

Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

www.edline.net/pages/cypress_trails_es

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

58%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cypress Trails is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

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

School Environment

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

Cypress Trails will incorporate the content required under Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as it applies to each grade level. This content will include Holocaust studies, the history of Africans and African Americans, the contributions of Hispanic Americans, women's contributions, and the sacrifices of veterans. Through key activities and assignments, students will be encouraged to share information about themselves and their families in ways that acknowledge and value diversity.

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

Students will participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, will be posted in each classroom. A system of schoolwide Positive Behavioral Support will be in place, with clear expectations. Teachers will explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, and student assemblies. The after school program will mirror these guidelines. Students will be reminded about hallway behavior using the acronym PAWS: person behind person, always looking ahead, walking, and silent. Morning announcements will repeat the supportive phrase, Be Safe, Be Respectful, and Be Responsible. All staff, including non-instructional, will reward positive behavior with tickets. The tickets will be part of an incentive program throughout the year. Students will be made aware of the process for reporting incidents of bullying, with forms available in every classroom. The school counselor will be available to provide short-term counseling for individuals and groups to address on-going and emergent needs.

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

The school has adopted a set of universal guidelines and positive behavioral expectations to be in place schoolwide. Lessons have been developed to demonstrate and model behavioral expectations for students. A SwPBS team has been formed to oversee implementation, and provide professional development in classroom management. Every teacher will submit a behavior management plan detailing positive rewards as well as progressive consequences. Students will be encouraged to

reflect on their behavior should problems arise. Administration will review and oversee the steps to be taken prior to a disciplinary referral to the office. These steps will include student reflection and parental notification. Instruction will be differentiated to meet the needs of all students and ensure active engagement. Expectations for each learning activity will be posted by the teacher, to encourage self-monitoring on the part of students. Teachers will be encouraged to pursue training in the area of classroom management such as CHAMPS.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Child Study Team will meet regularly to discuss students who are not meeting academic goals, or who are having difficulty socially or emotionally. The CST will work with teachers to put in place appropriate supports to overcome barriers to success. The school counselor will respond to identified needs by providing counseling, parent contact and support, and/or appropriate referrals to community resources. The ESE coordinator will review the CST referral process with the teachers.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

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

The school uses their EdLine home page to keep the community apprised of what is happening at the school. Cypress Trails cultivates the participation of community members on our SAC, and takes part in community events such as Relay for Life. The school has been the recipient of community funds to beautify the campus, and will continue to pursue business partnerships and grants in support of the school.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Bremekamp, Shari	Principal
Cook, Stephanie	Assistant Principal
Buntin, Sharon	Teacher, K-12
weaver, meb	Teacher, K-12
Sikkema, Cliff	Teacher, K-12
Janiszewski, Christine	Teacher, K-12
robinson, sharon	Teacher, K-12
Ryerson, Stacey	Teacher, ESE
Ventriglio, Theresa	Teacher, K-12

Duties

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

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

The members of the school-based leadership team are:

Administration - Shari Bremekamp, Stephanie Cook

RTI Facilitator - Keisha Blackwood

SBT Leader - Stacey Ryerson

ESE Contact - Stacy Ryerson

School Psychologist - Rose Etienne

Classroom Teachers

Speech and Language Pathologist - Blake Hadar

SAI Teacher - Theresa Ventriglio

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

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

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

Title 1 part A funds are used to provide training and resources needed for parents to assist their children academically at home. A parent liaison will facilitate parent involvement activities.

Instructional materials, online subscriptions, technology, professional development activities and tutorial services are also provided with Title 1 funds. Technology, postage for communication, and supplies are provided for parent training. In addition, Title 1 part A funds are used for professional development stipends.

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

Cypress Trails works closely with the community to meet the diverse needs of our students. Business partners include, but are not limited to, Olive Garden, Barnes and Noble, and Home Depot.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nancy Nowak	Teacher
Stephanie Cook	Parent
Meb Weaver	Teacher
Shari Bremekamp	Principal
Lynn Balch	Business/Community
Samantha McNellen	Teacher
Sharon Robinson	Teacher
Dara Weber	Parent
Chris Madden	Parent
Carmen Campbell	Business/Community
Michele Malkin	Business/Community
Chris Campbell	Teacher
Cliff Sikkema	Teacher
Noel Elvir	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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 in October.

Preparation of the school's annual budget and plan

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

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

Supplemental Materials 50,565
 Professional development for Teachers 15, 455
 Tutorial Salaries 12,603

Computer Software to support reading Instruction 3, 000
 Technology Hardware 22,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cook, Stephanie	Assistant Principal
Bremekamp, Shari	Principal
Nowak, Nancy	Teacher, ESE
Gibbs, Ulyssia	Teacher, K-12
robinson, sharon	Teacher, K-12
morgan, carmen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each grade level, a representative from ELL and a representative from ESE. The team will use data to establish literacy goals based on student need. Once the goals have been established the team will create a plan of action and will meet monthly to assess progress toward accomplishing the goals. The team will promote and support literacy in a variety of ways.

Students will receive incentives for participating in Reading Counts. Student participation will be monitored by the media specialist, and displayed on a prominent bulletin board. Students with the highest levels of participation as measured by their points earned, will be invited to a culminating activity in May.

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

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

The LLT will put in place activities for Dr. Seuss Day. Intermediate and primary classrooms will be paired to share reading activities related to this author and his books.

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. Special

consideration will be given to activities parents can do at home to support reading and literacy development.

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

Public and Collaborative Teaching

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

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

Administration has generated schedules to include common planning time for grade level and subject area teachers. In addition, learning team meetings are scheduled to provide extended time for collaborative planning. Classroom coverage is provided to enable teachers to attend these LTM's. Administration facilitates meetings to support data analysis and the identification of best practices to improve student achievement.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Time and support are provided for teachers to analyze and unpack the Florida Standards, and align their teaching to these guidelines. Learning team meetings and professional development days afford

teachers opportunities to discuss the standards, develop deeper understanding, and engage in collaborative planning. In addition, teachers are encouraged to engage in professional development and training geared toward instituting best practices relative to the standards.

Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 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 Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bremekamp, Shari , shari.bremekamp@palmbeachschools.org

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

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

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The school will build strong relationships with families in the community to increase student achievement in all content areas by FY15.
- G2.** Increase student comprehension and written analysis of rigorous text across the content area through the continued school-wide implementation of Reader's and Writer's Workshop.
- G3.** Increase student application of inquiry-based thinking throughout the curriculum by FY15.

Strategic Goals Detail

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

G1. The school will build strong relationships with families in the community to increase student achievement in all content areas by FY15. 1a

G047964

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Community Volunteers
- Parent Resource Center
- Title 1 Funding to support parental involvement

Targeted Barriers to Achieving the Goal 3

- Parental motivation to attend informational and parent curriculum training at school.

Plan to Monitor Progress Toward G1. 8

Parent feedback forms, annual parent survey, utilization rate for the parent resource center, sign-in sheets from curriculum nights will be reviewed for evidence of increased family involvement throughout the year.

Person Responsible

Shari Bremekamp

Schedule

Semiannually, from 9/1/2014 to 6/4/2015

Evidence of Completion

Parent feedback forms, annual parent survey, utilization rate for the parent resource center, sign-in sheets from curriculum nights.

G2. Increase student comprehension and written analysis of rigorous text across the content area through the continued school-wide implementation of Reader's and Writer's Workshop. 1a

G039173

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Performance Matters for ongoing assessment and progress monitoring.
- 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, district and teacher prepared writing assessments, Reading Running Records, district and teacher made assessments, student portfolios, FAIR.
- Mentor texts
- Ticket to Read Computer program

Targeted Barriers to Achieving the Goal 3

- Teachers not trained in Reader's and Writer's Workshop
- Limitation of classroom libraries, mentor texts, and supplies.
- Parents not understanding goals and expectations in reading and writing.
- Transition into the new state standards
- Limited time during the school day for students to acquire necessary skills

Plan to Monitor Progress Toward G2. 8

Evidence of the effective implementation of Reader's Workshop and Writer's Workshop will be tied to student performance. Student performance will be measured using Reading Running Records, Diagnostic Tests, district prepared tests, performance assessments in writing, and observational notes.

Person Responsible

Shari Bremekamp

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

EDW, Diagnostic reports, student portfolio, Palm Beach Performance Assessments in writing

G3. Increase student application of inquiry-based thinking throughout the curriculum by FY15. 1a

G039174

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Computer assisted learning such as: VMath (3,000)
- District support personnel for training
- Computers, Ipads, calculators (15,000)
- After school Tutorial for Math and Science
- Curriculum Nights for parent training.(3,957)

Targeted Barriers to Achieving the Goal 3

- 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 G3. 8

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

Person Responsible

Shari Bremekamp

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The signed agenda from the learning team meetings and the item analysis data sheets.

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. The school will build strong relationships with families in the community to increase student achievement in all content areas by FY15. **1**

 G047964

G1.B1 Parental motivation to attend informational and parent curriculum training at school. **2**

 B119492

G1.B1.S1 Cypress Trails is going to increase the number of opportunities parents have to participate in their child's education. The parent liaison will facilitate the training in literacy across the content areas. She will maintain the parent resource room which will house educational materials. Motivation will occur using a variety of strategies to provide parents with greater access to the school site and increase home/school communication. The school will also provide refreshments when applicable. **4**

 S131344

Strategy Rationale

Work with community and business partners to donate time and refreshments to help motivate and build parent involvement.

Action Step 1 **5**

Parent Liaison will facilitate training across content area. She will also maintain the parent resource room.

Person Responsible

Shari Bremekamp

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Donation log, bookkeeper documentation, and computer sign in.

Action Step 2 5

Increase home/school communication with newsletters, call-outs, Edline, flyers, and the marque.

Person Responsible

Shari Bremekamp

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Copies of flyers sent home, newsletters, and Edline usage report.

Action Step 3 5

Parent Conference Night

Person Responsible

Shari Bremekamp

Schedule

On 5/29/2015

Evidence of Completion

Sign-in sheets

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

Administration will participate in the development of parental involvement activities, encourage consistent home/school communication, and attend all parental involvement activities.

Person Responsible

Shari Bremekamp

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, computer log-ins, invitations and flyers, photos.

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

Parent SEQ, feedback forms, and sign-in sheets will be reviewed to document evidence of increased parental involvement.

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, agendas, flyers and invitations, computer log-ins, utilization of the parent resource center.


G2. Increase student comprehension and written analysis of rigorous text across the content area through the continued school-wide implementation of Reader's and Writer's Workshop. 1

 G039173

G2.B1 Teachers not trained in Reader's and Writer's Workshop 2

 B094216

G2.B1.S1 District Support Personnel will conduct Readers/Writer's Workshop cohort training, model lessons, and work directly with the teachers to increase fidelity in the implementation of Reader's and Writer's Workshop 4

 S105302

Strategy Rationale

With increased professional development teachers will be able to meet state standards.

Action Step 1 5

A designated language arts teacher at each grade level will attend Reader's/Writer's Workshop cohort training scheduled throughout the year.

Person Responsible

Shari Bremekamp

Schedule

Monthly, from 9/8/2014 to 6/5/2015

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.

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

Ensure that personnel is attending cohort training.

Person Responsible

Stephanie Cook

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teachers who attend cohort training will submit agendas.

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

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

Person Responsible

Shari Bremekamp


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Observational Feedback

G2.B1.S2 Teachers at all grade levels will attend regularly scheduled Learning Team Meetings to preview Units of Study and develop monthly focus calendars. 4

 S105303

Strategy Rationale

Learning Team Meetings will increase collaborative planning to meet state standards.

Action Step 1 5

Establish a schedule for learning team meetings for language arts teachers, (intermediate), and grade levels, (primary).

Person Responsible

Shari Bremekamp

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Evidence of Completion

Agendas for the meetings signed by those in attendance.

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

Administration will develop the agenda for each LTM, and attend to facilitate the meeting.

Person Responsible

Shari Bremekamp

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Focus calendars, lesson plans, and signed agendas.

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

Data generated from district tests and diagnostic assessments will be analyzed to determine progress toward the goal.

Person Responsible

Shari Bremekamp


Schedule

Every 6 Weeks, from 9/1/2014 to 6/9/2015

Evidence of Completion

Data generated from Performance Matters, including item analysis.

G2.B1.S3 Teachers will collaborate on Best Practices being utilized successfully in their classrooms. 4

 S105304

Strategy Rationale

Learning Team Meetings will increase collaborative planning to meet state standards.

Action Step 1 5

Selected teachers will attend new state standard training and share information with their colleagues during common planning, learning team meetings, and on professional development days.

Person Responsible

Shari Bremekamp

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Evidence of Completion

Teachers attending LAFS and MAFS training will submit an agenda; LTM agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administrators will facilitate learning team meetings and schedule common planning time for teachers.

Person Responsible

Shari Bremekamp

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting agendas and training agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administrators will review data from assessments and conduct walk-throughs to monitor implementation of the workshop models for reading and writing.

Person Responsible

Shari Bremekamp

Schedule

Evidence of Completion

Student performance on district assessments, diagnostic assessments, and state tests.

G2.B2 Limitation of classroom libraries, mentor texts, and supplies. 2

 B094218

G2.B2.S1 Additional books, programs, technology, classroom libraries and mentor texts will be used to supplement instruction. 4

 S105306

Strategy Rationale

Students will benefit from greater availability of books in the classroom, and teachers will use mentor texts to enhance instruction.

Action Step 1 5

Teachers will be provided classroom libraries.

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 12/1/2014

Evidence of Completion

Completed Libraries and teacher mentor text libraries.

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

Libraries will be allocated to each classroom teacher.

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 12/1/2014

Evidence of Completion

Completed libraries in classrooms.

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

Oversee the purchase of books to supplement and enhance classroom libraries.

Person Responsible

Shari Bremekamp


Schedule

Monthly, from 8/11/2014 to 6/4/2015


Evidence of Completion

Invoices for the purchase of books

G2.B3 Parents not understanding goals and expectations in reading and writing. 2

 B094219

G2.B3.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. 4

 S105307

Strategy Rationale

Action Step 1 5

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 Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent sign-in sheets.

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

Schedule the event, recruit teacher volunteers as presenters, send home a flyer and have parents indicate their intention to attend the event.

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 2/2/2015

Evidence of Completion

Sign-in sheets will show that parents have attended; parents will complete feedback forms.

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

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

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 2/2/2015

Evidence of Completion

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

G2.B5 Limited time during the school day for students to acquire necessary skills **2**

 B123705

G2.B5.S1 Provide additional time for the students to master concepts and skills. **4**

 S135567

Strategy Rationale

Decrease the number of non-proficient students.

Action Step 1 **5**

Provide ELOs for the non proficient students

Person Responsible

Schedule

Weekly, from 11/3/2014 to 3/31/2015

Evidence of Completion

Teacher and student sign in sheets and lesson plans. Student performance based on assessments.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Administration will conduct walkthroughs and collect lesson plans.

Person Responsible

Stephanie Cook

Schedule

Biweekly, from 11/3/2014 to 3/31/2015

Evidence of Completion

Lesson plans, attendance sheets, iobservation notes, teacher feedback

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Pre and Post tests will be given to monitor student progress.

Person Responsible

Stephanie Cook

Schedule

Monthly, from 11/3/2014 to 3/31/2015


Evidence of Completion

Data from the pre and post tests will be collected and analyzed by the teachers and administration.

G3. Increase student application of inquiry-based thinking throughout the curriculum by FY15. 1

 G039174

G3.B2 Not consistently implementing small group instruction and the use of hands on manipulatives. 2

 B094221

G3.B2.S1 Teachers will attend training and work with district support personnel to increase the effectiveness of small group instruction and the use of inquiry-based thinking. 4

 S105308

Strategy Rationale

Professional development, modeling, and coaching will be provided to build teacher capacity in small group instruction.

Action Step 1 5

Identify gaps in training and available opportunities for staff development.

Person Responsible

Shari Bremekamp

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Teachers will submit agendas from training they have attended.

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

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

Person Responsible

Stephanie Cook

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Professional development agendas, classroom implementation, LTM Agendas

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

The principal and assistant principal will conduct walk throughs to monitor inquiry-based activities.

Person Responsible

Shari Bremekamp


Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Observational feedback- Marzano

G3.B2.S2 Teachers will collaborate to share ideas on various approaches to enhance small group instruction. **4**

 S105309

Strategy Rationale

Teachers will meet to discuss best practice through vertical planning to increase the effectiveness of small groups.

Action Step 1 **5**

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

Person Responsible

Shari Bremekamp

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Evidence of Completion

Schedule distributed to faculty; Sharepoint calendar.

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

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

Person Responsible

Shari Bremekamp

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Evidence of Completion

The sign-in sheet from learning team meetings.

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

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

Person Responsible

Shari Bremekamp


Schedule

Weekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Observational feedback - Marzano

G3.B3 Parents unfamiliar with the math program and resources. 2

 B094222

G3.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. 4

 S105310

Strategy Rationale

Action Step 1 5

Schedule and recruit teacher volunteers as presenters for a math curriculum night.

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 3/2/2015

Evidence of Completion

Parent sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

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

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 3/2/2015

Evidence of Completion

Parents will sign-in at the sponsored event.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

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

Person Responsible

Shari Bremekamp

Schedule

Annually, from 8/18/2014 to 3/2/2015

Evidence of Completion

Analysis of completed surveys.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	A designated language arts teacher at each grade level will attend Reader's/Writer's Workshop cohort training scheduled throughout the year.	Bremekamp, Shari	9/8/2014	Cohort Attendees will share the information presented with colleagues at their grade level. Administration will receive a summary of the shared information.	6/5/2015 monthly
G2.B2.S1.A1	Teachers will be provided classroom libraries.	Bremekamp, Shari	8/18/2014	Completed Libraries and teacher mentor text libraries.	12/1/2014 annually
G2.B3.S1.A1	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.	Bremekamp, Shari	8/18/2014	Parent sign-in sheets.	6/4/2015 annually
G3.B2.S1.A1	Identify gaps in training and available opportunities for staff development.	Bremekamp, Shari	8/18/2014	Teachers will submit agendas from training they have attended.	6/10/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S2.A1	The principal and assistant principal will schedule, attend, and facilitate learning team meetings.	Bremekamp, Shari	8/11/2014	Schedule distributed to faculty; Sharepoint calendar.	6/4/2015 every-6-weeks
G3.B3.S1.A1	Schedule and recruit teacher volunteers as presenters for a math curriculum night.	Bremekamp, Shari	8/18/2014	Parent sign-in sheets	3/2/2015 annually
G1.B1.S1.A1	Parent Liaison will facilitate training across content area. She will also maintain the parent resource room.	Bremekamp, Shari	8/18/2014	Donation log, bookkeeper documentation, and computer sign in.	6/10/2015 weekly
G2.B1.S2.A1	Establish a schedule for learning team meetings for language arts teachers, (intermediate), and grade levels, (primary).	Bremekamp, Shari	8/11/2014	Agendas for the meetings signed by those in attendance.	6/4/2015 every-6-weeks
G2.B1.S3.A1	Selected teachers will attend new state standard training and share information with their colleagues during common planning, learning team meetings, and on professional development days.	Bremekamp, Shari	8/11/2014	Teachers attending LAFS and MAFS training will submit an agenda; LTM agendas	6/4/2015 every-6-weeks
G2.B5.S1.A1	Provide ELOs for the non proficient students		11/3/2014	Teacher and student sign in sheets and lesson plans. Student performance based on assessments.	3/31/2015 weekly
G1.B1.S1.A2	Increase home/school communication with newsletters, call-outs, Edline, flyers, and the marquee.	Bremekamp, Shari	8/18/2014	Copies of flyers sent home, newsletters, and Edline usage report.	6/4/2015 biweekly
G1.B1.S1.A3	Parent Conference Night	Bremekamp, Shari	11/1/2014	Sign-in sheets	5/29/2015 one-time
G1.MA1	Parent feedback forms, annual parent survey, utilization rate for the parent resource center, sign-in sheets from curriculum nights will be reviewed for evidence of increased family involvement throughout the year.	Bremekamp, Shari	9/1/2014	Parent feedback forms, annual parent survey, utilization rate for the parent resource center, sign-in sheets from curriculum nights.	6/4/2015 semiannually
G1.B1.S1.MA1	Parent SEQ, feedback forms, and sign-in sheets will be reviewed to document evidence of increased parental involvement.	Bremekamp, Shari	8/18/2014	Sign-in sheets, agendas, flyers and invitations, computer log-ins, utilization of the parent resource center.	6/4/2015 annually
G1.B1.S1.MA1	Administration will participate in the development of parental involvement activities, encourage consistent home/school communication, and attend all parental involvement activities.	Bremekamp, Shari	8/11/2014	Sign-in sheets, computer log-ins, invitations and flyers, photos.	6/4/2015 monthly
G2.MA1	Evidence of the effective implementation of Reader's Workshop and Writer's Workshop will be tied to student performance. Student performance will be measured using Reading Running Records, Diagnostic Tests, district prepared tests, performance assessments in writing, and observational notes.	Bremekamp, Shari	8/25/2014	EDW, Diagnostic reports, student portfolio, Palm Beach Performance Assessments in writing	6/5/2015 monthly
G2.B1.S1.MA1	Administrators will conduct walk-throughs along with formal and informal observation to see that Reader's Workshop and Writer's Workshop are being implemented school-wide.	Bremekamp, Shari	8/25/2014	Observational Feedback	6/5/2015 weekly
G2.B1.S1.MA1	Ensure that personnel is attending cohort training.	Cook, Stephanie	9/8/2014	Teachers who attend cohort training will submit agendas.	6/5/2015 monthly
G2.B2.S1.MA1	Oversee the purchase of books to supplement and enhance classroom libraries.	Bremekamp, Shari	8/11/2014	Invoices for the purchase of books	6/4/2015 monthly
G2.B2.S1.MA1	Libraries will be allocated to each classroom teacher.	Bremekamp, Shari	8/18/2014	Completed libraries in classrooms.	12/1/2014 annually

Palm Beach - 1941 - Cypress Trails Elementary School - 2014-15 SIP
Cypress Trails Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Parents will complete a feedback form on the night of the event.	Bremekamp, Shari	8/18/2014	An analysis of the feedback forms will be carried out to gauge the effectiveness of the activity.	2/2/2015 annually
G2.B3.S1.MA1	Schedule the event, recruit teacher volunteers as presenters, send home a flyer and have parents indicate their intention to attend the event.	Bremekamp, Shari	8/18/2014	Sign-in sheets will show that parents have attended; parents will complete feedback forms.	2/2/2015 annually
G2.B5.S1.MA1	Pre and Post tests will be given to monitor student progress.	Cook, Stephanie	11/3/2014	Data from the pre and post tests will be collected and analyzed by the teachers and administration.	3/31/2015 monthly
G2.B5.S1.MA1	Administration will conduct walkthroughs and collect lesson plans.	Cook, Stephanie	11/3/2014	Lesson plans, attendance sheets, iobservation notes, teacher feedback	3/31/2015 biweekly
G2.B1.S2.MA1	Data generated from district tests and diagnostic assessments will be analyzed to determine progress toward the goal.	Bremekamp, Shari	9/1/2014	Data generated from Performance Matters, including item analysis.	6/9/2015 every-6-weeks
G2.B1.S2.MA1	Administration will develop the agenda for each LTM, and attend to facilitate the meeting.	Bremekamp, Shari	8/18/2014	Focus calendars, lesson plans, and signed agendas.	6/4/2015 weekly
G2.B1.S3.MA1	Administrators will review data from assessments and conduct walk-throughs to monitor implementation of the workshop models for reading and writing.	Bremekamp, Shari	6/4/2015	Student performance on district assessments, diagnostic assessments, and state tests.	monthly
G2.B1.S3.MA1	Administrators will facilitate learning team meetings and schedule common planning time for teachers.	Bremekamp, Shari	8/11/2014	Meeting agendas and training agendas	6/4/2015 every-6-weeks
G3.MA1	Teachers will administer chapter and unit tests, and do an item analysis to monitor student progress.	Bremekamp, Shari	8/18/2014	The signed agenda from the learning team meetings and the item analysis data sheets.	6/4/2015 biweekly
G3.B2.S1.MA1	The principal and assistant principal will conduct walk throughs to monitor inquiry-based activities.	Bremekamp, Shari	8/18/2014	Observational feedback- Marzano	6/10/2015 weekly
G3.B2.S1.MA1	The principal and assistant principal will monitor goals for professional development with individual teachers.	Cook, Stephanie	8/18/2014	Professional development agendas, classroom implementation, LTM Agendas	6/10/2015 weekly
G3.B3.S1.MA1	Parents will attend the event and participate in the activities. They will fill-out effectiveness surveys.	Bremekamp, Shari	8/18/2014	Analysis of completed surveys.	3/2/2015 annually
G3.B3.S1.MA1	A date will be established for curriculum night, and flyers sent home to encourage parents to participate.	Bremekamp, Shari	8/18/2014	Parents will sign-in at the sponsored event.	3/2/2015 annually
G3.B2.S2.MA1	The principal and assistant principal will conduct walk throughs to monitor instruction in problem-solving strategies and the use of manipulatives.	Bremekamp, Shari	8/18/2014	Observational feedback - Marzano	6/4/2015 weekly
G3.B2.S2.MA1	Teachers will be provided opportunities to collaborate during regularly scheduled learning team meetings.	Bremekamp, Shari	8/11/2014	The sign-in sheet from learning team meetings.	6/4/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase student comprehension and written analysis of rigorous text across the content area through the continued school-wide implementation of Reader's and Writer's Workshop.

G2.B1 Teachers not trained in Reader's and Writer's Workshop

G2.B1.S1 District Support Personnel will conduct Readers/Writer's Workshop cohort training, model lessons, and work directly with the teachers to increase fidelity in the implementation of Reader's and Writer's Workshop

PD Opportunity 1

A designated language arts teacher at each grade level will attend Reader's/Writer's Workshop cohort training scheduled throughout the year.

Facilitator

Theresa Ventriligo

Participants

All reading teachers

Schedule

Monthly, from 9/8/2014 to 6/5/2015

G2.B1.S2 Teachers at all grade levels will attend regularly scheduled Learning Team Meetings to preview Units of Study and develop monthly focus calendars.

PD Opportunity 1

Establish a schedule for learning team meetings for language arts teachers, (intermediate), and grade levels, (primary).

Facilitator

Theresa Ventriglio

Participants

All teachers K - 2; Language Arts teachers 3 - 5.

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

G2.B1.S3 Teachers will collaborate on Best Practices being utilized successfully in their classrooms.

PD Opportunity 1

Selected teachers will attend new state standard training and share information with their colleagues during common planning, learning team meetings, and on professional development days.

Facilitator

Theresa Ventriglio

Participants

All language arts teachers, K - 5

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

G3. Increase student application of inquiry-based thinking throughout the curriculum by FY15.

G3.B2 Not consistently implementing small group instruction and the use of hands on manipulatives.

G3.B2.S1 Teachers will attend training and work with district support personnel to increase the effectiveness of small group instruction and the use of inquiry-based thinking.

PD Opportunity 1

Identify gaps in training and available opportunities for staff development.

Facilitator

Theresa Ventriglio

Participants

Math teachers K-5

Schedule

Monthly, from 8/18/2014 to 6/10/2015

G3.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

Shari Bremekamp

Participants

Math teachers, K-5

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: The school will build strong relationships with families in the community to increase student achievement in all content areas by FY15.	26,474
Goal 2: Increase student comprehension and written analysis of rigorous text across the content area through the continued school-wide implementation of Reader's and Writer's Workshop.	50,205
Goal 3: Increase student application of inquiry-based thinking throughout the curriculum by FY15.	17,877
Grand Total	94,556

Goal 1: The school will build strong relationships with families in the community to increase student achievement in all content areas by FY15.

Description	Source	Total
B1.S1.A1 - Parent Liaison	Title I Part A	21,824
B1.S1.A1 - Paper, pencils, ink, folders, books, agendas, communication folders, scissors, staplers, printers, refreshments for parent training	Title I Part A	4,500
B1.S1.A1 - Part-time in system for parent training	Title I Part A	150
Total Goal 1		26,474

Goal 2: Increase student comprehension and written analysis of rigorous text across the content area through the continued school-wide implementation of Reader's and Writer's Workshop.

Description	Source	Total
B1.S1.A1 - Stipends for teachers to participate in workshops	Title I Part A	3,294
B1.S1.A1 - Substitutes for professional development	Title I Part A	3,000
B1.S1.A1 - PD supplies ie. papers, ink, chart and copy paper, composition books, sentence strips, binders, sticky notes	Title I Part A	6,488
B1.S1.A1 - Travel expenses for FCTM	Title I Part A	1,000
B1.S3.A1	Title I Part A	5,000
B2.S1.A1 - Classroom libraries, LLI kits, mentor text, paper, ink, sticky notes, chart paper, composition books.	Title I Part A	7,000
B2.S1.A1 - inter write pads and ipads	Title I Part A	6,268
B5.S1.A1 - Part-time in system for tutorial teachers	Title I Part A	12,000
B5.S1.A1 - Ticket to Read and Reading A-Z software to utilize during tutorial.	Title I Part A	6,155
Total Goal 2		50,205

Goal 3: Increase student application of inquiry-based thinking throughout the curriculum by FY15.

Description	Source	Total
B2.S1.A1	Title I Part A	17,877
Total Goal 3		17,877