

Orange County Public Schools

# Cypress Springs Elementary



2017-18 Schoolwide Improvement Plan

## Cypress Springs Elementary

10401 CYPRESS PAVILION PKWY, Orlando, FL 32825

<https://cypressspringses.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	58%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	A*	A

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	37
Technical Assistance Items	41
<b>Appendix 3: Budget to Support Goals</b>	<b>41</b>

## 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 Springs Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

#### 2. School Environment

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

As school begins, our PTA hosts a "Back to School" celebration, where students and staff of Cypress Springs get to know each other. In class, teachers incorporate "Getting to Know You" activities at the beginning of the year to encourage a sense of community. Teachers and staff interact with parents during school events and activities in order to maintain strong relationships with parents and gain insight about students' cultures and backgrounds. Our PTA sponsors "Heritage Night" for families to celebrate and share the many cultures that make up our school population. Other information that supports a better understanding of students has been gathered through the Best Practices for Inclusive Education (BPIE) assessment. The BPIE has 34 indicators which helps schools focus on planning, MTSS, and communication.

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

Our staff members are in the hallways and outside during arrival and dismissal times. Throughout the day, at least one member of every grade level, as well as special area teachers, administration, and support staff have a hand-held radio for communication. Our MAGIC officer is also present once a week as our School Resource Officer (SRO). In addition, our patrols are posted around the campus to ensure safety of all students. The patrols are also available to walk younger students to class when needed. The teachers escort their class during times of transition. A positive behavior program has been implemented school-wide to provide guidelines for students to monitor their own behavior which provides consistency and common language for the school.

All visitors must gain access to the school through the front office security system before entering the building. All visitors must be ADDitions approved, sign in via computer, and receive a visitor's badge. We also have cameras throughout our school and in the front office. In addition, our students and staff practice monthly safety drills to ensure everyone is aware of the procedures.

##### 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.

Each individual teacher uses a behavior system in his or her classroom that aids in the minimizing of distractions which allows for engaged instructional time. A variety of strategies are used in our classrooms depending on the students' needs. Many teachers utilize CLASS DOJO, which is a digital behavior system. This particular program allows students to choose an avatar, see their daily points associated with their behavior, and contacts parents as the day progresses. Other teachers,

especially in the younger grades, use a color system which is more age-appropriate for their students. This is a RED/YELLOW/GREEN system that many lower grades use to progress monitor their students' behaviors.

Cypress Springs has a Behavioral Specialist and a Dean. These two staff members are available to support teachers with creating behavioral plans, helping teachers implement those plans and working with administration to guide classroom teachers with appropriate behavioral disciplinary strategies.

Cypress Springs has implemented a school-wide positive behavior program to provide guidelines for students to monitor their own behavior which provides consistency and common language for the school. Respect, Responsibility, and Scholar is the common language staff members are encouraged to use with students.

We also use a positive behavior program, CHAMPS, in our cafeteria to promote positive behavior within the lunchroom setting. The students have to work as a team in order to earn a "golden spoon" for positive rewards at the end of each month.

Our Assistant Principal, Behavioral Specialist, and our Dean are providing Professional Development to all staff members focusing on OCPS Student Code of Conduct, behavioral strategies and plans, and positive reinforcements to use daily for classroom instruction.

**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.**

Classroom teachers meet with our school's leadership team twice a week in PLCs to discuss their students' academic and behavior data. Teachers who are concerned about their students' social-emotional needs voice their concerns at these meetings and are given support and feedback to provide possible interventions. Teachers who have students with severe needs are referred to our school's Behavioral Specialist and Dean for further guidance.

Our Assistant Principal, Behavior Specialist, and Dean meet individually with students who require one-on-one interaction. When students require additional services that the school is not able to provide, they are referred to outside counseling agencies that are approved by OCPS. These agencies are better able to serve the students' individual needs, both at the school and in the home environment.

Our staff members, along with our Faith-Based Partners, serve as mentors to students who need a positive role model.

### 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.**

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

-Attendance below 90 percent:

Our Dean and Attendance Clerk monitor daily absences and tardies. Our Dean follows the truancy procedure and involves the social worker when necessary. A plan is put in place to help the parents have the student attend school regularly and be on time. A positive reward program has been implemented by our Dean, where students receive a Perfect Attendance certificate and pencil during a lunch celebration.

-One or more suspensions:

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

-Course failure in English Language Arts or Mathematics:

Teachers keep open communication with parents regarding a course failure in English Languages Arts and/or Mathematics. A plan of action is put in place to provide interventions and closely monitor the student's progress by the Leadership and MTSS Team.

-Non-proficient student performance on statewide assessments:

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

**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	7	6	8	9	7	6	0	0	0	0	0	0	0	43
One or more suspensions	2	1	2	3	3	2	0	0	0	0	0	0	0	13
Course failure in ELA or Math	16	20	30	49	41	31	0	0	0	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	16	27	41	0	0	0	0	0	0	0	84

**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	5	1	4	19	26	27	0	0	0	0	0	0	0	82

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

Students who are identified by the Early Warning System are provided interventions through MTSS in order to help improve their academic performance and are monitored by the Leadership Team. Meetings are also held with parents to provide strategies and resources to work with their child at home. The following contains intervention strategies that are in place:

- Tier II and Tier III intervention time outside the ELA and math block of time within the school day is utilized to focus on specific academic needs of the students.
- Tutoring for identified Tier II and Tier III students is offered before and after school. Tutoring includes intervention on specific academic needs, as well as opportunities for academic enrichment to deepen the students' understanding of the content and standards.
- i-Ready is an academic computer based reading and math program that individually tracks student

progress and adjusts lessons to meet the needs of the student.

-Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered systems of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies.

The i-Ready Toolbox Kit is designed to differentiate to meet the needs of individual students.

## 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

Our school has earned the Five Star School Award from the Florida Department of Education for the 2016-2017 school year. Earning this award requires us to continue to work closely with our PTA, Partners In Education, volunteers, parents, community and School Advisory Council (SAC). To help keep parents informed, build positive family relationships and communicate the school's mission and vision. We use Progress Book, parent conferences, SAC meetings, Connect-Ed messages, PTA meetings, Meet the Teacher, Open House, emails, newsletters, Teach-In, Room Moms, Read to Succeed, UCF Junior Achievement Program, YMCA Child Care, after school clubs, family events and our marquee along with our Facebook page to keep parents informed.

### 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.

We have also been designated as a 2016-2018 National PTA School of Excellence. The Partners in Education (PIE) Program is utilized to establish and maintain relationships with local businesses and community members. Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. Through the program, the school is able to successfully put on community events and offer additional resources to our parents and students in an effort to help increase student achievement. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Each year, partnerships are discussed, reviewed and renewed.

## 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
Haniff, Ruthie	Principal
Foranoce, Melissa	Assistant Principal
Whetzel, Carla	Other
Pospishil, Dana	Instructional Coach
Soldano, Michelle	Dean

## b. Duties

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

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

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

Assistant Principal (Melissa Foranoce): In addition to assisting the principal with the supporting and overseeing the MTSS process and SIP goals; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS and Standards-based Instruction; communicates with parents regarding school based MTSS plans and activities; interprets the Perceptions and Practices Surveys given during the year. Supports the ECS with ESOL meetings. Also assists teachers with the implementation of the CRMs. Supports teachers with behavior management in their classroom as well as supporting the Dean with school wide discipline. Implements safety drills to ensure safety procedures are regularly practiced. Safety drills increase procedural efficiency in the event of an emergency.

Curriculum Resource Teacher/ECS/MTSS K-2 (Carla Whetzel): Provides guidelines with the K-12 Reading Plan; supports the teachers with the MTSS process and SIP goals; supports teachers and ELL students with assessments and strategies for ELL assistance and compliance; provides professional development to teachers and staff regarding standards-based instruction and data management use to drive instruction; meets with district personnel to gather additional strategies to identify systematic patterns of student need and identifies appropriate evidence-based intervention strategies to support teachers. Also assists teachers with the implementation of the CRMs.

Student Behavior Support/Science Coach (Dean) (Michelle Soldano): Supports the teachers with the MTSS process for behavior, SIP goals and Standards-based Instruction; provides support for healthy emotional and social development strategies and programs for student success; facilitates and supports data collection activities; assists in data analysis; collaborates with staff to help ensure students' academic and emotional needs are met. Also assists teachers with the implementation of

the CRMs.

ELA Coach/MTSS 3-5 (Dana Pospishil): Supports the teachers with the MTSS process, SIP goals and Standards-based Instruction; assists teachers in analyzing student progress monitoring data for next steps; supports and provides staff development on the implementation of Tier I, Tier II and Tier III intervention plans that address student needs; documents interventions and provides follow-up to increase student success; facilitates and supports data collection activities; holds meetings with parents to help share student progress. Also assists teachers with the implementation of the CRMs.

Testing Coordinator/Math Coach (Samantha Michael): Supports the teachers with the MTSS process, SIP goals and standards-based instruction; assists teachers with the K-12 Math Plan and CRMs; organizes and implements a differentiated testing environment for all students. Assists teachers with data collection and analysis for i-Ready, FSA, and CFEs.

**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 MTSS Committee and Leadership Team will meet regularly to work towards sustaining a culturally embedded problem-solving environment as well as to promote professional learning communities which focus on implementing standards-based instruction and increasing student achievement.

- Title II Funds will be used to help pay for substitutes for additional time for teachers to plan and analyze student data.
- Funds will be used to help purchase additional materials to help ELA FSA Level 1 and Level 2 students with reading and math.
- SAC funds will be used to help pay for substitutes for additional time for teachers to plan and analyze student data.
- Additional money will be used to provide tutoring as an intervention for students.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
	Education Support Employee
Ruthie Haniff	Principal
Angela Pardue	Parent
Lucille Pettway	Parent
Ingrid Scharf	Parent
Luke Turner	Parent
Claudia Cortes	Teacher
Maria Vanegas	Teacher
Yeni Brandon	Parent
Francia Rojas	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, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC met on the first Tuesday of each month to review the previous year's School Improvement Plan. District and state assessment data were used to identify areas of strength, barriers causing limited growth, and areas where the school needed additional focus and resources.

*b. Development of this school improvement plan*

The SAC met on a monthly basis to discuss concerns and make recommendations for the 2017-2018 school improvement plan.

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

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

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

The use of the school improvement funds allocated for last year were used to help pay for substitute teachers to allow classroom teachers additional days to analyze student data and enhance their curriculum. The amount was approximately \$4,000.

**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.*

### 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
Whetzel, Carla	Instructional Coach
Pospishil, Dana	Teacher, K-12
Haniff, Ruthie	Principal
Foranoce, Melissa	Assistant Principal
Gilman, Lorra	Teacher, K-12
Donovan, Alison	Teacher, K-12
Concannon, Rachel	Teacher, K-12
Negron, Mary	Teacher, K-12
Thomas, Brenda	Teacher, K-12
Kauchak, Kathy	Teacher, K-12

## b. Duties

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

The major initiatives of the Literacy Leadership Team will be to support teachers and build capacity in the delivery and practice of differentiated standards-based instruction. They will also participate in the District's PLC Program and train their grade level colleagues in the process. Transitioning to standards-based instruction and differentiating to meet individual student needs while using a variety of materials present a new set of challenges for our teachers and students. Through PLCs and common planning days, team leaders and instructional coaches will provide a collaborative venue for teachers to develop lessons which incorporate both the Florida Standards as well as the shifts in practice. PLCs will work together to use student data to evaluate the tools being used to implement the standards. As a result, we will build capacity within our teams to ensure student success in all areas.

The LLT will continue to improve the practice of progress monitoring and intervention strategies in all grades. We will continue to focus on the needs in our bottom 25%. We continue building our teachers' skills in differentiation, progress monitoring through common assessments, and using appropriate intervention strategies to meet the needs of the students. As a result of our PLCs, standards-based lesson planning, professional development and data discussions, the LLT will help to build teacher capacity resulting in an increase in student growth in all areas.

## D. Public and Collaborative Teaching

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

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

Cypress Springs Elementary schedules common planning time for teachers to collaborate and develop lessons as well as common assessments together. Our goal is for teachers to have at least two full planning days to collaborate. Our teams also meet in PLCs twice a week with the Leadership Team to discuss progress monitoring and plan how to use that data to meet the needs of our students as well as the implementation of standards-based instruction. The teachers also work collaboratively on their Deliberate Practice.

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

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

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

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

## **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.***

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

#### **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.***

Our MTSS Leadership Team meets regularly to analyze student data and host data chats with teachers. School data is used to create our intervention and enrichment groups which meet daily for 45 minutes. This data also provides classroom teachers the necessary information to form small groups in reading/language arts and math. During small group time, teachers are able to differentiate based on the needs of their students which is determined through the use of available data. Students are also placed in Tier III groups if the level of intensive support needs to be increased based on data.

Based on a student's IEP or 504, a teacher may shorten the number of questions on an assignment to meet the needs of the student. Our ELL students are also provided additional time and ESOL strategies within the classroom.

The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine needs and identify strategies which are then incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE focuses on multi-tiered system of student supports (MTSS).

**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:** 4,800

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Pospishil, Dana, dana.pospishil@ocps.net

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

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

**Strategy:** Weekend Program

**Minutes added to school year:** 1,400

A select group of students that fall into either the subgroup of Economically Disadvantaged, Minority, ELL or Students With Disabilities will participate. The students will meet twice a month for 3 hours, from January through March. They will receive vocabulary and comprehension reading along with math instruction from the core curriculum.

**Strategy Rationale**

The additional learning minutes paired with small group instruction provides students with opportunities to increase content knowledge and increase student achievement. This will also help to reduce our achievement gaps.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Haniff, Ruthie, ruthie.haniff@ocps.net

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

The iReady Program will be utilized along with teacher data sheets and discussed during data chats.

**Strategy:** After School Program

**Minutes added to school year:** 2,000

Students identified as Tier II and Tier III will be given the opportunity to receive additional instruction to promote student achievement.

**Strategy Rationale**

The additional learning minutes paired with individual/small group instruction provides students with opportunities to master standards, increase content knowledge, and increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Haniff, Ruthie, ruthie.haniff@ocps.net

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

Data for these students will be included on teacher data sheets and discussed during data chats.

**Strategy:** Before School Program

**Minutes added to school year:** 2,000

Students identified as Tier II or Tier III will be given the opportunity to receive additional instruction to increase student achievement.

**Strategy Rationale**

The additional learning minutes paired with individual/small group instruction provides students with opportunities to master benchmarks, increase content knowledge and increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Haniff, Ruthie, ruthie.haniff@ocps.net

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

Data for these students will be included on teacher data sheets and discussed during data chats.

**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, Â§ 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.**

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

**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.**

To help promote college and career readiness, Cypress Springs Elementary participates in Teach-In and other guest speakers year-round. Field trips, Junior Achievement, college spirit days, and STEM activities also assist with scaffolding the understanding that higher education is important. We also have a variety of after school clubs and activities for our students.

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

Career and technology information is supported by Cypress Springs Elementary through Digital Tools Certificate earned by our students in the 4th -5th grade Gifted classes in the areas of word processing, spreadsheets, and digital presentations. Science Night, along with extracurricular academic clubs including STEM activities, are available as well to increase an awareness of careers and technology for the students.

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

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

**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.**

Teach-In, STEM activities, Junior Achievement, Science Night, and after school clubs are some of the programs to build strategies to help improve student readiness for the public post-secondary level. Tutoring in the areas of reading and math also support indicators found in the High School Feedback Report.

## 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" 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.** Increase ELA and Mathematics learning gains in the top 25% (Division Priority: College and Career)
- G2.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate student performance)
- G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

## 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. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: College and Career)**

1a

G095307

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	74.0
FSA Mathematics Achievement	81.0

**Targeted Barriers to Achieving the Goal** 3

- Although the teachers are deconstructing standards, there is a lack of differentiation when planning activities for all students especially our higher achieving students.

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

- i-Ready
- Acaletics Math Program
- Write Score

**Plan to Monitor Progress Toward G1.** 8

The Leadership Team will collect common assessment data throughout the year to monitor teachers' proper use CRMs .

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

**Evidence of Completion**

The common assessment data will show students' progress with mastering the standard.

**G2. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority:Accelerate student performance) 1a**

G095308

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	73.0

**Targeted Barriers to Achieving the Goal 3**

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

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

- Teachers will meet in weekly PLCs to create common assessments, collaborative planning and analyzing student data.
- Professional development on common formative assessments
- Teachers will be provided planning days to work with their grade level team.
- i-Ready
- Acaletics
- Write Score
- P-Sell

**Plan to Monitor Progress Toward G2. 8**

The Leadership Team will monitor and collect iObservation data on intentionally planned instruction using the Marzano Instructional Framework.

**Person Responsible**

Melissa Foranoce

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans, iObservation, and student data

**G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1a**

G095309

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal 3**

- Teacher not understanding the complexity of the standards.

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

- i-Ready
- CRMs
- Acaletics Math Program
- Write Score Program

**Plan to Monitor Progress Toward G3. 8**

Monitor student data on formative and common assessments

**Person Responsible**

Ruthie Haniff

**Schedule**

Biweekly, from 8/23/2017 to 5/30/2018

**Evidence of Completion**

Student Data based on formative and common assessments will increase.

**Plan to Monitor Progress Toward G3. 8**

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts. Best Practices In Education (BPIE)

**Person Responsible**

Melissa Foranoce

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

**Evidence of Completion**

i Ready data, formative assessments, common assessments, checklists, and student profiles.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase ELA and Mathematics learning gains in the top 25% (Division Priority: College and Career) **1**

 G095307

**G1.B1** Although the teachers are deconstructing standards, there is a lack of differentiation when planning activities for all students especially our higher achieving students. **2**

 B256562

**G1.B1.S1** Providing teachers with Professional Development that focuses on the proper use of CRMs, Additional Resource Document, learning goals and scales. Also, having teachers focus on Item Specifications. **4**

 S271338

### Strategy Rationale

Ensuring that teachers understand how to use the CRMs, will ensure that students are receiving differentiated instruction.

### Action Step 1 **5**

The Leadership Team will provide professional development to teachers focusing on OCPS CRMs, Additional Resource Document, and learning goals and scales.

#### Person Responsible

Ruthie Haniff

#### Schedule

Monthly, from 8/23/2017 to 5/30/2018

#### Evidence of Completion

The Leadership Team will provide training agendas and materials in all professional development sessions. Teachers will be required to complete exit slips to demonstrate learning. Teachers provide individual differentiated reading centers to students within their classrooms. The differentiated reading center lesson plans are provided in the teachers classrooms.

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

The Leadership Team will monitor lesson plans to ensure that teachers are teaching to the standards with fidelity.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

Teachers will post their weekly lesson plans on our school's Share Point. Differentiation should be seen during walk-through's and classroom observations. Teachers will also provide differentiated lesson planes for their reading groups in their classroom.

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

The Leadership Team will use classroom observation data and documentation to monitor teachers' use of CRMs, Additional Resource Document, and learning goals and scales.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

The Leadership Team will monitor PLC meetings and Marzano Observation Data. We will focus on Element 11- Organizing Students to Practice and Deepen, during these specific walk-throughs.

**G1.B1.S2** Use of i-Ready Write Score to support ELA and Math instruction. Use of i-Ready and Acaletics to support Math instruction. 4

 S271339

### Strategy Rationale

Using i-Ready to help differentiate the content for the needs of the students. i-Ready is an approved tier 1 intervention used to enrich the students at their assessed level.

### Action Step 1 5

Teachers will be trained on how to utilize the i-Ready Program to differentiate ELA and Math instruction.

#### Person Responsible

Ruthie Haniff

#### Schedule

Monthly, from 8/18/2017 to 5/25/2018

#### Evidence of Completion

The sign in sheets for the i-Ready training.

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

The Leadership Team will monitor the use of the i-Ready program to different instruction during classroom observations. The teachers will use the reports from i-Ready to create small groups within their classroom.

#### Person Responsible

Ruthie Haniff

#### Schedule

Weekly, from 9/6/2017 to 5/26/2018

#### Evidence of Completion

Marzano Observations, PLC conversations and planning

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

The Leadership Team will monitor and analyze common assessments on student progress.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 9/6/2017 to 5/26/2018

**Evidence of Completion**

The common assessment data will show students' progress with mastering the standards of each MTP.

**G1.B1.S3** Selected teachers will become a part of the District Professional Learning Community and train their grade level colleagues in the process. 4

 S271340

**Strategy Rationale**

This will help our school create a consistent vision for high quality instruction and student learning using researched-based strategies and job embedded professional learning.

**Action Step 1 5**

Selected teachers will participate in the District Professional Learning Community (DPLC) Training.

**Person Responsible**

Ruthie Haniff

**Schedule**

Every 2 Months, from 10/26/2017 to 5/10/2018

**Evidence of Completion**

Participants will bring back agendas and information to share with colleagues after the DPLC training.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Observations and discussions will be done during PLCs with our grade levels.

**Person Responsible**

Melissa Foranoce

**Schedule**

Weekly, from 9/19/2017 to 5/17/2018

***Evidence of Completion***

Classroom Observations and i-Ready Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

DPLC members will meet monthly to discuss material shared at DPLC meetings. These teachers will then share with other team members.

**Person Responsible**

Ruthie Haniff

**Schedule**

Every 2 Months, from 10/26/2017 to 5/30/2018

***Evidence of Completion***

DPLC team minutes will be shared. Implementation of the DPLC material will be shared with teachers, in order for implementation to take place.

**G2.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority:Accelerate student performance) 1

G095308

**G2.B1** The time teachers need to plan, research, deconstruct the standards and analyze data in order to meet the needs of all the students 2

B256564

**G2.B1.S1** Provide teachers with 2 planning days. They will be given time to deconstruct the standards, analyze data and plan collaboratively for upcoming units. 4

S271341

### Strategy Rationale

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

### Action Step 1 5

Determine what dates will be used for planning days

#### Person Responsible

Carla Whetzel

#### Schedule

Quarterly, from 8/23/2017 to 5/30/2018

#### Evidence of Completion

Teams will provide agendas from their planning days.

### Action Step 2 5

Leadership team creates agenda for planning days

#### Person Responsible

Carla Whetzel

#### Schedule

Quarterly, from 8/23/2017 to 5/30/2018

#### Evidence of Completion

Leadership team has developed the agenda for the teams

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

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

**Person Responsible**

Carla Whetzel

**Schedule**

Quarterly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Melissa Foranoce

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

iObservation data, weekly lesson plans, student assessments

**G2.B1.S2** Selected teachers will become a part of the District Professional Learning Community and come back and train their colleagues at the school. 4

S271342

### Strategy Rationale

This will provide a consistent vision for high quality instruction and student learning using research-based strategies and job embedded professional learning.

### Action Step 1 5

The Leadership Team will provide professional development on Deliberate Practice, ESE services, and other information shared at the DPLCs.

#### Person Responsible

Melissa Foranoce

#### Schedule

Monthly, from 8/23/2017 to 5/30/2018

#### Evidence of Completion

The Leadership Team will create training agendas and collect exit slips after each professional development session.

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

The Leadership Team will provide coaching to the teachers after the professional development.

#### Person Responsible

Melissa Foranoce

#### Schedule

Weekly, from 8/23/2017 to 5/30/2018

#### Evidence of Completion

iObservation data and Exit Slips

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

The Leadership Team will provide support during PLCs.

**Person Responsible**

Melissa Foranoce

**Schedule**

Weekly, from 8/23/2017 to 5/26/2018

**Evidence of Completion**

iObservation data will be analyzed. In addition, lesson plans will be reviewed to ensure they are designed to meet the depth of the standards will be provided.

**G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1**

G095309

**G3.B2 Teacher not understanding the complexity of the standards. 2**

B256568

**G3.B2.S1** Selected teachers will become a part of the District Professional Learning Community and come back and provide professional development for their grade level colleagues. 4

S271346

**Strategy Rationale**

This will provide teachers with a consistent vision for high quality instruction and student learning using research- based strategies and job embedded professional learning.

**Action Step 1 5**

The Leadership Team will provide professional development to teachers addressing the interpretation of the standards and data on the bottom 25% through PLCs.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

**Evidence of Completion**

Agenda and Notes from the PLC's and professional development. We are looking for rigorous planned activities and that the academic task is standards aligned.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

The Leadership Team will assist teachers with analyzing and interpreting data to make instructional decisions to support the bottom 25%.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

Agendas, lesson plans, MTSS groupings and I/Observation data in elements 8 (Helping Students Process Content), 11 (Organizing Students to Practice and Deepen Knowledge), and element 12 (Helping Students Examine Similarities and Differences).

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

The Leadership Team will use classroom observations, documentation from PLCs and lesson plans to monitor the effectiveness of implementation.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

Student assessment data will increase as a result of effective implementation as identified in the data discussions during PLC meetings.

**G3.B2.S2** Teachers will provide specific feedback in interactive standards-based academic notebooks.

4

 S271347

### **Strategy Rationale**

By providing feedback in interactive notebooks, the students will be able to better understand how to make progress towards the learning goal

### **Action Step 1** 5

Administration and instructional coaches will discuss the use of standards-based academic notebooks with student feedback during PLCs.

#### **Person Responsible**

Ruthie Haniff

#### **Schedule**

Weekly, from 8/23/2017 to 5/30/2018

#### **Evidence of Completion**

Standards-based academic notebooks with specific student feedback to help move students to the next level.

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Administration will observe the use of standards-based academic notebooks during classroom observations.

#### **Person Responsible**

Ruthie Haniff

#### **Schedule**

Weekly, from 9/12/2017 to 5/26/2018

#### **Evidence of Completion**

Standards-Based academic notebooks with specific feedback for students

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Administration and instructional coaches will review the specific feedback in the interactive standards-based academic notebooks for randomly selected bottom 25% students.

**Person Responsible**

Ruthie Haniff

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

***Evidence of Completion***

Student data for the bottom 25% should show an increase.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S3.A1  A363768	Selected teachers will participate in the District Professional Learning Community (DPLC) Training.	Haniff, Ruthie	10/26/2017	Participates will bring back agendas and information to share with colleagues after the DPLC training.	5/10/2018 every-2-months
G1.B1.S3.MA1  M388826	Observations and discussions will be done during PLCs with our grade levels.	Foranoce, Melissa	9/19/2017	Classroom Observations and i-Ready Data	5/17/2018 weekly
G1.B1.S2.A1  A363767	Teachers will be trained on how to utilize the i-Ready Program to differentiate ELA and Math...	Haniff, Ruthie	8/18/2017	The sign in sheets for the i-Ready training.	5/25/2018 monthly
G1.B1.S2.MA1  M388823	The Leadership Team will monitor and analyze common assessments on student progress.	Haniff, Ruthie	9/6/2017	The common assessment data will show students' progress with mastering the standards of each MTP.	5/26/2018 weekly
G1.B1.S2.MA1  M388824	The Leadership Team will monitor the use of the i-Ready program to different instruction during...	Haniff, Ruthie	9/6/2017	Marzano Observations, PLC conversations and planning	5/26/2018 weekly
G2.B1.S2.MA1  M388830	The Leadership Team will provide support during PLCs.	Foranoce, Melissa	8/23/2017	iObservation data will be analyzed. In addition, lesson plans will be reviewed to ensure they are designed to meet the depth of the standards will be provided.	5/26/2018 weekly
G3.B2.S2.MA1  M388836	Administration will observe the use of standards-based academic notebooks during classroom...	Haniff, Ruthie	9/12/2017	Standards-Based academic notebooks with specific feedback for students	5/26/2018 weekly
G1.MA1  M388827	The Leadership Team will collect common assessment data throughout the year to monitor teachers'...	Haniff, Ruthie	8/23/2017	The common assessment data will show students' progress with mastering the standard.	5/30/2018 weekly
G2.MA1  M388832	The Leadership Team will monitor and collect iObservation data on intentionally planned instruction...	Foranoce, Melissa	8/23/2017	Lesson plans, iObservation, and student data	5/30/2018 weekly
G3.MA1  M388837	Monitor student data on formative and common assessments	Haniff, Ruthie	8/23/2017	Student Data based on formative and common assessments will increase.	5/30/2018 biweekly
G3.MA2  M388838	All instructional and related services personnel use formative assessment processes and tools to...	Foranoce, Melissa	8/23/2017	i Ready data, formative assessments, common assessments, checklists, and student profiles.	5/30/2018 weekly
G1.B1.S1.MA1  M388821	The Leadership Team will use classroom observation data and documentation to monitor teachers' use...	Haniff, Ruthie	8/23/2017	The Leadership Team will monitor PLC meetings and Marzano Observation Data. We will focus on Element 11- Organizing Students to Practice and Deepen, during these specific walk-throughs.	5/30/2018 weekly
G1.B1.S1.MA1  M388822	The Leadership Team will monitor lesson plans to ensure that teachers are teaching to the standards...	Haniff, Ruthie	8/23/2017	Teachers will post their weekly lesson plans on our school's Share Point. Differentiation should be seen during walk-through's and classroom observations. Teachers will also provide differentiated lesson planes for their reading groups in their classroom.	5/30/2018 weekly
G1.B1.S1.A1  A363766	The Leadership Team will provide professional development to teachers focusing on OCPS CRMs,...	Haniff, Ruthie	8/23/2017	The Leadership Team will provide training agendas and materials in all professional development sessions. Teachers will be required to complete exit slips to demonstrate learning. Teachers provide individual differentiated reading centers to students within their classrooms. The differentiated reading center lesson	5/30/2018 monthly

**Orange - 0156 - Cypress Springs Elementary - 2017-18 SIP**  
Cypress Springs Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				plans are provided in the teachers classrooms.	
G2.B1.S1.MA1 M388828	PLC meetings, lesson plans and iObservations will be monitored to ensure teachers are using the...	Foranoco, Melissa	8/23/2017	iObservation data, weekly lesson plans, student assessments	5/30/2018 weekly
G2.B1.S1.MA1 M388829	The agendas are given to the teams on what to discuss/produce/cover at their planning days	Whetzel, Carla	8/23/2017	The agendas that are given to the teams, and the minutes/notes that the teams use during planning days.	5/30/2018 quarterly
G2.B1.S1.A1 A363769	Determine what dates will be used for planning days	Whetzel, Carla	8/23/2017	Teams will provide agendas from their planning days.	5/30/2018 quarterly
G2.B1.S1.A2 A363770	Leadership team creates agenda for planning days	Whetzel, Carla	8/23/2017	Leadership team has developed the agenda for the teams	5/30/2018 quarterly
G3.B2.S1.MA1 M388833	The Leadership Team will use classroom observations, documentation from PLCs and lesson plans to...	Haniff, Ruthie	8/23/2017	Student assessment data will increase as a result of effective implementation as identified in the data discussions during PLC meetings.	5/30/2018 weekly
G3.B2.S1.MA1 M388834	The Leadership Team will assist teachers with analyzing and interpreting data to make instructional...	Haniff, Ruthie	8/23/2017	Agendas, lesson plans, MTSS groupings and iObservation data in elements 8 (Helping Students Process Content), 11 (Organizing Students to Practice and Deepen Knowledge), and element 12 (Helping Students Examine Similarities and Differences).	5/30/2018 weekly
G3.B2.S1.A1 A363772	The Leadership Team will provide professional development to teachers addressing the interpretation...	Haniff, Ruthie	8/23/2017	Agenda and Notes from the PLC's and professional development. We are looking for rigorous planned activities and that the academic task is standards aligned.	5/30/2018 weekly
G2.B1.S2.MA1 M388831	The Leadership Team will provide coaching to the teachers after the professional development.	Foranoco, Melissa	8/23/2017	iObservation data and Exit Slips	5/30/2018 weekly
G2.B1.S2.A1 A363771	The Leadership Team will provide professional development on Deliberate Practice, ESE services, and...	Foranoco, Melissa	8/23/2017	The Leadership Team will create training agendas and collect exit slips after each professional development session.	5/30/2018 monthly
G3.B2.S2.MA1 M388835	Administration and instructional coaches will review the specific feedback in the interactive...	Haniff, Ruthie	8/23/2017	Student data for the bottom 25% should show an increase.	5/30/2018 weekly
G3.B2.S2.A1 A363773	Administration and instructional coaches will discuss the use of standards-based academic notebooks...	Haniff, Ruthie	8/23/2017	Standards-based academic notebooks with specific student feedback to help move students to the next level.	5/30/2018 weekly
G1.B1.S3.MA1 M388825	DPLC members will meet monthly to discuss material shared at DPLC meetings. These teachers will...	Haniff, Ruthie	10/26/2017	DPLC team minutes will be shared. Implementation of the DPLC material will be shared with teachers, in order for implementation to take place.	5/30/2018 every-2-months

## V. Professional Development Opportunities

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

### G1. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: College and Career)

**G1.B1** Although the teachers are deconstructing standards, there is a lack of differentiation when planning activities for all students especially our higher achieving students.

**G1.B1.S1** Providing teachers with Professional Development that focuses on the proper use of CRMs, Additional Resource Document, learning goals and scales. Also, having teachers focus on Item Specifications.

#### PD Opportunity 1

The Leadership Team will provide professional development to teachers focusing on OCPS CRMs, Additional Resource Document, and learning goals and scales.

##### Facilitator

Leadership Team

##### Participants

Instructional Staff

##### Schedule

Monthly, from 8/23/2017 to 5/30/2018

**G1.B1.S2** Use of i-Ready Write Score to support ELA and Math instruction. Use of i-Ready and Acaletics to support Math instruction.

#### PD Opportunity 1

Teachers will be trained on how to utilize the i-Ready Program to differentiate ELA and Math instruction.

##### Facilitator

The district will provide professional development with an i-Ready consultant.

##### Participants

Instructional Staff

##### Schedule

Monthly, from 8/18/2017 to 5/25/2018

**G1.B1.S3** Selected teachers will become a part of the District Professional Learning Community and train their grade level colleagues in the process.

**PD Opportunity 1**

Selected teachers will participate in the District Professional Learning Community (DPLC) Training.

**Facilitator**

District Staff

**Participants**

Selected Teachers

**Schedule**

Every 2 Months, from 10/26/2017 to 5/10/2018

**G2.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority:Accelerate student performance)

**G2.B1** The time teachers need to plan, research, deconstruct the standards and analyze data in order to meet the needs of all the students

**G2.B1.S1** Provide teachers with 2 planning days. They will be given time to deconstruct the standards, analyze data and plan collaboratively for upcoming units.

**PD Opportunity 1**

Determine what dates will be used for planning days

**Facilitator**

Carla Whetzel

**Participants**

Classroom Teachers

**Schedule**

Quarterly, from 8/23/2017 to 5/30/2018

## PD Opportunity 2

Leadership team creates agenda for planning days

### Facilitator

Carla Whetzel

### Participants

Classroom Teachers

### Schedule

Quarterly, from 8/23/2017 to 5/30/2018

**G2.B1.S2** Selected teachers will become a part of the District Professional Learning Community and come back and train their colleagues at the school.

## PD Opportunity 1

The Leadership Team will provide professional development on Deliberate Practice, ESE services, and other information shared at the DPLCs.

### Facilitator

The Leadership Team

### Participants

Instructional Staff

### Schedule

Monthly, from 8/23/2017 to 5/30/2018

**G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

**G3.B2** Teacher not understanding the complexity of the standards.

**G3.B2.S1** Selected teachers will become a part of the District Professional Learning Community and come back and provide professional development for their grade level colleagues.

**PD Opportunity 1**

The Leadership Team will provide professional development to teachers addressing the interpretation of the standards and data on the bottom 25% through PLCs.

**Facilitator**

The Leadership Team

**Participants**

Classroom teachers

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

**G3.B2.S2** Teachers will provide specific feedback in interactive standards-based academic notebooks.

**PD Opportunity 1**

Administration and instructional coaches will discuss the use of standards-based academic notebooks with student feedback during PLCs.

**Facilitator**

Administration and instructional coaches

**Participants**

Classroom teachers

**Schedule**

Weekly, from 8/23/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The Leadership Team will provide professional development to teachers focusing on OCPS CRMs, Additional Resource Document, and learning goals and scales.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0156 - Cypress Springs Elementary	School Improvement Funds		\$4,000.00
			<i>Notes: These funds will be used to provide substitutes for teachers for professional development and student data analysis.</i>			
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Teachers will be trained on how to utilize the i-Ready Program to differentiate ELA and Math instruction.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0156 - Cypress Springs Elementary	General Fund		\$2,000.00
			<i>Notes: Substitutes are being provided to allow teachers to attend an I-Ready Training.</i>			
<b>3</b>	<b>G1.B1.S3.A1</b>	<b>Selected teachers will participate in the District Professional Learning Community (DPLC) Training.</b>				<b>\$0.00</b>
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Determine what dates will be used for planning days</b>				<b>\$13,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	140-Substitute Teachers	0156 - Cypress Springs Elementary			\$13,200.00
<b>5</b>	<b>G2.B1.S1.A2</b>	<b>Leadership team creates agenda for planning days</b>				<b>\$28,457.32</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0156 - Cypress Springs Elementary	General Fund		\$4,279.50
			<i>Notes: Cost of materials to implement the P-Sell program to support the Science standards. They include teacher books, student books and consumable science kits.</i>			
			0156 - Cypress Springs Elementary	General Fund		\$19,851.16
			<i>Notes: The Acaletics Math Program provides several student books, pre/post assessments and data analysis to supplement rigorous math instruction aligned to the standards.</i>			
			0156 - Cypress Springs Elementary	General Fund		\$4,326.66
			<i>Notes: The Write Score Program provides resources and data analysis to supplement rigorous writing instruction aligned to the standards.</i>			

Orange - 0156 - Cypress Springs Elementary - 2017-18 SIP  
Cypress Springs Elementary

6	G2.B1.S2.A1	The Leadership Team will provide professional development on Deliberate Practice, ESE services, and other information shared at the DPLCs.				\$0.00
7	G3.B2.S1.A1	The Leadership Team will provide professional development to teachers addressing the interpretation of the standards and data on the bottom 25% through PLCs.				\$46,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0156 - Cypress Springs Elementary	General Fund		\$16,250.00
			<i>Notes: Twenty additional computers were purchased for student use.</i>			
	5100	100-Salaries	0156 - Cypress Springs Elementary	General Fund		\$30,000.00
			<i>Notes: Partial Salary for Instruction Resource Teacher to support students and teachers with computer skills, running reports and on-line assessments.</i>			
8	G3.B2.S2.A1	Administration and instructional coaches will discuss the use of standards-based academic notebooks with student feedback during PLCs.				\$0.00
					<b>Total:</b>	<b>\$93,907.32</b>