2013-2014 SCHOOL IMPROVEMENT PLAN

Cypress Trails Elementary School

133 PARK RD N
Royal Palm Beach, FL 33411
561-904-9000
www.edline.net/pages/cypress_trails_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	58%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cypress Trails Elementary School

Principal

Tameka Moore Robinson

School Advisory Council chair

Nancy Nowak

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Meb Weaver	Teacher Kindergarten
Christine Campbell	Teacher First
Deborah Filosa	Teacher Second
Nancy Nowak	Teacher Third
Sharon Buntin	Teacher Fourth
Sharon Robinson	Teacher Fifth
Theresa Ventriglio	Teacher SAI
Stephanie Cook	Assistant Principal
Tameka Robinson	Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of four teachers, one parent who works for the school board, one administrator, two parents, and three business partners.
Members:
Tameka Robinson - Administrator
Nancy Nowak - SAC Chairperson
Carmen Morgan - SAC Co-chairperson
Carmen Campbell - Community

Meb Weaver - Teacher
Sharon Robinson - Teacher
Dara Weber - Parent, Historian
Karen Sneed - Parent
Stephanie Cook - Parent (works for district), Secretary
Chris Madden - Business Partner/Parent
Lynn Balch - Business/Community
Michele Malkin - Community Member

Involvement of the SAC in the development of the SIP

At the September meeting of the SAC the principal presented information regarding student performance for the previous school year. The SAC reviewed the School Improvement Plan from last year, made recommendations based on student achievement. The SIP was presented to the faculty for their input, and approved by the SAC at the October meeting.

Activities of the SAC for the upcoming school year

The SAC will meet monthly, beginning in September, to formulate and approve the SIP and monitor its implementation throughout the school year. In September. the SAC will partner with the PTO to hold a Kick Off to increase parent involvement. The SAC will also undertake to educate parents about school-related initiatives such as the Literacy Roll Out, Common Core Standards, and School-Wide Positive Behavior. The SAC will also provide funds for staff development, academic activities, materials, and clubs. The SAC will sponsor activities that encourage mutual support between teachers and parents.

Projected use of school improvement funds, including the amount allocated to each project

The amount of school improvement funds that are currently available is $3381.00. These monies will be used for professional development ($2000) and tutorials ($1381).

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tameka Moore Robinson		
Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	Educational Leadership Certificate School Performance K-12
Performance Record	2012-2013 School Grade A Reading High Standards 63% Reading Learning Gains 65% Reading Low 25% 74% Math High Standards 63% Math Learning Gains 64% Math Lowest 25% 53% Science High Standards 65% Writing High Standards 78% 2011-2012 School Grade A Reading High Standards 65% Reading Learning Gains 69% Reading Low 25% 71% Math High Standards 60% Math Learning Gains 76% Math Lowest 25% 67% Science High Standards 46% Writing High Standards 92% 2010-2011 School Grade B Reading High Standards 76% Reading Learning Gains 71% Reading Low 25% 60% Math High Standards 67% Math Learning Gains 53% Math Lowest 25% 47% Science High Standards 60% Writing High Standards 82%

Stephanie Cook		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Elementary Education K-6 Educational Leadership Certificate Reading Endorsement K-12
Performance Record	2012-2013 School Grade A Reading High Standards 63% Reading Learning Gains 65% Reading Low 25% 74% Math High Standards 63% Math Learning Gains 64% Math Lowest 25% 53% Science High Standards 65% Writing High Standards 78% 2011-2012 School Grade A Reading High Standards 65% Reading Learning Gains 69% Reading Low 25% 71% Math High Standards 60% Math Learning Gains 76% Math Lowest 25% 67% Science High Standards 46% Writing High Standards 92% 2010-2011 School Grade B Reading High Standards 76% Reading Learning Gains 71% Reading Low 25% 60% Math High Standards 67% Math Learning Gains 53% Math Lowest 25% 47% Science High Standards 60% Writing High Standards 82%

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
40, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 90%

 # ESOL endorsed
37, 90%

 # reading endorsed
3, 7%

 # with advanced degrees
17, 41%

 # National Board Certified
5, 12%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
12, 29%

 # with 6-14 years of experience
12, 29%

 # with 15 or more years of experience
17, 41%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers to the school are paired with an experienced teacher for assistance in preparing lessons, evaluating data, developing curricula, and progress monitoring. An instrument is in place for the mentor and new teacher to follow, highlighting areas for reflection and growth. The mentor teacher meets regularly with the new teacher, and conducts observations in the classroom. The mentoring program fosters continuous growth with positive peer support and self-reflection. Mentors are selected based on experience and skill, their commitment to the process, and their capacity to be available to the new teacher. Cypress Trails does not currently have teachers in the mentoring process.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School-Based RTI Leadership Team meets regularly to review universal screening data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. Students are identified who are not meeting academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. Teachers are given training on intervention strategies to assist identified students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team uses data to identify at-risk students: The data includes diagnostic, anecdotal notes, reading running records. Progress monitoring is utilized and analyzed. Interventions are provided by supplemental staff.
The members of the school-based leadership team are:
Administration - Tameka Robinson, Stephanie Cook

RTI Facilitator - Carmen Morgan -
SBT Leader - Ellen Leifer
ESE Contact - Stacy Reyerson
School Psychologist - Rose Etienne
Classroom Teachers
Speech Language Pathologists - Melynda LaMotte, Blake Hadar
SAI Teacher - Theresa Ventriglio

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

To monitor the fidelity of the school's MTSS/SIP walk-throughs are conducted. EDW reports are analyzed Reading Running Records are maintained, fluency probes are given, PBS Implementation Checklists (PIC) are used as well as Self-Assessment Surveys.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Multiple data sources are used to monitor student progress including reading running records, EDW, data analysis in LTMs, FCAT, diagnostic testing, and individual student portfolios. Attendance records are also reviewed in this process. Where necessary, behavior plans are developed to address impediments to learning.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will attend LTM/ Grade Level Meetings. Information and training will be provided on professional development days. The RTI Facilitator will prepare a packet of information to guide teachers through the referral process. Faculty, leadership, and grade level meetings are used to address topics such as research-based practices, differentiated instruction, interventions, scaffolding, and progress monitoring tools. Parents are kept informed of student progress through conferences.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,160

After school tutorials in core subject areas (math, reading, science, writing) are carried out, targeting struggling students in grades 3 - 5. Sessions are conducted for 60 minutes twice a week for eighteen (18) weeks. In addition, Saturday tutorials (three) are scheduled in the Spring from 9:00 - 12:00.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for monitoring the implementation of this strategy, recruiting teachers to tutor, and working with parents and students to increase the participation of targeted students. Administration will assign a coordinator to facilitate the program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	**Title**
Susan Monticello	5th Grade Teacher, Chairperson
Tasha Peart	Media Specialist
Lillian Burris	Kindergarten Teacher
Christine Campbell	1st Grade Teacher
Sharon Robinson	5th Grade Teacher
Nicole McGaw	1st Grade Teacher
Stephanie Cook	Assistant Principal
Tameka Robinson	Principal

How the school-based LLT functions

The LLT meets monthly to discuss priorities for reading at the school, and to plan initiatives aimed at supporting and encouraging reading across subject areas. The Team is comprised of reading teachers, administrators, and the media specialist. The chairman allocates the responsibility for various initiatives to members of the team. The LLT promotes activities to encourage students to read more through friendly competition. Incentives are put in place to engage student interest in reading. Intermediate and primary classrooms will be "paired" as buddy readers to allow students to explore and share their interest in books.

Major initiatives of the LLT

The Book-It program will be available to all classrooms.

Students will receive incentives for participating in Reading Counts.

Intermediate students will be encouraged to participate in the Sunshine State Readers program with a culminating activity.

Reading will be celebrated with a book character parade in which the entire school participates.

The LLT will put in place activities for Dr. Seuss Day.

Book Buddies will pair an intermediate class with a primary grade for special shared reading opportunities throughout the year.

The LLT will organize a "30 book" challenge for all members of the school community to read 30 books within a set time period.

The LLT will sponsor a Literacy Night for parents to experience classroom activities first hand. Teachers at all grade levels will present activities representative of the classroom experience.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	63%	No	73%
American Indian				
Asian				
Black/African American	60%	48%	No	64%
Hispanic	66%	61%	No	69%
White	83%	73%	No	84%
English language learners	58%	41%	No	63%
Students with disabilities	42%	23%	No	48%
Economically disadvantaged	58%	55%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	32%	40%
Students scoring at or above Achievement Level 4	88	30%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	186	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	37	74%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	21	47%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	27%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	22%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	87	78%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	64%	Yes	62%
American Indian				
Asian				
Black/African American	44%	53%	Yes	50%
Hispanic	53%	59%	Yes	58%
White	72%	76%	Yes	75%
English language learners	40%	35%	No	46%
Students with disabilities	43%	28%	No	49%
Economically disadvantaged	44%	54%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	33%	40%
Students scoring at or above Achievement Level 4	89	31%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	183	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	53%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	26%	31%
Students scoring at or above Achievement Level 4	38	39%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	374	67%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	13	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	31	37%	25%
Students who receive two or more behavior referrals	22	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	5%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The goal is to increase the percentage of parent participation through monthly subject area activity nights. The school will create relevant activities so parents can work with students to increase academic achievement in all subject areas.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attend two school sponsored events	519	60%	75%
Attend at least one teacher conference in person or by phone	574	100%	100%

Area 10: Additional Targets

Additional targets for the school

Cypress Trails will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Cypress Trails Teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), OR specific statute content is listed to address this year.	574	100%	100%

Goals Summary

G1. Increase student comprehension of rigorous text through the use of close reading strategies and the school-wide implementation of Reader's Workshop.

G2. Increase student application of problem solving strategies to engage with complex and multi-step mathematical problems.

Goals Detail

G1. Increase student comprehension of rigorous text through the use of close reading strategies and the school-wide implementation of Reader's Workshop.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Reading Plus (5000.00)

- Classroom Libraries, Paper, Ink, binders, portfolios (12800.00)

- Reading Units of Study (1000.00)

- A-Z Resource Library (115.00)

- Tutorials (10,603.00)

- Shelving, printers, ipads/accessories (16,500.00) for instruction

- Training for parents and parent resource room. (21457.00)

- Assessments and progress monitoring: EDW, CORE K-12 Reports, RRR, district and teacher made assessments, FAIR.

Targeted Barriers to Achieving the Goal

- Teachers not trained in Reader's Workshop

- Limitation of classroom libraries.

- Parents not understanding goals and expectations.

Plan to Monitor Progress Toward the Goal

Evidence of the effective implementation of Reader's Workshop will be tied to student performance. Student performance will be measured using Reading Running Records, Diagnostic Test, Core K-12, and observational notes.

Person or Persons Responsible
Reading Teachers

Target Dates or Schedule:
Reading Running Records - a minimum of three times a year Diagnostic Test - twice a year Core K-12 - monthly Observational Notes - weekly

Evidence of Completion:
EDW, Diagnostic reports, student portfolio

G2. Increase student application of problem solving strategies to engage with complex and multi-step mathematical problems.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Computer assisted learning such as: IXL (2,500)
- District support personnel for training
- Computers, Ipads, calculators (15,000)
- After school Tutorial
- Curriculum Nights for parent training.(3,957)

Targeted Barriers to Achieving the Goal
- Not consistently implementing small group instruction and the use of hands on manipulatives.
- Parents unfamiliar with the math program and resources.

Plan to Monitor Progress Toward the Goal

Teachers will administer chapter and unit tests, and do an item analysis to monitor student progress.

Person or Persons Responsible
Tameka Robinson Stephanie Cook

Target Dates or Schedule:
During learning team meetings scheduled monthly.

Evidence of Completion:
The signed agenda from the learning team meetings and the item analysis data sheets.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student comprehension of rigorous text through the use of close reading strategies and the school-wide implementation of Reader's Workshop.

G1.B1 Teachers not trained in Reader's Workshop

G1.B1.S1 District Support Personnel will conduct cohort training, model lessons, and work directly with the teachers to increase fidelity in the implementation of Readers' Workshop

Action Step 1

A designated reading teacher at each grade level will attend cohort training scheduled throughout the year.

Person or Persons Responsible

Lillian Burris, Kindergarten Christine Campbell, First Theresa Ventrilgio, Second Nancy Nowak, Third Samantha McNellen, Fourth Susan Monticello, Fifth

Target Dates or Schedule

7 training sessions throughout the year

Evidence of Completion

Cohort Attendees will share the information presented with colleagues at their grade level. Administration will receive a summary of the shared information.

Facilitator:

Theresa Ventriligo

Participants:

All reading teachers

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

Ensure that personnel is attending cohort training.

Person or Persons Responsible

Administration

Target Dates or Schedule

As scheduled

Evidence of Completion

Teachers who attend cohort training will submit agendas.

Plan to Monitor Effectiveness of G1.B1.S1

Administrators will conduct walk-through along with formal and informal observation to see that Reader's Workshop is being implemented school-wide.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

Weekly

Evidence of Completion

Observational Feedback

G1.B1.S4 Selected Teachers will attend training conducted by Columbia University.

Action Step 1

Materials will be purchased to facilitate implementation of the Reader's Workshop model in every classroom: easels, chart paper, markers, carpets, folders, composition books, Reading Plus program; iPads, subscription to Raz Kids, post it notes, binders, portfolios, sentence strips, ink, anchor charts, Reading A-Z subscriptions, highlighters, dye cuts, baskets, printers

Person or Persons Responsible

Stephanie Cook

Target Dates or Schedule

During the 2013-2014 school year.

Evidence of Completion

Receipts for purchases.

Action Step 2

Selected teachers will attend Reader's Workshop training at Teacher's College at Columbia University. These teachers will then be prepared to share what they have learned with their colleagues and parents

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

July 2014

Evidence of Completion

Reader's Workshop manual, receipts

Facilitator:

Tameka Robinson

Participants:

Selected reading teachers

Action Step 3

After School Tutorials

Person or Persons Responsible

Tutorial Teachers

Target Dates or Schedule

Tuesday and Thursday after school

Evidence of Completion

Lesson Plans turned in by tutorial teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Teachers who attend this training will work with colleagues to share what they have learned, and facilitate full implementation of the Readers Workshop model.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

2014-2015 school year

Evidence of Completion

Logs of collaborative meetings, such as learning team meetings, shared planning time, and PDD agendas.

Plan to Monitor Effectiveness of G1.B1.S4

Teachers will monitor student progress using portfolios, reading running records, CORE K-12 assessments, reading journals, and reading logs. Volume, stamina, fluency, and reading levels will improve if the model is implemented with fidelity.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

Weekly monitoring with walk-throughs, and periodic review of lesson plans.

Evidence of Completion

Lesson plans reflecting implementation of the reader's Workshop model. Observational feedback - Marzano.

G1.B3 Limitation of classroom libraries.

G1.B3.S1 Additional books will be purchased to supplement classroom libraries.

Action Step 1

Teachers will be provided classroom libraries.

Person or Persons Responsible

Grade K-5 teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Completed Libraries

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Libraries will be allocated to each classroom teacher.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Completed libraries in classrooms.

Plan to Monitor Effectiveness of G1.B3.S1

Libraries will have a check out system that is created by classroom teacher

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs

G1.B4 Parents not understanding goals and expectations.

G1.B4.S1 The school will schedule training for parents to provide information about literacy goals and expectations. A resource room will be created to support and encourage parental involvement.

Action Step 1

Literacy Night will be scheduled, and flyers sent home to invite parents to attend; the school call-out system will be used to encourage attendance.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

January 2014

Evidence of Completion

Parent sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Parents will indicate their intention to attend the event.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

Prior to the date of Literacy Night.

Evidence of Completion

Sign-in sheets will show that parents have attended.

Plan to Monitor Effectiveness of G1.B4.S1

Parents will complete a feedback form on the night of the event.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

After the event.

Evidence of Completion

An analysis of the feedback forms will be carried out to gauge the effectiveness of the activity.

G2. Increase student application of problem solving strategies to engage with complex and multi-step mathematical problems.

G2.B2 Not consistently implementing small group instruction and the use of hands on manipulatives.

G2.B2.S1 Teachers will attend training and work with district support personnel to increase the effectiveness of small group instruction and the use of hands on activities.

Action Step 1

Identify gaps in training and available opportunities for staff development.

Person or Persons Responsible

The leadership team will identify opportunities for training and staff development in the area of mathematics, and make this information available to teachers.

Target Dates or Schedule

Training will occur monthly.

Evidence of Completion

Teachers will submit agendas from training they have attended.

Facilitator:

Theresa Ventriglio

Participants:

Math teachers K-5

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

The principal and assistant principal will monitor goals for professional development with individual teachers.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

By December 1, 2013

Evidence of Completion

Individual Professional Growth Plan

Plan to Monitor Effectiveness of G2.B2.S1

The principal and assistant principal will conduct walk throughs to monitor instruction in problem-solving strategies and the use of manipulatives.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

Weekly

Evidence of Completion

Observational feedback- Marzano

G2.B2.S2 Teachers will collaborate to share ideas on various approaches to enhance small group instruction.

Action Step 1

The principal and assistant principal will schedule, attend, and facilitate learning team meetings.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

Learning Team meetings will occur monthly.

Evidence of Completion

Schedule distributed to faculty; Sharepoint calendar.

Facilitator:

Tameka Robinson

Participants:

Math teachers, K-5

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Teachers will be provided opportunities to collaborate during regularly scheduled learning team meetings.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

Monthly

Evidence of Completion

The sign-in sheet from learning team meetings.

Plan to Monitor Effectiveness of G2.B2.S2

The principal and assistant principal will conduct walk throughs to monitor instruction in problem-solving strategies and the use of manipulatives.

Person or Persons Responsible

Tameka Robinson Stephanie Cook

Target Dates or Schedule

weekly

Evidence of Completion

Observational feedback - Marzano

G2.B3 Parents unfamiliar with the math program and resources.

G2.B3.S1 Parents will be invited to curriculum nights to familiarize them with the math program and the resources available to support it. Teachers will offer presentations in the classroom, illustrative of the instructional practices they use with students.

Action Step 1

Math Curriculum Night.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

During the second trimester.

Evidence of Completion

Parent sign-in sheets; increased use of technology resources to support math.

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

A date will be established for curriculum night, and flyers sent home to encourage parents to participate.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

Plans will be formalized during math and grade level learning team meetings.

Evidence of Completion

Parents will sign-in at the sponsored event.

Plan to Monitor Effectiveness of G2.B3.S1

Parents will attend the event and participate in the activities. They will fill-out effectiveness surveys.

Person or Persons Responsible

Tameka Robinson

Target Dates or Schedule

After the event.

Evidence of Completion

Analysis of completed surveys.

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

"Our school integrates Single School Culture by sharing our universal goals of success, following a behavior matrix and teaching/modeling expected behaviors, communicating with parents and following the SWPBS. We update our action plans during LTM's and SAC meetings. We instill an appreciation for multicultural diversity through our anti-bullying structured lessons and implementation of the SWPBS programs and protocols." Instructional materials, online subscriptions, technology, and tutorial services are provided with Title 1 funds. Title 1 part A funds are also used for parental involvement. Technology, postage for communication, and supplies are provided for parent training. Lastly, Title 1 part A funds are used for professional development stipends.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student comprehension of rigorous text through the use of close reading strategies and the school-wide implementation of Reader's Workshop.

G1.B1 Teachers not trained in Reader's Workshop

G1.B1.S1 District Support Personnel will conduct cohort training, model lessons, and work directly with the teachers to increase fidelity in the implementation of Readers' Workshop

PD Opportunity 1

A designated reading teacher at each grade level will attend cohort training scheduled throughout the year.

Facilitator

Theresa Ventriligo

Participants

All reading teachers

Target Dates or Schedule

7 training sessions throughout the year

Evidence of Completion

Cohort Attendees will share the information presented with colleagues at their grade level. Administration will receive a summary of the shared information.

G1.B1.S4 Selected Teachers will attend training conducted by Columbia University.

PD Opportunity 1

Selected teachers will attend Reader's Workshop training at Teacher's College at Columbia University. These teachers will then be prepared to share what they have learned with their colleagues and parents

Facilitator

Tameka Robinson

Participants

Selected reading teachers

Target Dates or Schedule

July 2014

Evidence of Completion

Reader's Workshop manual, receipts

G2. Increase student application of problem solving strategies to engage with complex and multi-step mathematical problems.

G2.B2 Not consistently implementing small group instruction and the use of hands on manipulatives.

G2.B2.S1 Teachers will attend training and work with district support personnel to increase the effectiveness of small group instruction and the use of hands on activities.

PD Opportunity 1

Identify gaps in training and available opportunities for staff development.

Facilitator

Theresa Ventriglio

Participants

Math teachers K-5

Target Dates or Schedule

Training will occur monthly.

Evidence of Completion

Teachers will submit agendas from training they have attended.

G2.B2.S2 Teachers will collaborate to share ideas on various approaches to enhance small group instruction.

PD Opportunity 1

The principal and assistant principal will schedule, attend, and facilitate learning team meetings.

Facilitator

Tameka Robinson

Participants

Math teachers, K-5

Target Dates or Schedule

Learning Team meetings will occur monthly.

Evidence of Completion

Schedule distributed to faculty; Sharepoint calendar.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student comprehension of rigorous text through the use of close reading strategies and the school-wide implementation of Reader's Workshop.	$79,623
G2.	Increase student application of problem solving strategies to engage with complex and multi-step mathematical problems.	$24,000
	Total	$103,623

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Technology	Personnel	Professional Development	Total
Title One	$50,998	$2,567	$22,000	$12,603	$0	$88,168
Title One	$0	$0	$0	$0	$15,455	$15,455
Total	$50,998	$2,567	$22,000	$12,603	$15,455	$103,623

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student comprehension of rigorous text through the use of close reading strategies and the school-wide implementation of Reader's Workshop.

G1.B1 Teachers not trained in Reader's Workshop

G1.B1.S4 Selected Teachers will attend training conducted by Columbia University.

Action Step 1

Materials will be purchased to facilitate implementation of the Reader's Workshop model in every classroom: easels, chart paper, markers, carpets, folders, composition books, Reading Plus program; iPads, subscription to Raz Kids, post it notes, binders, portfolios, sentence strips, ink, anchor charts, Reading A-Z subscriptions, highlighters, dye cuts, baskets, printers

Resource Type

Evidence-Based Materials

Resource

Classroom supplies ($12,800), computers ($20,000) ipads ($11,083), subscriptions ($5115)

Funding Source

Title One

Amount Needed

$48,998

Action Step 2

Selected teachers will attend Reader's Workshop training at Teacher's College at Columbia University. These teachers will then be prepared to share what they have learned with their colleagues and parents

Resource Type

Professional Development

Resource

Teachers will attend the Readers and Writers Workshop at Columbia University, agendas, refreshments, paper, cartridges for parent trainings ($6, 800), postage ($1500), parent liaison part time ($7,155)

Funding Source

Title One

Amount Needed

$15,455

Action Step 3

After School Tutorials

Resource Type

Personnel

Resource

Teachers for after school tutorial

Funding Source

Title One

Amount Needed

$10,603

G1.B3 Limitation of classroom libraries.

G1.B3.S1 Additional books will be purchased to supplement classroom libraries.

Action Step 1

Teachers will be provided classroom libraries.

Resource Type

Evidence-Based Program

Resource

Classroom Libraries

Funding Source

Title One

Amount Needed

$2,567

G1.B4 Parents not understanding goals and expectations.

G1.B4.S1 The school will schedule training for parents to provide information about literacy goals and expectations. A resource room will be created to support and encourage parental involvement.

Action Step 1

Literacy Night will be scheduled, and flyers sent home to invite parents to attend; the school call-out system will be used to encourage attendance.

Resource Type

Evidence-Based Materials

Resource

Paper, ink, printers, reading curriculum

Funding Source

Title One

Amount Needed

$2,000

G2. Increase student application of problem solving strategies to engage with complex and multi-step mathematical problems.

G2.B2 Not consistently implementing small group instruction and the use of hands on manipulatives.

G2.B2.S1 Teachers will attend training and work with district support personnel to increase the effectiveness of small group instruction and the use of hands on activities.

Action Step 1

Identify gaps in training and available opportunities for staff development.

Resource Type

Technology

Resource

Computers, Ipads, IXL

Funding Source

Title One

Amount Needed

$22,000

G2.B3 Parents unfamiliar with the math program and resources.

G2.B3.S1 Parents will be invited to curriculum nights to familiarize them with the math program and the resources available to support it. Teachers will offer presentations in the classroom, illustrative of the instructional practices they use with students.

Action Step 1

Math Curriculum Night.

Resource Type

Personnel

Resource

Classroom teachers will train parents

Funding Source

Title One

Amount Needed

$2,000