# Cypress Trails Elementary School



## 2017-18 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) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | No | 75% |

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

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | A | A | B* | 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 11/8/2017.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

**2017-18 DA Category and Statuses for Cypress Trails Elementary School**

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - LaShawn Russ-Porterfield | - 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.

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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.

Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

**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. Sanford Harmony Social Emotional Program will be used in all classrooms to help to create a positive community. Sanford Harmony uses strategies like meet up and buddy up to help build positive student-teacher and student-student relationships. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 30-45 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 | 13 | 11 | 11 | 7 | 13 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 2 | 8 | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA or Math | 19 | 16 | 24 | 23 | 14 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 19 | 14 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |

*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 | 7 | 2 | 4 | 18 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**
No

### 1. PFEP 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. We hold a STEM Night where we invite parents in to take part in STEM activities with their child. The school will create relevant activities so parents can work with students to increase academic achievement in all subject areas. 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. 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. The school Edline page is also 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, are 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 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. We hold a community fundraiser with Cherrydale to raise money for our school.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. Barnes & Nobles partners with our school to hold a Literacy Night to support reading within our local community.

## C. Effective Leadership

### 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 |
| Hinde, Kelly | Other |
| Schwab, Terri | Teacher, ESE |
| Hall, Lauren | Assistant Principal |
| Egipciaco, Karina | School Counselor |

#### 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, Lauren Hall
SBT Leader - Karina Egipciaco
ESE Coordinator- Terri Schwab
Speech and Language Pathologist - Brittany Nahabedian
SAI Teacher - Theresa Ventriglio
School Counselor - Karina Egipciaco

*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 weekly 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.

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 |
|---|---|
| Kristen Dunn | Teacher |
| Shari Bremekamp | Principal |
| Samantha Woerner | Teacher |
| Sheree Heard | Parent |
| Lynn Balch | Business/Community |
| Carmen Campbell | Business/Community |
| Kelly Hinde | Education Support Employee |
| Catherine Labott | Parent |
| Catalina Toledo | Teacher |
| Stacey Bryant | 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***
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*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 reviewed by each grade level teacher, revisions were made as needed, and staff approval was completed. The SIP was approved by the SAC on October 4, 2017.

*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
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 |

### 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.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

**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 PLC 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.*

By implementing the first Pillar, Standards, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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. We have an E-STEM Lab with Z-space 3D computers for students to utilize.

ELA Teachers will build on the students' background knowledge of science topics by integrating in-depth science content into literacy instruction, using the CKLA resources.

## 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.*

By implementing the third Pillar, Personalized Instruction, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 120 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. The CKLA program provides training for teachers and weekly support on implementation in the classroom.

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:** After School Program

**Minutes added to school year:** 3,300

After school PLCs focused on core subject areas (math, reading, science, writing) are held weekly for each grade level. Teachers are grouped together by subject area and are able to collaborate together, analyze data, and work on small group instruction for struggling and enrichment students.

*Strategy Rationale*

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

*Strategy Purpose(s)*

- Teacher collaboration, planning and professional development

*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, iReady data, and teacher input are used during the PLC meetings. The data is analyzed and students are targeted for small groups. Subsequent diagnostic testing, iReady data, and state testing results are used to evaluate the progress of students and groups are fluid. Reading Running Records are administered periodically.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

*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. 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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 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`

🔍 G094855

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 66.0 |
| FSA Mathematics Achievement | 82.0 |

## Targeted Barriers to Achieving the Goal `3`

- Lack of content knowledge of the Florida Standards

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

- Curriculum Night

- 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
Lauren Hall

### Schedule
Quarterly, from 8/14/2017 to 5/31/2018

### *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`

🔍 G094856

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement - Grade 3 | 75.0 |
| FSA ELA Achievement | 66.0 |

## Targeted Barriers to Achieving the Goal `3`

- Lack of content knowledge of the Florida Standards

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

- Access to Zspace lab

- Family Involvement events

- Supplemental instructional resources

- CKLA Pilot Program Professional Development 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**
Lauren Hall

**Schedule**
Every 6 Weeks, from 8/14/2017 to 5/31/2018

***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 =**          **S** = Strategy
                      Barrier

1 = 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

🔍 G094855

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

🔍 B255147

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

🔍 S269616

**Strategy Rationale**

If we customize instruction, 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**

Karina Egipciaco

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

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

**Action Step 2** 5

Implement schoolwide STEM choice programs integrating innovative technology.

**Person Responsible**

Lauren Hall

**Schedule**

On 9/29/2017

***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 to ensure fidelity or programs.

### Person Responsible

Lauren Hall

### Schedule

Monthly, from 9/1/2017 to 5/31/2018

### *Evidence of Completion*

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

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

Administration will conduct teacher data chats and student data chats to be sure that instructional programming is customized to each learner.

### Person Responsible

Shari Bremekamp

### Schedule

Quarterly, from 9/1/2017 to 5/31/2018

### *Evidence of Completion*

Student Data, Teacher Lesson Plans, Teacher Notes, Reflections

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

S269617

### 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-5. Provide professional development to meet the instructional needs.

#### Person Responsible

Lauren Hall

#### Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

#### *Evidence of Completion*

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

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

Administration will debrief with team leaders to reflect on PLCs for teachers in grades K-5 and professional development.

#### Person Responsible

Shari Bremekamp

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### *Evidence of Completion*

Debriefing notes from team leader 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

Shari Bremekamp

### Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

### *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`

🔍 G094856

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

🔍 B255148

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

🔍 S269618

### Strategy Rationale

Increase student achievement to meet long term objectives

**Action Step 1** `5`

ELA teachers in K-3 will be provided professional development on Florida Standards and effective instruction through the CKLA Program.

**Person Responsible**

Shari Bremekamp

**Schedule**

Monthly, from 8/9/2017 to 6/28/2018

*Evidence of Completion*

Meeting Notes, Agendas, Lesson Plans, Program Resources, Sign in Sheets

**Action Step 2** `5`

PLCs will be held weekly for all grade levels K-5 to help teachers to develop their capacity to deliver effective instruction in core subject areas.

**Person Responsible**

Lauren Hall

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

*Evidence of Completion*

PLC Sign in Sheets, Agendas, Lesson Plans, Teacher Made Products

## 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 9/1/2017 to 5/31/2018

### *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

Shari Bremekamp

### Schedule

Every 3 Weeks, from 9/1/2017 to 5/18/2018

### *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

🔍 S269619

### Strategy Rationale

Increase student achievement to meet long term objectives

### Action Step 1 5

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

### Person Responsible

Lindsey Simcina

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *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 10/16/2017 to 3/30/2018

### *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 6/1/2018

### *Evidence of Completion*

invoices, budget

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

Students in tier 3 will be monitored at School Based Team Meetings

### Person Responsible

Karina Egipciaco

### Schedule

Weekly, from 8/17/2017 to 6/1/2018

### *Evidence of Completion*

School Based Team agenda and sign in sheets, teacher observations, progress monitoring tools

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

Instructional programming will be monitored during PLCs to be sure it addresses the individual strengths, needs, interests and aspirations of each learner.

### Person Responsible

Shari Bremekamp

### Schedule

Weekly, from 8/21/2017 to 6/1/2018

### *Evidence of Completion*

PLC agendas and sign in sheets, lesson plans, small group plans

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B2.S1.A2 A360201 | Implement schoolwide STEM choice programs integrating innovative technology. | Hall, Lauren | 8/14/2017 | invoices, budget | 9/29/2017 one-time |
| G2.B1.S2.A2 A360206 | Provide extended learning opportunities before school for core academic areas. | Bremekamp, Shari | 10/16/2017 | teacher and student sign-in sheets, lesson plans, tutorial schedule | 3/30/2018 daily |
| G2.B1.S1.MA1 M384923 | Professional learning communities will be in place, administration will be an active member of the... | Bremekamp, Shari | 9/1/2017 | PLC agendas, attendance rosters, teacher created action plans, and samples of scales and small group plans | 5/18/2018 every-3-weeks |
| G1.MA1 M384922 | PLC agenda, student monitoring reports, professional development feedback forms, and business... | Hall, Lauren | 8/14/2017 | Samples of agendas, student monitoring reports, feedback forms, business agreements | 5/31/2018 quarterly |
| G2.MA1 M384929 | Parent communication will be presented, parent feedback forms will be provided, and program... | Hall, Lauren | 8/14/2017 | Flyers, call out logs, samples of feedback forms, and samples of parent evaluations | 5/31/2018 every-6-weeks |
| G1.B2.S1.MA1 M384918 | Administration will conduct teacher data chats and student data chats to be sure that instructional... | Bremekamp, Shari | 9/1/2017 | Student Data, Teacher Lesson Plans, Teacher Notes, Reflections | 5/31/2018 quarterly |
| G1.B2.S1.MA1 M384919 | Will utilize iReady reports and student assessment data to monitor growth and provide feedback to... | Hall, Lauren | 9/1/2017 | Evidence of review of iReady reports, student assessments, feedback notes, reflections | 5/31/2018 monthly |
| G1.B2.S1.A1 A360200 | Teacher will be utilized as an interventionist for students in Tier 3 and low 30%. | Egipciaco, Karina | 8/14/2017 | Schedule/log, lesson plans, progress monitoring data, work products | 5/31/2018 daily |
| G2.B1.S1.MA1 M384924 | Review PD opportunities to ensure effectiveness and alignment to teachers needs. | Bremekamp, Shari | 9/1/2017 | PLC agendas, PD agendas, and meeting notes, teacher PD feedback, reflection notes | 5/31/2018 quarterly |
| G1.B2.S2.MA1 M384920 | Professional learning communities will be in place, administration will be an active member of the... | Bremekamp, Shari | 9/1/2017 | PLC agendas, attendance rosters, teacher created action plans, and samples of scales and small group plans | 5/31/2018 every-3-weeks |
| G1.B2.S2.MA1 M384921 | Administration will debrief with team leaders to reflect on PLCs for teachers in grades K-5 and... | Bremekamp, Shari | 8/14/2017 | Debriefing notes from team leader meetings and review of evidences, reflection notes | 5/31/2018 quarterly |
| G1.B2.S2.A1 A360202 | Conduct PLCs for Teachers in grades K-5. Provide professional development to meet the... | Hall, Lauren | 9/1/2017 | PLC agendas, PD agendas, and meeting notes, teacher PD feedback | 5/31/2018 every-3-weeks |
| G2.B1.S1.A2 A360204 | PLCs will be held weekly for all grade levels K-5 to help teachers to develop their capacity to... | Hall, Lauren | 8/14/2017 | PLC Sign in Sheets, Agendas, Lesson Plans, Teacher Made Products | 6/1/2018 monthly |
| G2.B1.S2.MA1 M384925 | Instructional programming will be monitored during PLCs to be sure it addresses the individual... | Bremekamp, Shari | 8/21/2017 | PLC agendas and sign in sheets, lesson plans, small group plans | 6/1/2018 weekly |
| G2.B1.S2.MA1 M384926 | Students in tier 3 will be monitored at School Based Team Meetings | Egipciaco, Karina | 8/17/2017 | School Based Team agenda and sign in sheets, teacher observations, progress monitoring tools | 6/1/2018 weekly |
| G2.B1.S2.A1 A360205 | ESE Teacher will be utilized as an interventionist for students in Tier 3 and low 30%. | Simcina, Lindsey | 8/14/2017 | Schedules, student tracking sheets, teacher anecdotal records, conference forms, Elementary Literacy assessments, work products | 6/1/2018 daily |
| G2.B1.S2.A3 A360207 | Reading interventions and supplemental support for targeted students. | Bremekamp, Shari | 8/14/2017 | invoices, budget | 6/1/2018 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G2.B1.S1.A1 🔍 A360203 | ELA teachers in K-3 will be provided professional development on Florida Standards and effective... | Bremekamp, Shari | 8/9/2017 | Meeting Notes, Agendas, Lesson Plans, Program Resources, Sign in Sheets | 6/28/2018 monthly |

# 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-5. Provide professional development to meet the instructional needs.

**Facilitator**

School facilitators

**Participants**

Teachers

**Schedule**

Every 3 Weeks, from 9/1/2017 to 5/31/2018

**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

ELA teachers in K-3 will be provided professional development on Florida Standards and effective instruction through the CKLA Program.

**Facilitator**

CKLA Program Leaders

**Participants**

K-3 ELA teachers

**Schedule**

Monthly, from 8/9/2017 to 6/28/2018

**PD Opportunity 2**

PLCs will be held weekly for all grade levels K-5 to help teachers to develop their capacity to deliver effective instruction in core subject areas.

### Facilitator

Team Leaders, Principals, Assistant Principal, District Resource Professionals, CKLA Program Leaders

### Participants

all teachers

### Schedule

Monthly, from 8/14/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B2.S1.A1 | Teacher will be utilized as an interventionist for students in Tier 3 and low 30%. | | | | $0.00 |
|---|---|---|---|---|---|---|
| 2 | G1.B2.S1.A2 | Implement schoolwide STEM choice programs integrating innovative technology. | | | | $0.00 |
| 3 | G1.B2.S2.A1 | Conduct PLCs for Teachers in grades K-5. Provide professional development to meet the instructional needs. | | | | $0.00 |
| 4 | G2.B1.S1.A1 | ELA teachers in K-3 will be provided professional development on Florida Standards and effective instruction through the CKLA Program. | | | | $7,042.79 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 330-Travel | 1941 - Cypress Trails Elementary School | Title I, Part A | | $1,138.00 |
| | | | *Notes: Soluciones Conference* | | | |
| | 6400 | 330-Travel | 1941 - Cypress Trails Elementary School | Title I, Part A | | $4,147.84 |
| | | | *Notes: Literacy Conference* | | | |
| | 6400 | 750-Other Personal Services | 1941 - Cypress Trails Elementary School | Title I, Part A | | $1,756.95 |
| | | | *Notes: Subs for PD for release time to attend conferences* | | | |
| 5 | G2.B1.S1.A2 | PLCs will be held weekly for all grade levels K-5 to help teachers to develop their capacity to deliver effective instruction in core subject areas. | | | | $4,652.62 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 510-Supplies | 1941 - Cypress Trails Elementary School | Title I, Part A | | $2,652.62 |
| | | | *Notes: Supplies - resource books for book study, chart paper, markers, folders, copy paper, ink, prompting guides, post-its, composition books/journals* | | | |
| | 6400 | 100-Salaries | 1941 - Cypress Trails Elementary School | Title I, Part A | | $2,000.00 |
| | | | *Notes: Stipends for afterschool trainings - salary and bens* | | | |
| 6 | G2.B1.S2.A1 | ESE 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 | 2017-18 |
| | 5100 | 120-Classroom Teachers | 1941 - Cypress Trails Elementary School | Title I, Part A | 0.5 | $33,171.23 |
| | | | *Notes: salary and benefits Lindsey Simcina* | | | |

| 7 | G2.B1.S2.A2 | **Provide extended learning opportunities before school for core academic areas.** | | | | **$14,547.31** |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1941 - Cypress Trails Elementary School | | | $1,647.31 |
| | | | *Notes: Versatile kits for use during tutorials* | | | |
| | 5100 | 100-Salaries | 1941 - Cypress Trails Elementary School | Title I, Part A | | $12,900.00 |
| | | | *Notes: Reading tutorials* | | | |
| 8 | G2.B1.S2.A3 | **Reading interventions and supplemental support for targeted students.** | | | | **$21,580.16** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1941 - Cypress Trails Elementary School | Title I, Part A | | $14,500.00 |
| | | | *Notes: classroom libraries, Story Works, copy paper, ink, folders, chart paper, pencils, dry erase markers, composition books* | | | |
| | 5100 | 360-Rentals | 1941 - Cypress Trails Elementary School | Title I, Part A | | $2,200.00 |
| | | | *Notes: Flocabulary, Reading A-Z* | | | |
| | 5100 | 510-Supplies | 1941 - Cypress Trails Elementary School | Title I, Part A | | $4,015.00 |
| | | | *Notes: Fundations teacher manuals and student consumables, LLI kits* | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 1941 - Cypress Trails Elementary School | Title I, Part A | | $500.00 |
| | | | *Notes: Easels* | | | |
| | 5100 | 510-Supplies | 1941 - Cypress Trails Elementary School | Title I, Part A | | $365.16 |
| | | | *Notes: Instructional Rug* | | | |
| | | | | | **Total:** | **$80,994.11** |