

Lake County Schools

Cypress Ridge Elementary School



2017-18 Schoolwide Improvement Plan

Cypress Ridge Elementary School

350 EAST AVE, Clermont, FL 34711

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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 Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

The Cypress Ridge community is committed to an emphasis on the pursuit of academic excellence, educational innovation, and meeting the needs of all students in an ever changing world. We believe in:

- o the importance of teaching our students to become problem solvers and independent thinkers.
- o instilling a lifelong passion for learning in our students.
- o the importance of personal growth, manifested through teaching our students the importance of serving others, honor, and respect.
- o doing whatever we can to insure that instruction and support are provided for all students.
- o cross-curricular studies, with a focus on the integration of math, science and technology.

2. School Environment

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

The Social Studies committee plans activities and programs to support students' cultures. Classroom teachers integrate lessons that share features of different cultures and build relationships with students and their families through units of study. Each family completes a home language survey when enrolling, which provides information about family culture. In addition, classroom teachers discuss cultural diversity and family traditions through content lessons and holiday units.

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

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

Students can report safety concerns to their homeroom teacher or the supervising teacher they are with. The teacher will report it to Mrs. Brouhard or Mrs. Perez by email or in person to ensure the problem can be resolved by staff member or a work order can be put into the District maintenance system.

Bully Prevention programs are put in place through our Bully Prevention initiative that is explained through a PowerPoint with teachers, parents, and students, school wide posters, participating in Bully Prevention Month and activities through Red Ribbon Week. In addition our school wide PBS System

promotes positive school culture. Our guidance counselor will provide character education along with provide the NED show on character education and anti-bullying.

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

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

The beginning of the 2017-2018 school year, teachers are trained in the Cypress Ridge Discipline process during pre-panning. During this time, teacher managed incidents vs. office managed incidents are gone over and discussed and the procedures are explained for discipline. In addition, PBS is reviewed to entire staff. The student code of conduct is reviewed with students at the beginning of the school year and is documented in the teacher lesson plans. If discipline incident is brought to administration, administration reviews code of conduct with the student and follows county discipline procedures.

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.

School Counselor creates needs based counseling groups; provides support through anti-bullying education, drug free, and character education; and provides reading intervention for struggling readers. The school participates in a variety of community service projects throughout the year.

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 - recorded those with 17 days or more which represent 10% or more of the school year.
Suspensions - in-school and out of school - if they had more than 1.
We used the course failures in math as the final grade. (states "or" above).
Level 1 on Statewide assessments, totals represent Level 1's in both Reading and Math on FSA.

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	1	1	0	2	0	6	0	0	0	0	0	0	0	10
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	2	0	1	0	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	16	27	0	0	0	0	0	0	0	47
Total	1	3	2	7	16	34	0	0	0	0	0	0	0	63

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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

We have varied on-going programs and strategies in place to improve the academic performance of students including the following: MTSS; Intervention Groups Reading and Math; Individual Behavior Plans; Accelerated Reader as a reading incentive; Differentiated Instruction; STEM Activities; Robotics, Engineering and LEGO Clubs; Kiwanas-Terrific Kids recognition; Pre-K Testing; iReady; before and after school tutoring.

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

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Delpit, Dale	Principal
Schoenthaler, Virginia	Instructional Coach
Olson, Star	Teacher, K-12
Perez, Betzaida	Administrative Support
Brouhard, Nicole	Assistant Principal
Adair, Stacy	School Counselor
Spanswick, Marcella	Instructional Coach

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS (Multi-Tiered System of Support), conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Selected General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions, and integrates materials/instruction with Tier 2/3 activities.

Curriculum Resource Teacher: Supports classroom teachers with small group instruction; develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

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

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

1. Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; and to conduct Tier 2 and 3 meetings with classroom teachers and the rest of the MTSS team.
2. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, adjust current policies and practices to be in line with school outcomes expected.
3. The team interfaces with the school ESE Specialist and IEP team to facilitate staffing of eligible students at case review meetings. IDEA funds are utilized for ESE support including staff, interventions, and technology.
4. SAI money will be used for extended day tutoring and to enhance school technology.
5. Title 1 tutoring money for homeless students will be used for extended day tutoring 3 days/week.
6. General education teachers are taught skills and strategies to facilitate learning for students with disabilities through accommodations and differentiated instruction. Classroom teachers and support staff collaborate to plan for the needs of ESE students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dale Delpit	Principal
Virginia Schoenthaler, Secretary	Teacher
Lisa Madrigal-Parker, chairman	Parent
Betsy Perez	Education Support Employee
Mercy Hernandez	Teacher
Nicole Cassavant	Parent
Amaris Turner, vice-chairman	Business/Community
Tausha Cochran	Parent
Veronica Whetro	Parent
Cindy Hall-Kirby	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 reviews the school improvement plan at the beginning of the year. In addition, they get a mid-year review and a year-end review of progress made toward annual goals.

b. Development of this school improvement plan

The SAC secretary is a member of the School Improvement Plan writing team. The 2016-17 SIP was reviewed, finalized, and submitted after being presented to the SAC in October. A mid-year review

and progress monitoring were completed in January. The plan was revisited and evaluated in May. There was discussion about possible goals for the 2017 -18 SIP.

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

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

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

School Improvement Funds are allocated for projects that support the SIP, when available as needed to support classroom and grade level projects. We received funding from county, state and federal sources.

SAC allocation/ \$1060.30 - funds were used to purchase Instructional Materials, divided as needed among the grade levels,

SAI allocation/ \$2039.19 - funds were used to pay for extended day tutoring salaries

CPT allocation/ \$2456.63 - funds were used to pay for substitutes so that teachers could be released for collaborative planning

Science allocation/ \$803.05 - funds used for consumables for science and STEM lessons

Art allocation/ \$107.17 - funds used for materials for art lessons

Media allocation/ district \$3404.04/ state \$2938.33 - funds used to purchase technology based literacy and to refresh and expand our collection

IDEA federal allocation/ \$3005.00 - funds used for ESE student support including staff, interventions and technology

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
Thomas, Debbie	Teacher, K-12
Blackburn, Sandy	Teacher, K-12
Harris, Anne	Teacher, K-12
Vaughan, Dana	Teacher, K-12
Olson, Star	Teacher, K-12
Locuson, Gary	Teacher, K-12

b. Duties

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

The main initiatives of this year for the team will be to 1) continue to increase on-sight professional development opportunities; 2) develop a school-wide writing plan; 3) create standards based

assessments for grades K-5; 4) develop activities and tasks that align with Webb's Depth of Knowledge (DOK)

D. Public and Collaborative Teaching

The school's 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.

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

Teachers participate in Grade Level Common Planning once a week. Teachers participate in Professional Learning Communities and Wednesday Grade Level Collaborative Planning all day every six weeks. In addition CRES's Master Calendar allows for grade levels to have all common planning time and common lunch time to build relationships among the grade level.

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

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

Cypress Ridge has a low turnover rate for teachers. This is due to the positive school culture that is embedded in the school faculty and staff. Teacher collaboration, PLC, faculty meetings, faculty team builders, special "Just Desert" are all ways are faculty is able to work together and build stronger relationships. In addition, CRE teachers participate in new trainings not only at our school but trainings at the District level.

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

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

Cypress Ridge Elementary participates in the TQR, Coaching Program with Linda Connors. Mrs. Brouhard, Assistant Principal and Virginia Schoenthaler work with Mrs. Connors and our new teachers to ensure collaboration, mentoring, and that required classes are completed. New teachers are assigned a teacher mentor, typically the grade level grade chair.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 22,350

Tutoring, after school clubs, professional development for teachers

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brouhard, Nicole, brouhardn@lake.k12.fl.us

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

Beginning, middle and end of the year testing, progress monitoring, student participation, teacher feedback and implementation in the classroom; monthly growth monitoring is completed for students who are identified as either Tier 2 or 3 in MTSS using researched based programs; they are monitored bi-weekly by classroom teachers and support personnel

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.

Kindergarten Round Up in the spring, "Getting Ready for Kindergarten" packet with suggestions, book lists, and information.

Middle school transition strategies include visits from guidance counselors, parent meetings at the areas middle schools, and classroom instruction.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers, educational leaders, and students focus on Authentic Literacy, students will increase learning gains by more than 10% over the 2017 - 18 school year.
- G2.** If we are cognizant of the Florida State Standards and are intentional about what we teach, students will be more successful. Our goal is to have all students show at least a year's growth in ELA and math, to reduce the number of students who score level 1 on standardized assessments, and to show a 10% increase in learning gains for our lowest 25% of students.
- G3.** If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum.

Strategic Goals Detail

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

G1. If all teachers, educational leaders, and students focus on Authentic Literacy, students will increase learning gains by more than 10% over the 2017 - 18 school year. 1a

G097843

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	10.0

Targeted Barriers to Achieving the Goal 3

- teachers and administrators are not clear about a common definition for and indicators of Authentic Literacy
- classrooms need additional resources to provide opportunities for authentic literacy across the curriculum and throughout the school day

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lake County curriculum department and Literacy Coach
- digital resources, book fair, BYOD, technology

Plan to Monitor Progress Toward G1. 8

lesson plans, CWT's, teacher evaluations, assessment data

Person Responsible

Dale Delpit

Schedule

Quarterly, from 9/29/2017 to 5/24/2018

Evidence of Completion

lesson plans, CWT's, teacher evaluations, assessment data

G2. If we are cognizant of the Florida State Standards and are intentional about what we teach, students will be more successful. Our goal is to have all students show at least a year's growth in ELA and math, to reduce the number of students who score level 1 on standardized assessments, and to show a 10% increase in learning gains for our lowest 25% of students. 1a

G097844

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

- Need for targeted professional development
- Need for collaborative planning time
- Need resources for remediation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Leadership Team, ESE team, classroom teachers, computer programs, county personnel

Plan to Monitor Progress Toward G2. 8

Evaluate FSA data

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

10% increase in learning gains for our lowest 25% of students.

G3. If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum. 1a

G097845

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - ED

Targeted Barriers to Achieving the Goal 3

- Teachers lack of the knowledge of how data should be used to drive instruction.
- Difficulty in finding time to schedule data analysis and data chats in order to drive differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, CRT, Reading Coaches, Lead teachers, CWT's, PLCs, Common Planning Time (CPT)

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

data notebooks, CWT's, lesson plans

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers, educational leaders, and students focus on Authentic Literacy, students will increase learning gains by more than 10% over the 2017 - 18 school year. **1**

 G097843

G1.B1 teachers and administrators are not clear about a common definition for and indicators of Authentic Literacy **2**

 B263103

G1.B1.S1 CRES will schedule authentic literacy PD with school and county leaders **4**

 S278577

Strategy Rationale

If teachers and administrators understand the LCSD expectations of and definition for Authentic Literacy we will be better able to plan lessons accordingly and we'll be able to educate our community about appropriate home/ school connections

Action Step 1 **5**

Professional Development

Person Responsible

Nicole Brouhard

Schedule

Semiannually, from 8/3/2017 to 4/11/2018

Evidence of Completion

PD agendas, presentation notes or slides, attendance logs

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

Classroom implementation, student data

Person Responsible

Dale Delpit

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Feedback from PD; team meeting notes; grade level meeting notes

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

Verify implementation of Authentic Literacy practices throughout the school

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Lesson plans, CWT's, teacher evaluations, assessment data

G1.B2 classrooms need additional resources to provide opportunities for authentic literacy across the curriculum and throughout the school day **2**

 B263104

G1.B2.S1 The CRT and Media Specialist will collaborate with grade level teams to develop a list of needs for digital and print resources and work to meet that need **4**

 S278578

Strategy Rationale

If students and teachers have the resources they need for authentic literacy, student engagement and learning will improve.

Action Step 1 **5**

research and secure materials needed for Authentic Literacy initiative

Person Responsible

Virginia Schoenthaler

Schedule

Every 6 Weeks, from 10/26/2017 to 3/22/2018

Evidence of Completion

CRC 3 lesson links, media purchases, teacher feedback

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

administrators will look for authentic literacy engagement in classroom and enrichment lessons

Person Responsible

Dale Delpit

Schedule

Monthly, from 10/17/2017 to 5/24/2018

Evidence of Completion

CWT data, teacher feedback forms

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

ELA national assessment data will be reviewed to evaluate student success in reading comprehension

Person Responsible

Dale Delpit


Schedule

On 7/19/2018

Evidence of Completion

3rd - 5th grade ELA scores will increase, specifically in the area of reading comprehension

G2. If we are cognizant of the Florida State Standards and are intentional about what we teach, students will be more successful. Our goal is to have all students show at least a year's growth in ELA and math, to reduce the number of students who score level 1 on standardized assessments, and to show a 10% increase in learning gains for our lowest 25% of students. 1

 G097844

G2.B1 Need for targeted professional development 2

 B263105

G2.B1.S1 We will establish a focused plan for professional development which can include PD Thursdays, participation in county workshops, and PLC's 4

 S278579

Strategy Rationale

When teachers know the full intent of the standards and are offered the opportunity to collaborate with other professionals, they are better equipped to meet the diverse needs of their students.

Action Step 1 5

Plan and deliver targeted professional development

Person Responsible

Nicole Brouhard

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

PD agendas and attendance records

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

Follow up surveys, classroom implementation, and students data

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

CWT's, student data

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

Administrators will monitor standardized testing and Diagnostic Test data, including iReady and LSA

Person Responsible

Dale Delpit

Schedule

Triannually, from 10/17/2017 to 5/24/2018

Evidence of Completion

FSA growth for 4th and 5th grade students; learning gains for lowest 25%; iReady growth reports

G2.B2 Need for collaborative planning time 2

 B263106

G2.B2.S1 We will implement strategies to provide common collaborative planning time, including enrichment periods, PE, early release Wednesdays, Wonderful Wednesday, and grade level PLC days

4

 S278580

Strategy Rationale

If we are strategic in providing time for collaborative planning, teachers will have more time to work together to understand the full intent and rigor of the standards

Action Step 1 5

Create and establish a school wide professional development plan

Person Responsible

Nicole Brouhard

Schedule

On 9/21/2017

Evidence of Completion

professional development plan

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

evaluate schedules, review grade level meeting notes, participate in grade level planning as needed

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

agendas, meeting notes, sign-in sheets

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

FSA and iReady learning gains data

Person Responsible

Dale Delpit

Schedule

Quarterly, from 10/14/2017 to 6/2/2018

Evidence of Completion

FSA and iReady data analysis

G2.B3 Need resources for remediation 2

 B263107

G2.B3.S1 Extended day tutoring 4

 S278581

Strategy Rationale

Students who are not showing adequate progress during the regular school day with appropriate support are offered the opportunity to extend their learning day for enrichment and remediation.

Action Step 1 5

Identified students will be invited to participate in extended day tutoring.

Person Responsible

Stacy Adair

Schedule

Weekly, from 10/16/2017 to 3/30/2018

Evidence of Completion

Attendance Logs, growth monitoring data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Students will complete monthly Growth monitoring checks

Person Responsible

Stacy Adair

Schedule

Monthly, from 11/1/2017 to 4/2/2018

Evidence of Completion

iReady growth monitoring, teacher observation, attendance records

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor monthly growth checks

Person Responsible

Stacy Adair

Schedule

Monthly, from 11/1/2017 to 4/2/2018

Evidence of Completion

Students participating in extended day tutoring will show greater gains than their peers to work toward closing the achievement gap

G3. If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum. 1

G097845

G3.B1 Teachers lack of the knowledge of how data should be used to drive instruction. 2

B263108

G3.B1.S1 We will facilitate regularly scheduled PLCs about using data to drive instruction. 4

S278582

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dale Delpit

Schedule

Quarterly, from 9/1/2017 to 5/6/2018

Evidence of Completion

Schedule developed, data sheets, reports.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/3/2017 to 5/6/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/7/2017 to 5/6/2018

Evidence of Completion

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

G3.B2 Difficulty in finding time to schedule data analysis and data chats in order to drive differentiated instruction. 2

 B263109

G3.B2.S1 We will implement a schedule including mini-PLC's in order to create more opportunities for data analysis and understanding. 4

 S278583

Strategy Rationale

If we implement a structured schedule then we will have an increased opportunity for teachers to plan for data driven instruction. CPT funds will pay for substitutes so that grade level teams can work together to plan collaboratively.

Action Step 1 5

Provide scheduled time for teachers to analyze data from iReady, Renaissance Learning, and classroom assessments and pay for substitutes in classrooms on CPT days.

Person Responsible

Dale Delpit

Schedule

Quarterly, from 8/10/2017 to 6/2/2018

Evidence of Completion

Teacher lesson plans, small group forms.

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

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

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 8/10/2017 to 6/2/2018

Evidence of Completion

Data Chat notebooks

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

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

Person Responsible

Nicole Brouhard

Schedule

Quarterly, from 10/14/2017 to 6/2/2018

Evidence of Completion

Data chat notebooks, PLC attendance records

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

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

Person Responsible

Dale Delpit

Schedule

Quarterly, from 9/23/2017 to 6/2/2018






Evidence of Completion

Teacher lesson plans, small group forms, data notebooks.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.A1 A375341	Create and establish a school wide professional development plan	Brouhard, Nicole	8/10/2017	professional development plan	9/21/2017 one-time
G1.B2.S1.A1 A375339	research and secure materials needed for Authentic Literacy initiative	Schoenthaler, Virginia	10/26/2017	CRC 3 lesson links, media purchases, teacher feedback	3/22/2018 every-6-weeks
G2.B3.S1.A1 A375342	Identified students will be invited to participate in extended day tutoring.	Adair, Stacy	10/16/2017	Attendance Logs, growth monitoring data	3/30/2018 weekly
G2.B3.S1.MA1 M405455	Monitor monthly growth checks	Adair, Stacy	11/1/2017	Students participating in extended day tutoring will show greater gains than their peers to work toward closing the achievement gap	4/2/2018 monthly
G2.B3.S1.MA1 M405456	Students will complete monthly Growth monitoring checks	Adair, Stacy	11/1/2017	iReady growth monitoring, teacher observation, attendance records	4/2/2018 monthly
G1.B1.S1.A1 A375338	Professional Development	Brouhard, Nicole	8/3/2017	PD agendas, presentation notes or slides, attendance logs	4/11/2018 semiannually
G3.B1.S1.MA1 M405458	Leadership team will conduct periodic classroom walk-throughs on data driven instruction	Brouhard, Nicole	8/7/2017	Data will be analyzed and evaluated at the end of each testing cycle to determine future needs of the students.	5/6/2018 quarterly
G3.B1.S1.MA1 M405459	Develop and utilize administrative schedule for attending and supporting profession growth...	Delpit, Dale	8/3/2017	Data notebooks: MTSS data, CWT data, TEAM data, beginning, middle and end of the year testing	5/6/2018 quarterly
G3.B1.S1.A1 A375343	Create and establish a common planning schedule with identified facilitation / coach clearly...	Delpit, Dale	9/1/2017	Schedule developed, data sheets, reports.	5/6/2018 quarterly
G1.MA1 M405450	lesson plans, CWT's, teacher evaluations, assessment data	Delpit, Dale	9/29/2017	lesson plans, CWT's, teacher evaluations, assessment data	5/24/2018 quarterly
G2.MA1 M405457	Evaluate FSA data	Brouhard, Nicole	8/3/2017	10% increase in learning gains for our lowest 25% of students.	5/24/2018 quarterly
G3.MA1 M405463	evaluate PD schedule and meeting notes, monitor lesson plans and intervention notebooks, and...	Brouhard, Nicole	8/7/2017	data notebooks, CWT's, lesson plans	5/24/2018 quarterly
G1.B1.S1.MA1 M405446	Verify implementation of Authentic Literacy practices throughout the school	Brouhard, Nicole	9/29/2017	Lesson plans, CWT's, teacher evaluations, assessment data	5/24/2018 quarterly
G1.B2.S1.MA1 M405449	administrators will look for authentic literacy engagement in classroom and enrichment lessons	Delpit, Dale	10/17/2017	CWT data, teacher feedback forms	5/24/2018 monthly
G2.B1.S1.MA1 M405451	Administrators will monitor standardized testing and Diagnostic Test data, including iReady and LSA	Delpit, Dale	10/17/2017	FSA growth for 4th and 5th grade students; learning gains for lowest 25%; iReady growth reports	5/24/2018 triannually
G2.B1.S1.MA1 M405452	Follow up surveys, classroom implementation, and students data	Delpit, Dale	8/3/2017	CWT's, student data	5/24/2018 quarterly
G2.B1.S1.A1 A375340	Plan and deliver targeted professional development	Brouhard, Nicole	8/3/2017	PD agendas and attendance records	5/24/2018 monthly
G2.B2.S1.MA1 M405454	evaluate schedules, review grade level meeting notes, participate in grade level planning as needed	Delpit, Dale	8/10/2017	agendas, meeting notes, sign-in sheets	5/24/2018 quarterly
G1.B1.S1.MA1 M405447	Classroom implementation, student data	Delpit, Dale	9/29/2017	Feedback from PD; team meeting notes; grade level meeting notes	5/25/2018 quarterly
G2.B2.S1.MA1 M405453	FSA and iReady learning gains data	Delpit, Dale	10/14/2017	FSA and iReady data analysis	6/2/2018 quarterly

Lake - 0597 - Cypress Ridge Elem. School - 2017-18 SIP
Cypress Ridge Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1  M405460	Leadership team will conduct periodic classroom walk-throughs on data driven instruction	Delpit, Dale	9/23/2017	Teacher lesson plans, small group forms, data notebooks.	6/2/2018 quarterly
G3.B2.S1.MA1  M405461	The leadership team will clearly outline the process and expectations for data analysis and...	Brouhard, Nicole	8/10/2017	Data Chat notebooks	6/2/2018 quarterly
G3.B2.S1.MA3  M405462	We will create and utilize a system for tracking teacher participation in PLC's and data chats.	Brouhard, Nicole	10/14/2017	Data chat notebooks, PLC attendance records	6/2/2018 quarterly
G3.B2.S1.A1  A375344	Provide scheduled time for teachers to analyze data from iReady, Renaissance Learning, and...	Delpit, Dale	8/10/2017	Teacher lesson plans, small group forms.	6/2/2018 quarterly
G1.B2.S1.MA1  M405448	ELA national assessment data will be reviewed to evaluate student success in reading comprehension	Delpit, Dale	6/1/2018	3rd - 5th grade ELA scores will increase, specifically in the area of reading comprehension	7/19/2018 one-time

V. Professional Development Opportunities

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

G1. If all teachers, educational leaders, and students focus on Authentic Literacy, students will increase learning gains by more than 10% over the 2017 - 18 school year.

G1.B1 teachers and administrators are not clear about a common definition for and indicators of Authentic Literacy

G1.B1.S1 CRES will schedule authentic literacy PD with school and county leaders

PD Opportunity 1

Professional Development

Facilitator

varied

Participants

CRES teachers

Schedule

Semiannually, from 8/3/2017 to 4/11/2018

G2. If we are cognizant of the Florida State Standards and are intentional about what we teach, students will be more successful. Our goal is to have all students show at least a year's growth in ELA and math, to reduce the number of students who score level 1 on standardized assessments, and to show a 10% increase in learning gains for our lowest 25% of students.

G2.B1 Need for targeted professional development

G2.B1.S1 We will establish a focused plan for professional development which can include PD Thursdays, participation in county workshops, and PLC's

PD Opportunity 1

Plan and deliver targeted professional development

Facilitator

varied

Participants

CRES teachers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

G2.B2 Need for collaborative planning time

G2.B2.S1 We will implement strategies to provide common collaborative planning time, including enrichment periods, PE, early release Wednesdays, Wonderful Wednesday, and grade level PLC days

PD Opportunity 1

Create and establish a school wide professional development plan

Facilitator

Leadership Team

Participants

all faculty and staff

Schedule

On 9/21/2017

G3. If teachers understand, plan, deliver and differentiate standards based instruction in all content areas for all students based on data, then we will increase the rigor of instruction across the curriculum.

G3.B1 Teachers lack of the knowledge of how data should be used to drive instruction.

G3.B1.S1 We will facilitate regularly scheduled PLCs about using data to drive instruction.

PD Opportunity 1

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

Facilitator

Leadership Team

Participants

classroom teachers and ESE teachers

Schedule

Quarterly, from 9/1/2017 to 5/6/2018

G3.B2 Difficulty in finding time to schedule data analysis and data chats in order to drive differentiated instruction.

G3.B2.S1 We will implement a schedule including mini-PLC's in order to create more opportunities for data analysis and understanding.

PD Opportunity 1

Provide scheduled time for teachers to analyze data from iReady, Renaissance Learning, and classroom assessments and pay for substitutes in classrooms on CPT days.

Facilitator

Leadership Team

Participants

instructional personnel

Schedule

Quarterly, from 8/10/2017 to 6/2/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development				\$0.00
2	G1.B2.S1.A1	research and secure materials needed for Authentic Literacy initiative				\$0.00
3	G2.B1.S1.A1	Plan and deliver targeted professional development				\$0.00
4	G2.B2.S1.A1	Create and establish a school wide professional development plan				\$0.00
5	G2.B3.S1.A1	Identified students will be invited to participate in extended day tutoring.				\$2,720.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0597 - Cypress Ridge Elem. School	Other		\$2,720.00
			Notes: SAI Function 5100 Object 1980			
6	G3.B1.S1.A1	Create and establish a common planning schedule with identified facilitation / coach clearly defined protocols, planning time frame, and expected products; we will provide training on data analysis.				\$0.00
7	G3.B2.S1.A1	Provide scheduled time for teachers to analyze data from iReady, Renaissance Learning, and classroom assessments and pay for substitutes in classrooms on CPT days.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0597 - Cypress Ridge Elem. School	Other		\$3,000.00
			Notes: CPT funds			
Total:						\$5,720.00