction in violations from 1st semester to 2nd semester.

Person Responsible
Nicole Brouhard

Schedule
Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion
Documentation of attendance and uniform policy violations and notification letters sent.

G2. If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum. 1a

🔍 G086851

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	

Targeted Barriers to Achieving the Goal 3

- Teachers lack of the knowledge of how data should be used to drive instruction.

- Difficulty in finding time to schedule data analysis and data chats in order to drive differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, CRT, Reading Coaches, Lead teachers, CWT's, PLCs

Plan to Monitor Progress Toward G2. 8

evaluate PD schedule and meeting notes, monitor lesson plans and intervention notebooks, and conduct targeted CWT's

Person Responsible
Nicole Brouhard

Schedule
Quarterly, from 8/7/2015 to 5/6/2016

Evidence of Completion
data notebooks, CWT's

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If students better adhere to school policies including attendance and dress codes then we will improve our school culture. 1

🔑 G086850

G1.B1 Inconsistent enforcement of uniform policy. 2

🔑 B230887

G1.B1.S1 We will develop a more specific uniform policy with consequences for violation. 4

🔑 S243606

Strategy Rationale

If we implement and enforce a uniform policy, then the overall school culture will be improved.

Action Step 1 5

Create and establish an uniform policy, clearly defining protocols and expectations; provide training of newly established policies.

Person Responsible

Nicole Brouhard

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Dress code violation warning and referrals

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

Review a dress code violations quarterly.

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 10/7/2016 to 6/1/2017

Evidence of Completion

discipline records

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

Document and record number of students violating uniform policy and compare numbers yearly.

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

discipline records

Lake - 0597 - Cypress Ridge Elem. School - 2016-17 SIP

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G1.B2 Lack of quantifiable expectations for attendance including tardies and early check-out. `2`

🔑 B230888

G1.B2.S1 We will develop a more specific quantifiable attendance policy with procedures for due process. `4`

🔑 S243607

Strategy Rationale

If we implement and enforce quantifiable attendance expectations including due process, then the overall school culture will be improved.

Action Step 1 `5`

Create and establish an attendance policy, clearly defining protocols and expectations; we will provide training for teachers and staff regarding the newly established policies.

Person Responsible

Nicole Brouhard

Schedule

On 9/1/2016

Evidence of Completion

Attendance log, attendance data.

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

Quarterly reviews of attendance

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Attendance records

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

Quarterly reviews of attendance

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

attendance records

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

Document and record number of students reaching probation stage versus revocation of waiver.

Person Responsible

Dale Delpit

Schedule

Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion

Attendance records

G2. If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum. `1`

🔍 G086851

G2.B1 Teachers lack of the knowledge of how data should be used to drive instruction. `2`

🔍 B230889

G2.B1.S1 We will facilitate regularly scheduled PLCs about using data to drive instruction. `4`

🔍 S243608

Strategy Rationale

If we implement and monitor PLC's focusing on data, then teachers will utilize data to increase targeted small group standards based instruction.

Action Step 1 `5`

Create and establish a common planning schedule with identified facilitation / coach clearly defined protocols, planning time frame, and expected products; we will provide training on data analysis.

Person Responsible

Dale Delpit

Schedule

Every 2 Months, from 9/1/2015 to 5/6/2016

Evidence of Completion

Schedule developed, data sheets, reports.

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

Develop and utilize administrative schedule for attending and supporting profession growth regarding data driven instruction.

Person Responsible

Dale Delpit

Schedule

Every 2 Months, from 8/3/2015 to 5/6/2016

Evidence of Completion

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

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

Leadership team will conduct periodic classroom walk throughs on data driven instruction

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/7/2015 to 5/6/2016

Evidence of Completion

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

G2.B2 Difficulty in finding time to schedule data analysis and data chats in order to drive differentiated instruction. `2`

🔑 B230890

G2.B2.S1 We will implement a schedule including mini-PLC's in order to create more opportunities for data analysis and understanding. `4`

🔑 S243609

Strategy Rationale

If we implement a structured schedule then we will have an increased opportunity for teachers to plan for data driven instruction.

Action Step 1 `5`

Provide scheduled time for teachers to analyze data from iStation, iReady, Renaissance Learning, and classroom assessments.

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, small group forms.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

The leadership team will clearly outline the process and expectations for data analysis.

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Data Chat notebooks

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

We will create and utilize a system for tracking teacher participation in PLC's and data chats.

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion

Data chat notebooks, PLC attendance records

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Leadership team will conduct periodic classroom walk throughs on data driven instruction

Person Responsible

Dale Delpit

Schedule

Quarterly, from 9/23/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, small group forms, data notebooks.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA1 M326694	evaluate PD schedule and meeting notes, monitor lesson plans and intervention notebooks, and...	Brouhard, Nicole	8/7/2015	data notebooks, CWT's	5/6/2016 quarterly
G2.B1.S1.MA1 M326685	Leadership team will conduct periodic classroom walk throughs on data driven instruction	Brouhard, Nicole	8/7/2015	Data will be analyzed and evaluated at the end of each testing cycle to determine future needs of the students.	5/6/2016 quarterly
G2.B1.S1.MA1 M326686	Develop and utilize administrative schedule for attending and supporting profession growth...	Delpit, Dale	8/3/2015	Data notebooks: MTSS data, CWT data, TEAM data, beginning, middle and end of the year testing	5/6/2016 every-2-months
G2.B1.S1.A1 A315163	Create and establish a common planning schedule with identified facilitation / coach clearly...	Delpit, Dale	9/1/2015	Schedule developed, data sheets, reports.	5/6/2016 every-2-months
G1.B2.S1.A1 A315162	Create and establish an attendance policy, clearly defining protocols and expectations; we will...	Brouhard, Nicole	8/10/2016	Attendance log, attendance data.	9/1/2016 one-time
G1.MA1 M326684	Evaluate the data to confirm a reduction in violations from 1st semester to 2nd semester.	Brouhard, Nicole	8/10/2016	Documentation of attendance and uniform policy violations and notification letters sent.	6/1/2017 quarterly
G1.B1.S1.MA1 M326679	Document and record number of students violating uniform policy and compare numbers yearly.	Brouhard, Nicole	8/10/2016	discipline records	6/1/2017 quarterly
G1.B1.S1.MA1 M326680	Review a dress code violations quarterly.	Brouhard, Nicole	10/7/2016	discipline records	6/1/2017 quarterly
G1.B1.S1.A1 A315161	Create and establish an uniform policy, clearly defining protocols and expectations; provide...	Brouhard, Nicole	8/10/2016	Dress code violation warning and referrals	6/1/2017 daily
G1.B2.S1.MA1 M326681	Document and record number of students reaching probation stage versus revocation of waiver.	Delpit, Dale	10/14/2016	Attendance records	6/2/2017 quarterly
G1.B2.S1.MA1 M326682	Quarterly reviews of attendance	Brouhard, Nicole	8/10/2016	Attendance records	6/2/2017 quarterly
G1.B2.S1.MA1 M326683	Quarterly reviews of attendance	Brouhard, Nicole	8/10/2016	attendance records	6/2/2017 quarterly
G2.B2.S1.MA1 M326687	Leadership team will conduct periodic classroom walk throughs on data driven instruction	Delpit, Dale	9/23/2016	Teacher lesson plans, small group forms, data notebooks.	6/2/2017 quarterly
G2.B2.S1.MA1 M326688	The leadership team will clearly outline the process and expectations for data analysis.	Brouhard, Nicole	8/10/2016	Data Chat notebooks	6/2/2017 quarterly
G2.B2.S1.MA3 M326689	We will create and utilize a system for tracking teacher participation in PLC's and data chats.	Brouhard, Nicole	10/14/2016	Data chat notebooks, PLC attendance records	6/2/2017 quarterly
G2.B2.S1.A1 A315164	Provide scheduled time for teachers to analyze data from iStation, iReady, Renaissance Learning,...	Delpit, Dale	8/10/2016	Teacher lesson plans, small group forms.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If students better adhere to school policies including attendance and dress codes then we will improve our school culture.

G1.B1 Inconsistent enforcement of uniform policy.

G1.B1.S1 We will develop a more specific uniform policy with consequences for violation.

PD Opportunity 1

Create and establish an uniform policy, clearly defining protocols and expectations; provide training of newly established policies.

Facilitator

Dress Code Committee

Participants

all teachers and staff

Schedule

Daily, from 8/10/2016 to 6/1/2017

G1.B2 Lack of quantifiable expectations for attendance including tardies and early check-out.

G1.B2.S1 We will develop a more specific quantifiable attendance policy with procedures for due process.

PD Opportunity 1

Create and establish an attendance policy, clearly defining protocols and expectations; we will provide training for teachers and staff regarding the newly established policies.

Facilitator

Leadership Team

Participants

all faculty and staff

Schedule

On 9/1/2016

G2. If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum.

G2.B1 Teachers lack of the knowledge of how data should be used to drive instruction.

G2.B1.S1 We will facilitate regularly scheduled PLCs about using data to drive instruction.

PD Opportunity 1

Create and establish a common planning schedule with identified facilitation / coach clearly defined protocols, planning time frame, and expected products; we will provide training on data analysis.

Facilitator

Leadership Team

Participants

classroom teachers and ESE teachers

Schedule

Every 2 Months, from 9/1/2015 to 5/6/2016

G2.B2 Difficulty in finding time to schedule data analysis and data chats in order to drive differentiated instruction.

G2.B2.S1 We will implement a schedule including mini-PLC's in order to create more opportunities for data analysis and understanding.

PD Opportunity 1

Provide scheduled time for teachers to analyze data from iStation, iReady, Renaissance Learning, and classroom assessments.

Facilitator

Becky Schanck, literacy coach

Participants

instructional personnel

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create and establish an uniform policy, clearly defining protocols and expectations; provide training of newly established policies.			$0.00
2	G1.B2.S1.A1	Create and establish an attendance policy, clearly defining protocols and expectations; we will provide training for teachers and staff regarding the newly established policies.			$0.00
3	G2.B1.S1.A1	Create and establish a common planning schedule with identified facilitation / coach clearly defined protocols, planning time frame, and expected products; we will provide training on data analysis.			$0.00
4	G2.B2.S1.A1	Provide scheduled time for teachers to analyze data from iStation, iReady, Renaissance Learning, and classroom assessments.			$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0597 - Cypress Ridge Elem. School	Other		$1,000.00
			Notes: Collaborative Funding			
					Total:	$1,000.00