

Cypress Creek Elementary School



2014-15 School Improvement Plan

Cypress Creek Elementary School

6100 S WILLIAMSON BLVD, Port Orange, FL 32128

<http://myvolusiaschools.org/school/cypresscreek/pages/default.aspx>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
36%

Alternative/ESE Center
No

Charter School
No

Minority
21%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Cypress Creek Elementary family will work as a team to encourage student achievement, safety, respect, and citizenship in order to ensure success of each and every student.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society. Cypress Creek cares about the success of every student. Our goal is to set high expectations and provide a quality education.

School Environment

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

Upon the new student registration process, the school is informed of the child's culture and if the child has a second language spoken at home thereby possibly qualifying for ESOL services. The guidance counselor then administers a test to determine if a language barrier exists. Teachers are then notified and given support to meet the individual needs of the student(s). Lessons given by the guidance counselor focus on being "sensitive" and "inclusive" to all peers. At the onset of the school year a Positive Expectation Assembly is held by the administration and counselor one for primary, a second for intermediate grades to set expectations for and discussed positive ways to celebrate diversity.

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

Students are surveyed annually regarding their feelings of safety and respect. Results of the surveys serve to focus guidance groups on specific needs. Individual and small group counseling is provided as needed.

Along with Bully Proofing classroom lessons, student may anonymously report bullying events in the media center.

Through out the school day, including before and after school, a team of trained parent volunteers serve on our SOS team. This Super Otters Serve team was established to assist students in arrival and dismissal procedures and ensure the safety of all students. Teachers and administrators are assigned specific morning and afternoon supervision duties. Teachers escort and supervise students at all times on campus. Supplements are provided to teachers who supervise beyond the contracted workday.

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

To safeguard instructional time, ensure student engagement and limit distractions our school has established protocols in place. The school explicitly teaches positive behavior expectations in each classroom, holds a positive expectations assembly for students, reinforces the district code of conduct and requires each parent to review and sign the Student Code of Conduct acknowledgement

form. All classrooms have rules and procedures along with consequences and rewards. Administration upholds these expectations by conferencing with students as necessary.

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

The school offers the following resources to meet the social-emotional needs of all students:

- Life-skills Instruction
- Social Skills Instruction
- ACE peer-mentoring
- Small group Counseling
- Individual Counseling
- Classroom Guidance Lessons
- Teacher mentors
- Parent Conferences
- Contact with outside agencies as needed

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?

No

PIP Link

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

Description

Efforts are focused on increasing the attendance of parents/guardians at our Family Math=O-Fun night sponsored by a Future's Mini-grant. Special efforts will be made to encourage the attendance of families whose children are in the lowest performing quartile...using a special invitation letter. SAC and PTA will be presented with current information on Florida State Standards at each meeting. This will include a presentation on Lesson Study, from the FEA representative. We will continue parent/community involvement activity called Caring Through Sharing. Our guidance counselor delivers lessons in each classroom and through special area schedule meetings on giving and the life skills already in place. Classes will then collect can food items to help keep our local food banks filled. This a parent, student, business - combined effort. We will begin another parent group called Super Otters Serve (S.O.S.) The purpose will be to have our stakeholders look at strategies to ensure safety on our campus. Parents, after VIPs clearance and training, will help patrol the campus before and after school. SOS members will wear a yellow security vest with an SOS logo to help identify these trained members. They will check that all visitors have a badge and specific purpose. They will walk late arriving students to their classrooms. They will also assist in the afternoon dismissal routine.

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

Local business partners are a critical component in securing and utilizing resources to support the school and student achievement. These relationships have been built over the years through efforts of our

Business Partner Coordinator. The Coordinator recruits, trains and recognizes our partners. Business partners are utilized for a variety of activities such as:

- Open House
- Teacher appreciation
- Math Night
- Student mentor
- Super Otters Serve (SOS)
- Volusia County Sheriff
- Vehicle/Career Day
- Junior Achievement
- Bethune Cookman Leaders as Readers program
- Classroom needs

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
Russell, Sandy	Principal
Pitchford, Rebecca	Assistant Principal
Lenois, Nancie	Teacher, K-12
Potter, Karen	Teacher, K-12
Ames, Chris	Teacher, K-12
Jontes, Katie	Teacher, K-12
Kral, Fran	Guidance Counselor
Larrimore, Michelle	Teacher, K-12
Mallard, Tracey	Teacher, K-12
McLean, Linda	Teacher, K-12
Phelan, Michele	Teacher, K-12
Stevenson, Mitzi	Teacher, K-12
Pompeo, Dawn	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 members identify resources, both material and personnel, to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered to set priorities and the functions of other existing teams (Problem Solving Team, Behavior Leadership Team and Professional Learning Communities). The eight-step problem solving process ensures that individuals, classes, grades and school-wide issues are addressed systematically using data to support intervention plans and to monitor progress. The school-based leadership team meets regularly to monitor all outcomes and to support and intervene as needed to ensure the academic and behavioral successes of all students.

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 improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The school based leadership team is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The school based leadership team's framework follows the district's eight-step problem solving process, with Rtl as an integral component of the process. As a result the school improvement plan is based on a strategic analysis of data, and identified resources are matched to the needs of students/school.

Supplemental Academic Instruction (SAI) funds will be used to coordinate and implement an after-school program for students in grades 3-5. This program called "Science Wizards" is designed to address the reading and science needs of identified at-risk students using hands-on science inquiry and quality fiction and nonfiction text. Funds will allow us to purchase needed materials, books and supplies. Highly qualified teachers will be hired to work with groups of no more than 6 students. Students will be monitored in this program using district reading and science assessments. The strategies used in this program address the Core Standards and FCAT 2.0 benchmarks necessary to increase learning gains of those in the lowest academic quartiles. The writing component of "Science Wizards" will have students participate in authentic writing as they respond to their science inquiry experiments using Science Interactive Notebooks.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sandy Russell	Principal
Rebecca Pitchford	Principal
Tammy Carbonara	Parent
Renee Bergin	Parent
Jenny Fike	Parent
Kelly Haberstroh	Education Support Employee
Jenny Enslin	Parent
Susan Horner	Parent
Christina Kaple	Parent
Kelly Martin	Parent
Nancie Lenois	Teacher
Lisa O'Brien	Parent
Danielle Parthemore	Parent
Denise Rachesky	Parent
Amanda Ryan	Parent
Amanda Tyler-Baker	Parent
Julia West	Teacher
Richard West	Teacher
Brian Wheeler	Teacher
Rebecca Pitchford	Principal
Sandy Russell	Principal
Carrie Achterberg	Parent
Carrie Pedri	Parent
Dave Dispennete	Parent
Marcy Downey	Parent
Karen Potter	Teacher

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

The SAC committee is involved with the evaluation process of last year's school improvement plan. The SAC committee looks at strategies utilized and were the goals met. Each goal is discussed and determined if the goal was met, partially met, if the goal should be carried forward or deleted.

Development of this school improvement plan

At the initial meeting of the SAC, data was reviewed from the results of the 2013-2014 FCAT for Grades 3 -5. Ideas to increase learning gains were discussed with SAC. Members were asked for input. The leadership team comprised of representatives of all areas developed the strategic goal as well as the SMART Targets.

The School Improvement Plan is data driven and focused on areas of school based need for both

specific content areas as well as specific student populations. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data: that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Preparation of the school's annual budget and plan

The school's annual budget and plan will be presented to the SAC and open to stakeholders. The SAC will review the budget, provide input for fund allocation, and monitor the budget.

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

School Improvement funds are allocated based on the requests submitted by the faculty and staff for projects that specifically support the school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Russell, Sandy	Principal
Pitchford, Rebecca	Assistant Principal
Lenois, Nancie	SAC Member
Potter, Karen	SAC Member
Jontes, Katie	Teacher, K-12
Larrimore, Michelle	Teacher, K-12
Mallard, Tracey	Teacher, K-12
McLean, Linda	Teacher, K-12
Phelan, Michele	Teacher, K-12
Stevenson, Mitzi	Teacher, K-12
Kral, Fran	Guidance Counselor
Ames, Chris	Teacher, K-12
Pompeo, Dawn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets to help develop learning targets. The team will focus on developing strategies to support the lowest 25% of the students in math and writing as reported on FCAT by differentiating instruction as needed by learners.

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 scheduled biweekly hour long meetings for grade levels to collaborate on highly effective teaching strategies. This Professional Learning Communities (PLC) time focus is on students achievement a determined by the FCAT results for 2013-2014. In addition, monthly meetings have been scheduled for vertical articulation among grade levels within the specific academia. Each academic area (science, math, social studies, ELA, and elective) has a representative per grade level to focus on the flow of skills as laid out in each grade level's curriculum maps and how they progress through each grade. In addition, each grade level has time specified for team meetings where collaborative planning occurs.

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

Administration recruits and retains a highly qualified staff by providing opportunities for effective professional development, Professional Learning Communities, Thinking Math 2, Kagan Structures, and other activities that allow teachers to work collaboratively with their colleagues.

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

Administration assigns new teachers a peer mentor to assist with the implementation of the school's unique curricular initiatives. Mentors meet regularly with their assigned teacher to support the new teacher in acclimating to the school environment as well as address any instructional needs. Currently Cypress Creek Elementary has four teachers new to our school. Two have 5 or more years of experience in education with Volusia County Schools. One teacher is new to our district but has 5 years of teaching experience.

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

All elementary school programs meet or exceeds state requirements. At the elementary level the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Teachers are provided with curriculum maps provided by Volusia County for each academic area per grade level. Teachers write standards in lesson plans and collaborate to ensure highly effective teaching strategies are used to deliver the lessons aligned with the Florida Standards. Teachers also create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources and assessments. Teachers share at Professional Development times specific web sites used for lesson planning that are in alignment with the Florida's Standards. One such web site is Florida Standards Assessment (fsass). Professional Learning Communities (PLC), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards well-paced engaging and rigorous.

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

Teachers are provided with previous year's data along with current data to disaggregate the data during their biweekly Professional Learning Community time. A "Think Tank" room has been established where teams can display data in a secure location concerning the individual needs per child. Teachers systematically address the data and plan intervention strategies ensuring differentiated instruction. Teachers monitor the outcomes of the intervention strategies for differentiated instruction and adjust accordingly. Plans are written down, and monitored through out the year.

ESE teachers work closely with the general education teachers providing critical information regarding student performance and adjust teaching methods as necessitated by the IEPs per student. When necessary, Problem Solving Team meetings are held to review student data and address specific academic and behavioral concerns. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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: 480

Specific targeted assistance given to students who require it in efforts to maintain high academic progress. This focuses on those scoring in the lowest quartile in mathematics. targeted students receive math tutoring twice each week for 30 minutes each time. Tutoring continues throughout the school year, however, the students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pitchford, Rebecca, rpitchfo@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- *Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- *Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- *Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- *Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

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

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

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

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.** All teaches will differentiate instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students.

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. All teaches will differentiate instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students. 1a

G040836

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0
FAA Writing Proficiency	43.0

Resources Available to Support the Goal 2

- All staff have been trained in Thinking Math CCSS Additions.
- Grade level teams meet regularly in Professional Learning Communities using data to monitor instruction and develop plans of action to address student needs.
- All staff trained in Kagan Structures.
- Teachers in grades 3 - 5 will receive follow up training in a reading intervention program, Making Connections.
- All staff trained in writing across the curriculum including special area teachers.

Targeted Barriers to Achieving the Goal 3

- Funding for follow-up coaching and modeling in both Thinking Math CCSS and Kagan Structures.
- Adequate time for teachers to review data and plan differentiated instruction.
- Familiarity with writing across the curriculum and rubric grading along with the 8 standards of mathematical practice necessary to teach with relevance and rigor.

Plan to Monitor Progress Toward G1. 8

Data Meetings

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Data meetings with grade level teams using diagnostic, formative and summative data will occur to address student growth and deficits. A targeted student list has been developed and will be monitored. PLC Team Minutes will document next steps and plans of action.

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. All teaches will differentiate instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students. **1**

 G040836

G1.B1 Funding for follow-up coaching and modeling in both Thinking Math CCSS and Kagan Structures.

2

 B098943

G1.B1.S1 Provide teachers with the flexibility to adjust their daily schedule in order for colleagues to observe a demonstration lesson focused on Thinking Math CCSS and the use of the eight standards of mathematical practice as appropriate. The grade level team would follow-up with a debrief during their PLC time later that same day. **4**

 S110285

Strategy Rationale

Action Step 1 **5**

To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers.)

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Staff reflection during biweekly PLC meetings. Staff created classroom reflection sheet.

Action Step 2 5

Provide time for collaboration preparation and creation of differentiated engagement activities

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

PLC team minutes will document the lesson and a brief reflection.

Action Step 3 5

Teachers will receive support in developing and/or use of formative and summative assessments for ELA and Math.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Sign in sheets and minutes form meetings where support was supplied.

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

Teachers will be given flexibility to adjust their daily schedule in order to observe a colleague doing a demonstration lesson in Thinking Math in CCSS with a focus on the use of the 8 standards of mathematical practice, as appropriate.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

PLC Team Minutes documenting the debrief and follow-up action.

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

The implementation of Thinking Math with a focus on the use of the Eight Standards of Mathematical Practice

Teachers will receive feedback from data gathered through math instruction walk-throughs and their use of the standards of math practice as well as student use of these math standards of mathematical practice as well.

Person Responsible


Rebecca Pitchford

Schedule


Evidence of Completion

PLC Team Minutes will reflect a team debrief of the lesson. Data collected during walk-throughs on the implementation on the standards and student use of standards as well. Data will demonstrate an increase in student performance on math District assessments and FCAT.

G1.B2 Adequate time for teachers to review data and plan differentiated instruction. 2

 B098944

G1.B2.S1 The Master Schedule is built around teachers having a common special area time/planning so they can all be involved in a meaningful weekly grade level meetings. There is also Professional Learning Community time built in for each grade to meet on a two week rotation. PLC time is refocusing to use data to drive our instruction. A Data Room is being created where there will be a visual display of students and what are our next steps or supports needed to increase the student's mastery of benchmarks. 4

 S110286

Strategy Rationale

Action Step 1 5

Master Schedule with Collaborative Planning and PLC time as a priority.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Evidence can be seen through the Master Schedule itself. We also monitor grade level minutes and PLC data reviews which include what are our next steps for monitoring the progress identified on our charts in Data Room.

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

Master Schedule with common planning periods for grade levels to meet as well as per-determined PLC meetings in the afternoon incorporated in Master Schedule.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Master Schedule itself; Grade Level Minutes; PLC Minutes

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

Master Schedule

Person Responsible


Rebecca Pitchford

Schedule


Evidence of Completion

Ultimately an increase in student achievement.

G1.B4 Familiarity with writing across the curriculum and rubric grading along with the 8 standards of mathematical practice necessary to teach with relevance and rigor. 2

 B098946

G1.B4.S1 Staff development in Differentiated Instruction K - 5 will be provided using instructional staff presenters. 4

 S110287

Strategy Rationale

This is a county directed professional development presented through out the academic year.

Action Step 1 5

Professional Development in "Differentiated Instruction"

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

This is a county directed professional development. Evidence of completion supplied by the faculty as well as the sign in sheets to demonstrate attendance.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Implementation of Differentiated Instruction

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Differentiated Instruction professional development

Person Responsible


Rebecca Pitchford

Schedule

Evidence of Completion

Increased student performance on formative and summative assessments.

G1.B4.S2 Staff development in writing across the curriculum and incorporating rubric grading. 4

 S138676

Strategy Rationale

Faculty request for fore mentioned staff development.

Action Step 1 5

Teachers will be provided with professional development in school-wide strategies for the classroom.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Staff sign-in sheets for Professional Development sessions. Agendas will reflect the objectives of the each staff development.

Action Step 2 5

Teachers who are not trained in Thinking Math CCSS will be provided professional development on Thinking Math CCSS.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Successful completion of Thinking Math CCSS classes and reflection papers.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Bi-weekly PLC times given for discussion of writing in all academic areas.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Lesson plans will indicated writing across the curriculum, PLC notes will record discussion of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Implementation of writing across all content areas and incorporating rubric grading.

Person Responsible

Rebecca Pitchford

Schedule

Evidence of Completion

Lesson Plans

Appendix 1: Implementation Timeline

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

Volusia - 7921 - Cypress Creek Elementary School - 2014-15 SIP
Cypress Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers.)	Pitchford, Rebecca	Staff reflection during biweekly PLC meetings. Staff created classroom reflection sheet.	biweekly	
G1.B2.S1.A1	Master Schedule with Collaborative Planning and PLC time as a priority.	Pitchford, Rebecca	Evidence can be seen through the Master Schedule itself. We also monitor grade level minutes and PLC data reviews which include what are our next steps for monitoring the progress identified on our charts in Data Room.	biweekly	
G1.B4.S1.A1	Professional Development in "Differentiated Instruction"	Pitchford, Rebecca	This is a county directed professional development. Evidence of completion supplied by the faculty as well as the sign in sheets to demonstrate attendance.	monthly	
G1.B4.S2.A1	Teachers will be provided with professional development in school-wide strategies for the classroom.	Pitchford, Rebecca	Staff sign-in sheets for Professional Development sessions. Agendas will reflect the objectives of the each staff development.	monthly	
G1.B1.S1.A2	Provide time for collaboration preparation and creation of differentiated engagement activities	Pitchford, Rebecca	PLC team minutes will document the lesson and a brief reflection.	monthly	
G1.B4.S2.A2	Teachers who are not trained in Thinking Math CCSS will be provided professional development on Thinking Math CCSS.	Pitchford, Rebecca	Successful completion of Thinking Math CCSS classes and reflection papers.	every-6-weeks	
G1.B1.S1.A3	Teachers will receive support in developing and/or use of formative and summative assessments for ELA and Math.	Pitchford, Rebecca	Sign in sheets and minutes form meetings where support was supplied.	one-time	
G1.MA1	Data Meetings	Pitchford, Rebecca	Data meetings with grade level	biweekly	

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Cypress Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			teams using diagnostic, formative and summative data will occur to address student growth and deficits. A targeted student list has been developed and will be monitored. PLC Team Minutes will document next steps and plans of action.		
G1.B1.S1.MA1	The implementation of Thinking Math with a focus on the use of the Eight Standards of Mathematical Practice Teachers will receive feedback from data gathered through math instruction walk-throughs and their use of the standards of math practice as well as student use of these math standards of mathematical practice as well.	Pitchford, Rebecca	PLC Team Minutes will reflect a team debrief of the lesson. Data collected during walk-throughs on the implementation on the standards and student use of standards as well. Data will demonstrate an increase in student performance on math District assessments and FCAT.	monthly	
G1.B1.S1.MA1	Teachers will be given flexibility to adjust their daily schedule in order to observe a colleague doing a demonstration lesson in Thinking Math in CCSS with a focus on the use of the 8 standards of mathematical practice, as appropriate.	Pitchford, Rebecca	PLC Team Minutes documenting the debrief and follow-up action.	monthly	
G1.B2.S1.MA1	Master Schedule	Pitchford, Rebecca	Ultimately an increase in student achievement.	one-time	
G1.B2.S1.MA1	Master Schedule with common planning periods for grade levels to meet as well as per-determined PLC meetings in the afternoon incorporated in Master Schedule.	Pitchford, Rebecca	Master Schedule itself; Grade Level Minutes; PLC Minutes	one-time	
G1.B4.S1.MA1	Differentiated Instruction professional development	Pitchford, Rebecca	Increased student performance on formative and summative assessments.	monthly	
G1.B4.S1.MA1	Implementation of Differentiated Instruction	Pitchford, Rebecca	Lesson Plans	weekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.MA1	Implementation of writing across all content areas and incorporating rubric grading.	Pitchford, Rebecca	Lesson Plans	daily	
G1.B4.S2.MA1	Bi-weekly PLC times given for discussion of writing in all academic areas.	Pitchford, Rebecca	Lesson plans will indicated writing across the curriculum, PLC notes will record discussion of implementation.	annually	

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.

G1. All teaches will differentiate instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students.

G1.B4 Familiarity with writing across the curriculum and rubric grading along with the 8 standards of mathematical practice necessary to teach with relevance and rigor.

G1.B4.S1 Staff development in Differentiated Instruction K - 5 will be provided using instructional staff presenters.

PD Opportunity 1

Professional Development in "Differentiated Instruction"

Facilitator

Instructional staff

Participants

Teachers K - 5 and Administrators

Schedule

G1.B4.S2 Staff development in writing across the curriculum and incorporating rubric grading.

PD Opportunity 1

Teachers will be provided with professional development in school-wide strategies for the classroom.

Facilitator

County trained personnel

Participants

K-5 Faculty including special area faculty.

Schedule

PD Opportunity 2

Teachers who are not trained in Thinking Math CCSS will be provided professional development on Thinking Math CCSS.

Facilitator

Thinking Math CCSS trainers.

Participants

Untrained Thinking Math CCSS teachers.

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0