

Cypress Trails Elementary School



2016-17 Schoolwide Improvement Plan

Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

<https://ctes.palmbeachschools.org>

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	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	B*	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 was approved by the Palm Beach County School Board on 11/16/2016.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Trails Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 Trails is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

All students participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, are posted in each classroom. A system of school-wide Positive Behavioral Support is in place, with clear expectations. Teachers explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, and student assemblies. The after school program mirrors these guidelines and serves as an extensive of teaching and learning. When necessary, teachers take the opportunity to reteach our PAWS expectations. All staff, including non-instructional, are involved in the rewarding positive behavior tickets which are a part of the incentive program that acknowledges school wide positive behavior.

Cypress Trails is a bully free zone. Students are made aware of the process for reporting incidents of bullying, with forms available in every classroom and a bully box for anonymous reporting. The school also has a hotline number for students to report bullying and/or harassment. The school counselor is the lead contact for the "bully box" and the hotline. She is available to provide short-term counseling for individuals and small groups and addresses on-going and emergent needs.

All enrolled students are invited to be active participants in all school functions, such as school sponsored activities, clubs, and/or field trips.

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.

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

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.

The School Based Team (SBT) meets regularly to discuss students who are not meeting academic goals or who are having difficulty socially or emotionally. The SBT supports teachers by recommending strategies and intervention aimed to overcome barriers to success. The SBT coordinator and/or Case Manager is responsible for reviewing the referral process with the teachers and for monitoring the progress of the students. The school counselor is an active member of the team and responds to individual needs by providing student support, parent contact and support, and/or appropriate referrals to community resources.

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.

Attendance below 90%

1. Parent phone call, check to see if student is within SAC area (transportation may be a concern), follow up with parent (conference), conduct home visits when necessary.
2. Teacher completes truancy packet and admin meets with parent, teacher.
3. Involve school counselor if student has anxiety regarding attending school.
4. Involve Community Language Facilitator if needed.
5. Share importance of attending school, why school matters, and the how each instructional minute adds up to significant loss of instructional time. Most students with significant absences are not reaching grade level requirements.

Suspensions

1. In school suspensions (ISS) are a preference to out of school when choices can be determined based on discipline matrix set forth by Palm Beach County Student Handbook.
2. While in (ISS), it is school policy that the student has a session with our school counselor. The School Based Team (SBT) combined with our Positive Behavior Support Team have interventions in place to support the individual needs of the child.
3. While in ISS, student still receives academic support services such as ESE services and/or academic support in core subjects. The end goal is to minimize loss of instructional time and learning.
4. Students are automatically referred to (SBT) where the team monitors student's social, emotional, and academic progress, documents progress and makes changes to the intervention plan when

necessary.

Course Failure ELA/Mathematics

1. Supplemental Academic Intervention (SAI) support services are provided to those children that do not meet academic requirements for promotion in grade 3. The primary focus for the support teacher is grade 3; however, when time allows he/she will formulate groups in grades 2 and/or 3, for example, for additional academic support. These support services often occur outside the instructional block.
2. Mathematics and reading interventions are provided in the form of tutorial support.
 - a. Morning small group tutorial for ELA and math - cap is 10 students
 - b. Morning small group Leveled Literacy Intervention (LLI) tutorial for ELA cap is 5 students
 - c. After school small group tutorial for both ELA and mathematics - cap is 10 students
3. Small group interventions for grade 3 students during instructional day - Phonics

Level 1 Score on FSA for ELA/Mathematics

1. iii additional 30 minutes outside the instructional block
2. SAI 45 minutes of additional support for ELA
3. Before/after school small group tutorial based on skill groups

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	9	16	8	5	8	6	0	0	0	0	0	0	0	52
One or more suspensions	0	3	2	2	3	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	8	21	19	26	34	14	0	0	0	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	12	25	11	0	0	0	0	0	0	0	48

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	3	7	4	11	24	11	0	0	0	0	0	0	0	60

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

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

1. Counseling/mentoring
2. Personalizing learning
3. Small group instruction
3. A.M. and P.M. tutorial
4. Immediate Intensive Intervention
5. Truancy is monitored through SBT
6. Parent Resource Room available to assist all parents with the academic needs of their child(ren)

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

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

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 Trails utilizes the weekly robo call-out system and the "Tuesday Folder" to communicate to parents. Social media sites, such as Facebook and Twitter, is also updated regularly and keeps the community apprised of current events. Open House and Curriculum Nights are scheduled to provide parents with critical information regarding grade level expectations for their child. Teachers are expected to maintain regular communication with parents throughout the school year via Classroom Dojo, Remind, phone and/or text. Learning Celebrations are scheduled each trimester. The celebrations are held during the school day and allow children to share their best work and for parents to participate in their successes. Cypress Trails cultivates the participation of community members on our SAC and takes part in community events such as Relay for Life, the Royal Palm Beach Holiday event and monthly Education Advisory Board meetings. The school has created a partnership with Lion Country Safari which has assisted in developing the STEM program at Cypress Trails. PNC Bank has also partnered with the school this year and will be sponsoring a variety of events including a student savings program.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Bremekamp, Shari	Principal
Ventriglio, Theresa	Teacher, K-12
Simcina, Lindsey	Teacher, ESE
Hinde, Kelly	Other
Stockman, Shannon	Other
Schwab, Terri	Teacher, ESE
Harrison, Michelle	Other
Hall, Lauren	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.

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

The members of the school-based leadership team are:

Administration - Shari Bremekamp, Patricia Bagan

Single School Culture Coordinator - Shannon Stockman

SBT Leader - Tiffany Goldstein

ESE Contact - Terri Schwab

School Interventionist Teacher- Lindsey Simicina

Speech and Language Pathologist - Michelle Harrison

SAI Teacher - Theresa Ventriglio

Guidance - Tiffany Goldstein

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

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

Title I, Part A funds are used to provide training and resources needed for parents to assist their children academically at home. School staff will facilitate parent involvement activities. Instructional materials, online subscriptions, technology, professional development activities and tutorial services are also provided with Title I funds. Technology, postage for communication, and supplies are provided for parent training. In addition, Title I, Part A funds are used for professional development opportunities for teachers.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nancy Nowak	Teacher
Shari Bremekamp	Principal
Samantha Woerner	Teacher
Sheree Heard	Parent
Lynn Balch	Business/Community
Carmen Campbell	Business/Community
Kelly Hinde	Education Support Employee
Michelle Harrison	Teacher
Noel Elvir	Parent
Michelle Harrison	Education Support Employee
Meb Weaver	Teacher

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

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

b. Development of this school improvement plan

The SIP was developed by the leadership team with input from Stakeholders: community, parents, school. The SIP was approved by SAC on August 24, 2016.

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

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

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

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

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.

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

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
Hall, Lauren	Assistant Principal
Bremekamp, Shari	Principal
Ventriglio, Theresa	Teacher, K-12
Simcina, Lindsey	Teacher, ESE
Stockman, Shannon	Other

b. Duties

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

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

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

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

Our business partner, Lion Country Safari, will read to students in K-2.

Students will share books with their families during Learning Celebrations held each Trimester.

Cypress Trails will participate in Read for the Record. Teachers will be provided with activities and the copy of the book *The Bear Ate Your Sandwich*.

D. Public and Collaborative Teaching

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

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

Administration has generated schedules to include common planning time for grade level and subject area teachers. In addition, Professional Learning Communities meetings (PLCs) are scheduled to provide extended time for collaborative planning. Classroom coverage is provided to enable teachers to attend these PLCs. Administration/Staff facilitates meetings to support data analysis and the identification of best practices to improve student achievement.

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

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

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

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

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.

Time and support are provided for teachers to analyze and unpack the Florida Standards, and align their teaching to these guidelines. Professional Learning Communities have been established which allow for curriculum groups to plan, unpack standards, align instructional resources, and collaborate with colleagues. In addition, opportunity for professional development day is ongoing and is available during district mandated PD dates, faculty meetings, common planning time, and PLCs. Teachers are permitted to seek outside professional development in addition to school based activities.

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

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.

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

Data, informal and formal, is also utilized to formulate small group instruction and tutorial services.

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: Before School Program

Minutes added to school year: 4,050

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bremekamp, Shari , shari.bremekamp@palmbeachschools.org

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

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

Strategy: After School Program

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bremekamp, Shari , shari.bremekamp@palmbeachschools.org

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

Assessments will be collected weekly by the academic advisor.

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. Â§ 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.

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

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

ELA - For the 2016 school year, the bright spots in ELA were Language and Editing with an overall achievement at or above 80%. Approximately half of the students showed mastery in Key Ideas and Details and Craft and Structure. The most common area of need in all intermediate ELA grades is the Integration of Knowledge category.

Math - The bright spots in math for third grade were Algebraic Thinking and Measurement. In fourth grade, Measurement and Fractions, and in fifth grade, Fractions and Algebraic Thinking. The areas in need of most improvement are: grade three -fractions, grade four algebraic thinking, and grade five measurement and data.

Learning Gains Summary:

The overall learning gains in ELA were 61% and in Mathematics, the learning gains were 71%. The overall learning gains for students that fall in the Lowest 25% category were 50% in ELA and 59% in Mathematics. To achieve our goals, we need to improve both overall learning gains and the number of students making learning gains in the Lowest 25.

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" 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.

After deep analysis of the FY16 FSA data, the team concludes that the following are possible root causes for the areas of need:

Mathematics

1. Mathematics Grade 3 - Fractions

- Students may lack understanding of ordering fractional parts
- Students may lack knowledge of basic fractions such as $\frac{1}{4}$, $\frac{1}{2}$, and one whole
- Students may lack knowledge of basic fractions - how many $\frac{1}{4} = 1$, etc.

2. Mathematics Grade 4 - Measurement and Fractions

- Students may need additional support with basic/foundational knowledge of fraction concepts
- Students may need additional support with understanding of and computation with decimals and fractions.
- May need additional support with adding and subtracting fractions with like denominators.

3. Grade 5 Measurement and Data

- Students may need additional support with angle measurement, area, and line plots.
- Students may need lack an understanding of length, angle, measurement, and area.

4. Grade 3 - 5 barrier mathematics for low 25 may be challenge of instructional block to provide remediation of basic skills.

***FY17 FSA barrier - students will need to know how to utilize the drag and drop feature for the Item

Specification

ELA

1. Integration of Knowledge is a common cluster of reading standards across grades 3-5. Barriers may be a result of students understanding how to compare multimedia presentations to literature and/or how a visual or multimedia presentation help one to appreciate the written text. This is a difficult concept to grasp and will modeling and independent practice to help students understand the expectation.

2. Integration of Knowledge in information text is also a common barrier among students in grades 3-5. This may be due to both teacher and student understanding of the standards, lack of resources to support the standard, and relevant practice and assessments to measure student growth.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement evidence based interventions to address individual students' needs, then we will increase the percent of students matriculating to middle school on track to be high school ready.
- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

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 we implement evidence based interventions to address individual students' needs, then we will increase the percent of students matriculating to middle school on track to be high school ready. 1a

G088422

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental involvement due to time constraints and parental access to technology
- Lack of content knowledge of the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Resource Center
- Parent trainings
- Supplemental resources and technology
- Business Partners

Plan to Monitor Progress Toward G1. 8

PLC agenda, student monitoring reports, professional development feedback forms, and business partnership agreements will be collected and reviewed throughout the year.

Person Responsible

Patricia Bagan

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Samples of agendas, student monitoring reports, feedback forms, business agreements

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 1a

G088423

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	63.0
ELA Achievement District Assessment	64.0

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge of the Florida Standards
- Lack of parental involvement due to time constraints and parental access to technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Resource Room
- Parent trainings
- Family Involvement events
- Half time interventionist
- Supplemental instructional resources

Plan to Monitor Progress Toward G2. 8

Parent communication will be presented, parent feedback forms will be provided, and program evaluations will be presented as a follow up.

Person Responsible

Patricia Bagan

Schedule

Every 6 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Flyers, call out logs, samples of feedback forms, and samples of parent evaluations

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

 = Problem Solving Step  S123456 = Quick Key


G1. If we implement evidence based interventions to address individual students' needs, then we will increase the percent of students matriculating to middle school on track to be high school ready. **1**

 G088422

G1.B1 Lack of parental involvement due to time constraints and parental access to technology **2**

 B235187

G1.B1.S1 Align new and existing community and parent partnerships. **4**

 S247963

Strategy Rationale

When parents of students are actively involved in their child's education, the child is more likely to perform at high standards

Action Step 1 **5**

Provide family outreach and parent training events related to E-STEM to enhance student learning at home.

Person Responsible

Patricia Bagan

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

invitations, sign-in sheets, agenda, evaluations, relevant handouts, evidence of interaction

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Review of parent evidences from STEM night/parent trainings and analysis of evaluations and attendance.

Person Responsible

Patricia Bagan

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

notes from analysis of evaluations and attendance, reflections of events

G1.B2 Lack of content knowledge of the Florida Standards **2**

 B235188

G1.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner **4**

 S247964

Strategy Rationale

If we customize instructionl, then all students meet or exceed expectations

Action Step 1 **5**

Teacher will be utilized as an interventionist for students in Tier 3 and low 30%.

Person Responsible

Lindsey Simcina

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/log, lesson plans, progress monitoring data, work products

Action Step 2 **5**

Provide extended learning opportunities before school for core academic areas.

Person Responsible

Shannon Stockman

Schedule

Weekly, from 10/14/2016 to 1/31/2017

Evidence of Completion

lesson plans, student sign-in sheets, time sheets

Action Step 3 5

Implement schoolwide STEM choice programs integrating innovative technology.

Person Responsible

Patricia Bagan

Schedule

On 9/30/2016

Evidence of Completion

invoices, budget

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

Will utilize iReady reports and student assessment data to monitor growth and provide feedback to resource teacher and tutorial liaison to ensure fidelity of programs.

Person Responsible

Shannon Stockman

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Evidence of review of iReady reports, student assessments, tutorial rosters, feedback notes, reflections

G1.B2.S2 Develop the capacity to deliver effective instruction 4

 S247965

Strategy Rationale

If we build teacher capacity to deliver effective instruction, we will increase student achievement to meet long term objectives

Action Step 1 5

Conduct PLCs for teachers in grades K-3. Provide professional development to meet the instructional needs.

Person Responsible

Shannon Stockman

Schedule

Every 3 Weeks, from 9/1/2016 to 5/19/2017

Evidence of Completion

PLC agendas, PD agendas, and meeting notes, teacher PD feedback

Action Step 2 5

Opportunities will be made available for teachers to attend professional development STEM conferences.

Person Responsible

Shari Bremekamp

Schedule

On 7/27/2016

Evidence of Completion

approved TDE, travel checklist, agenda/program, evidence of travel expenses

Action Step 3 5

Provide collaborative planning opportunity for teachers in June to develop lesson plans, STEM activities, and small group instruction model.

Person Responsible

Lauren Hall

Schedule

On 6/22/2017

Evidence of Completion

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

Debrief with SSCC to reflect on PLCs for teachers in grades K-3 and professional development.

Person Responsible

Shari Bremekamp

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Debriefing notes from SSCC meetings and review of evidences, reflection notes

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

Professional learning communities will be in place, administration will be an active member of the PLC, and teachers will be creating action plans, unpacking standards (goals, scales, targets) and using evidence to for small group plans

Person Responsible

Shannon Stockman


Schedule

Every 3 Weeks, from 9/1/2016 to 5/19/2017

Evidence of Completion

PLC agendas, attendance rosters, teacher created action plans, and samples of scales and small group plans

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1**

 G088423

G2.B1 Lack of content knowledge of the Florida Standards **2**

 B235189

G2.B1.S1 Develop the capacity to deliver effective instruction. **4**

 S247966

Strategy Rationale

Increase student achievement to meet long term objectives

Action Step 1 **5**

Opportunities will be made available for teachers to attend professional development conferences including Soluciones and Literacy Conferences.

Person Responsible

Shari Bremekamp

Schedule

On 7/27/2016

Evidence of Completion

approved TDE, travel checklist, agenda/program, evidence of travel expenses

Action Step 2 **5**

Provide professional development opportunities (book study and afterschool trainings).

Person Responsible

Theresa Ventriglio

Schedule

Monthly, from 8/9/2016 to 6/1/2017

Evidence of Completion

purchase order, requisitions

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

Review PD opportunities to ensure effectiveness and alignment to teachers needs.

Person Responsible

Shari Bremekamp

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

PLC agendas, PD agendas, and meeting notes, teacher PD feedback, reflection notes

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

Professional learning communities will be in place, administration will be an active member of the PLC, and teachers will be creating action plans, unpacking standards (goals, scales, targets) and using evidence to for small group plans

Person Responsible

Shannon Stockman

Schedule

Every 3 Weeks, from 9/1/2016 to 5/19/2017

Evidence of Completion

PLC agendas, attendance rosters, teacher created action plans, and samples of scales and small group plans

G2.B1.S2 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

 S247967

Strategy Rationale

Increase student achievement to meet long term objectives

Action Step 1 5

Resource Teacher will be utilized as an interventionist for students in Tier 3 and low 30%.

Person Responsible

Lindsey Simcina

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedules, student tracking sheets, teacher anecdotal records, conference forms, Elementary Literacy assessments, work products

Action Step 2 5

Provide extended learning opportunities before school for core academic areas.

Person Responsible

Shari Bremekamp

Schedule

Daily, from 10/3/2016 to 3/31/2017

Evidence of Completion

teacher and student sign-in sheets, lesson plans, tutorial schedule

Action Step 3 5

Reading interventions and supplemental support for targeted students.

Person Responsible

Shari Bremekamp

Schedule

On 9/30/2016

Evidence of Completion

invoices, budget

G2.B2 Lack of parental involvement due to time constraints and parental access to technology 2

 B235190

G2.B2.S1 Align new and existing community and parent partnerships. 4

 S247968

Strategy Rationale

Action Step 1 5

Provide family outreach and parent training events to enhance student learning at home related to literacy.

Person Responsible

Patricia Bagan

Schedule

Every 2 Months, from 9/1/2016 to 3/31/2017

Evidence of Completion

sign-in sheets, agenda, evaluations, relevant handouts, evidence of interaction

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

Admin review of parent evidences to ensure programs are being implemented with fidelity.

Person Responsible

Shari Bremekamp



















Schedule

Quarterly, from 10/3/2016 to 5/31/2017






Evidence of Completion

review of attendance, parent evals, reflection notes, debriefing notes

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					
G1.B1.S1.A2  A323221	[no content entered]		No Start Date		No End Date once
G2.B1.S1.A1  A323228	Opportunities will be made available for teachers to attend professional development conferences...	Bremekamp, Shari	7/25/2016	approved TDE, travel checklist, agenda/program, evidence of travel expenses	7/27/2016 one-time
G1.B2.S2.A2  A323226	Opportunities will be made available for teachers to attend professional development STEM...	Bremekamp, Shari	7/25/2016	approved TDE, travel checklist, agenda/program, evidence of travel expenses	7/27/2016 one-time
G1.B2.S1.A3  A323224	Implement schoolwide STEM choice programs integrating innovative technology.	Bagan, Patricia	8/15/2016	invoices, budget	9/30/2016 one-time
G2.B1.S2.A3  A323232	Reading interventions and supplemental support for targeted students.	Bremekamp, Shari	8/1/2016	invoices, budget	9/30/2016 one-time
G1.B2.S1.A2  A323223	Provide extended learning opportunities before school for core academic areas.	Stockman, Shannon	10/14/2016	lesson plans, student sign-in sheets, time sheets	1/31/2017 weekly
G2.B2.S1.A1  A323233	Provide family outreach and parent training events to enhance student learning at home related to...	Bagan, Patricia	9/1/2016	sign-in sheets, agenda, evaluations, relevant handouts, evidence of interaction	3/31/2017 every-2-months
G2.B1.S2.A2  A323231	Provide extended learning opportunities before school for core academic areas.	Bremekamp, Shari	10/3/2016	teacher and student sign-in sheets, lesson plans, tutorial schedule	3/31/2017 daily
G1.MA1  M336708	PLC agenda, student monitoring reports, professional development feedback forms, and business...	Bagan, Patricia	8/15/2016	Samples of agendas, student monitoring reports, feedback forms, business agreements	5/19/2017 quarterly
G2.B1.S1.MA1  M336709	Professional learning communities will be in place, administration will be an active member of the...	Stockman, Shannon	9/1/2016	PLC agendas, attendance rosters, teacher created action plans, and samples of scales and small group plans	5/19/2017 every-3-weeks
G2.B1.S1.MA1  M336710	Review PD opportunities to ensure effectiveness and alignment to teachers needs.	Bremekamp, Shari	9/1/2016	PLC agendas, PD agendas, and meeting notes, teacher PD feedback, reflection notes	5/19/2017 quarterly
G1.B2.S2.MA1  M336706	Professional learning communities will be in place, administration will be an active member of the...	Stockman, Shannon	9/1/2016	PLC agendas, attendance rosters, teacher created action plans, and samples of scales and small group plans	5/19/2017 every-3-weeks
G1.B2.S2.A1  A323225	Conduct PLCs for teachers in grades K-3. Provide professional development to meet the...	Stockman, Shannon	9/1/2016	PLC agendas, PD agendas, and meeting notes, teacher PD feedback	5/19/2017 every-3-weeks
G1.B2.S1.MA1  M336705	Will utilize iReady reports and student assessment data to monitor growth and provide feedback to...	Stockman, Shannon	9/1/2016	Evidence of review of iReady reports, student assessments, tutorial rosters, feedback notes, reflections	5/26/2017 monthly
G2.MA1  M336712	Parent communication will be presented, parent feedback forms will be provided, and program...	Bagan, Patricia	8/15/2016	Flyers, call out logs, samples of feedback forms, and samples of parent evaluations	5/31/2017 every-6-weeks
G1.B1.S1.MA1  M336704	Review of parent evidences from STEM night/parent trainings and analysis of evaluations and...	Bagan, Patricia	9/1/2016	notes from analysis of evaluations and attendance, reflections of events	5/31/2017 quarterly
G1.B1.S1.A1  A323220	Provide family outreach and parent training events related to E-STEM to enhance student learning at...	Bagan, Patricia	9/1/2016	invitations, sign-in sheets, agenda, evaluations, relevant handouts, evidence of interaction	5/31/2017 monthly
G2.B2.S1.MA1  M336711	Admin review of parent evidences to ensure programs are being implemented with fidelity.	Bremekamp, Shari	10/3/2016	review of attendance, parent evals, reflection notes, debriefing notes	5/31/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1  M336707	Debrief with SSCC to reflect on PLCs for teachers in grades K-3 and professional development.	Bremekamp, Shari	10/3/2016	Debriefing notes from SSCC meetings and review of evidences, reflection notes	5/31/2017 quarterly
G2.B1.S1.A2  A323229	Provide professional development opportunities (book study and afterschool trainings).	Ventriglio, Theresa	8/9/2016	purchase order, requisitions	6/1/2017 monthly
G1.B2.S1.A1  A323222	Teacher will be utilized as an interventionist for students in Tier 3 and low 30%.	Simcina, Lindsey	8/15/2016	Schedule/log, lesson plans, progress monitoring data, work products	6/2/2017 daily
G2.B1.S2.A1  A323230	Resource Teacher will be utilized as an interventionist for students in Tier 3 and low 30%.	Simcina, Lindsey	8/9/2016	Schedules, student tracking sheets, teacher anecdotal records, conference forms, Elementary Literacy assessments, work products	6/2/2017 daily
G1.B2.S2.A3  A323227	Provide collaborative planning opportunity for teachers in June to develop lesson plans, STEM...	Hall, Lauren	6/12/2017		6/22/2017 one-time

V. Professional Development Opportunities

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

G1. If we implement evidence based interventions to address individual students' needs, then we will increase the percent of students matriculating to middle school on track to be high school ready.

G1.B2 Lack of content knowledge of the Florida Standards

G1.B2.S2 Develop the capacity to deliver effective instruction

PD Opportunity 1

Conduct PLCs for teachers in grades K-3. Provide professional development to meet the instructional needs.

Facilitator

Sch facilitators

Participants

teachers

Schedule

Every 3 Weeks, from 9/1/2016 to 5/19/2017

PD Opportunity 2

Opportunities will be made available for teachers to attend professional development STEM conferences.

Facilitator

STEM conference facilitators

Participants

STEM teachers

Schedule

On 7/27/2016

PD Opportunity 3

Provide collaborative planning opportunity for teachers in June to develop lesson plans, STEM activities, and small group instruction model.

Facilitator

Lauren Hall

Participants

Teachers

Schedule

On 6/22/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

G2.B1 Lack of content knowledge of the Florida Standards

G2.B1.S1 Develop the capacity to deliver effective instruction.

PD Opportunity 1

Opportunities will be made available for teachers to attend professional development conferences including Soluciones and Literacy Conferences.

Facilitator

ESOL Coordinators and conference facilitators

Participants

ELL and ELA teachers

Schedule

On 7/27/2016

PD Opportunity 2

Provide professional development opportunities (book study and afterschool trainings).

Facilitator

Ventriglio, Theresa

Participants

all teachers

Schedule

Monthly, from 8/9/2016 to 6/1/2017

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	Provide family outreach and parent training events related to E-STEM to enhance student learning at home.				\$1,223.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$1,153.80
			Notes: Supplies - folders, refreshments, copy paper, pens, ink			
	6150	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$70.00
			Notes: Childcare - salary and bens			
2	G1.B1.S1.A2					\$0.00
3	G1.B2.S1.A1	Teacher will be utilized as an interventionist for students in Tier 3 and low 30%.				\$0.00
4	G1.B2.S1.A2	Provide extended learning opportunities before school for core academic areas.				\$8,596.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$8,596.50
			Notes: math and science tutorial			
5	G1.B2.S1.A3	Implement schoolwide STEM choice programs integrating innovative technology.				\$10,335.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	692-Computer Software Non-Capitalized	1941 - Cypress Trails Elementary School	Title I, Part A		\$500.00
			Notes: Apps for iPads			
	5100	310-Professional and Technical Services	1941 - Cypress Trails Elementary School	Title I, Part A		\$350.00
			Notes: Planetarium consultant contract			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1941 - Cypress Trails Elementary School	Title I, Part A		\$8,985.00
			Notes: Z-space technology package			
	5100	360-Rentals	1941 - Cypress Trails Elementary School	Title I, Part A		\$500.00
			Notes: Z-space online software			

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6	G1.B2.S2.A1	Conduct PLCs for teachers in grades K-3. Provide professional development to meet the instructional needs.				\$7,710.61
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$2,652.61
			<i>Notes: training materials, PLC supplies, chart paper, notebooks, ink, professional books</i>			
	6400	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$5,058.00
			<i>Notes: PRT Sal/Bens for collaborative planning</i>			
7	G1.B2.S2.A2	Opportunities will be made available for teachers to attend professional development STEM conferences.				\$4,533.94
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	1941 - Cypress Trails Elementary School	Title I, Part A		\$2,776.99
			<i>Notes: STEM Conference</i>			
	6400	750-Other Personal Services	1941 - Cypress Trails Elementary School	Title I, Part A		\$1,756.95
			<i>Notes: Subs for PD for release time to attend conferences</i>			
8	G1.B2.S2.A3	Provide collaborative planning opportunity for teachers in June to develop lesson plans, STEM activities, and small group instruction model.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$3,500.00
			<i>Notes: PRT for June planning</i>			
9	G2.B1.S1.A1	Opportunities will be made available for teachers to attend professional development conferences including Soluciones and Literacy Conferences.				\$7,042.79
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	1941 - Cypress Trails Elementary School	Title I, Part A		\$1,138.00
			<i>Notes: Soluciones Conference</i>			
	6400	330-Travel	1941 - Cypress Trails Elementary School	Title I, Part A		\$4,147.84
			<i>Notes: Literacy Conference</i>			
	6400	750-Other Personal Services	1941 - Cypress Trails Elementary School	Title I, Part A		\$1,756.95
			<i>Notes: Subs for PD for release time to attend conferences</i>			
10	G2.B1.S1.A2	Provide professional development opportunities (book study and afterschool trainings).				\$4,652.62

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$2,652.62
			<i>Notes: Supplies - resource books for book study, chart paper, markers, folders, copy paper, ink, prompting guides, post-its, composition books/journals</i>			
	6400	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Stipends for afterschool trainings - salary and bens</i>			
11	G2.B1.S2.A1	Resource Teacher will be utilized as an interventionist for students in Tier 3 and low 30%.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1941 - Cypress Trails Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: salary and benefits Lindsey Simcina</i>			
12	G2.B1.S2.A2	Provide extended learning opportunities before school for core academic areas.				\$14,547.31
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1941 - Cypress Trails Elementary School			\$1,647.31
			<i>Notes: Versatile kits for use during tutorials</i>			
	5100	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$12,900.00
			<i>Notes: Reading tutorials</i>			
13	G2.B1.S2.A3	Reading interventions and supplemental support for targeted students.				\$21,580.16
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$14,500.00
			<i>Notes: classroom libraries, Story Works, copy paper, ink, folders, chart paper, pencils, dry erase markers, composition books</i>			
	5100	360-Rentals	1941 - Cypress Trails Elementary School	Title I, Part A		\$2,200.00
			<i>Notes: Flocabulary, Reading A-Z</i>			
	5100	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$4,015.00
			<i>Notes: Foundations teacher manuals and student consumables, LLI kits</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1941 - Cypress Trails Elementary School	Title I, Part A		\$500.00
			<i>Notes: Easels</i>			
	5100	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$365.16

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			<i>Notes: Instructional Rug</i>			
14	G2.B2.S1.A1	Provide family outreach and parent training events to enhance student learning at home related to literacy.				\$1,388.06
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1941 - Cypress Trails Elementary School	Title I, Part A		\$1,300.00
			<i>Notes: Supplies - folders, refreshments, copy paper, pens, ink</i>			
	6150	100-Salaries	1941 - Cypress Trails Elementary School	Title I, Part A		\$88.06
			<i>Notes: Childcare - salary and bens</i>			
Total:						\$118,282.02