

Cypress Elementary School



2014-15 School Improvement Plan

Cypress Elementary School

2251 LAKESIDE DR, Kissimmee, FL 34743

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

This plan is pending approval by the Osceola 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

A school of Excellence for all Learners.

Provide the school's vision statement

Cypress Elementary will outperform all other schools in the state of Florida.

School Environment

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

Cypress Elementary has a variety of opportunities for parents and staff to collaborate and form personal relationships. We have parent nights where teachers form relationships with parents and students through academic activities. Parents are given an opportunity to meet with teachers and learn about the curriculum, share information that is important to the teacher and build relationships with staff. Newsletters are posted monthly as a medium for connecting home and school and to keep parents updated on school activities and events. We have a strong Oasis program that connects parents to the classroom through volunteering. Our Arts department conducts annual cultural events and programs. This gives students an opportunity to express their cultural heritage and teach, learn and share with each other about other cultures. We also have a strong teacher/student mentor program which includes all students who have had at least one referral in the previous school year.

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

Cypress Elementary teachers work diligently to make sure all students feel safe and respected. Part of our Bullying Prevention Program provides students with opportunities to learn, share and express their feelings in regards to continuing to have a safe place to come to learn. Dr. Oliver, our school Guidance director, has bullying assemblies with all students once each semester. These assemblies teach children about their rights to have a safe place to learn. The library has a box for students to write anonymous notes in regards to bullying and our school has a strict No Bullying Policy.

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

1. Identify Expectations

This plan should be explained to all parents and reviewed during Open House. Copies of the classroom rules, consequences and goals will be posted in a visible location in every classroom. These goals should be reflected in classroom goals.

The following classroom rules are used in all classrooms.

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1. Listen to and follow directions the first time given.
2. Use kind words and tone of voice.
3. Keep hands, feet, and objects to oneself.
4. Handle property and materials with responsibility.

5. Remain on task to complete assigned work honestly.

2. Teach Expectations

Teachers teach the expectations for the first 10 days of school and reinforce expectations by holding monthly Awards Ceremonies to recognize students. Classrooms receive Positive Shout Outs from other staff members and they are recognized on the morning announcements. Cypress staff members use Cypress Cash to reinforce expectations.

All grade levels implement a positive behavior recognition activity to recognize students making good choices as identified by the classroom behavior chart. This might be Preferred Activity Time, a daily pick from a treasure box, a pencil, positive call home, or lunch with the teacher.

All classrooms also use the same color coded behavior chart. Students start on blue. If they break a class rule they are moved to the next color. Each day the chart is recorded and reset, to blue for all students. Teachers may assign the recording of student behavior charts to a student helper, or record the behavior in the daily agenda. This will allow teachers to track student behavior with a numeric value for data (RTI) purposes and parent discussions.

Consequences for color changes will be determined by the grade levels, consistent among everyone on the team. Consequences may include: detention, time out, warning, loss of privilege, call home, parent notification (Minor infraction). A student should never be forced to stand or sit on the floor as a consequence. Students in time out must be under supervision and not left alone in the hallway. The class behavior charts will use the following colors and levels: Blue (4) Green (3) Yellow (2) Red (1)

After a student has gone through all colors, (depending on the situation) they will receive a minor infraction which must be signed and returned by the parent. One copy will go into a folder that will be kept in the classroom. These folders are pulled by Admin when a referral is sent to the office.

Students need to have good behaviors taught and modeled for them throughout the entire year.

Cypress Elementary will use a variety of methods to teach and model good behavior for students.

Students will be taught good behavior through class meetings, weekly and daily classroom instruction, morning announcements, or guidance counselor lessons.

Procedures, not rules, are the most important factor in managing a successful classroom. Before school starts, procedures must be developed by teachers. Starting on the first day of school these procedures must be taught to students. The procedures must be reinforced, explained, modeled and consistently practiced for the students. Procedures will continue to be taught and reinforced throughout the entire school year.

Disciplinary consequences do not impact students not following procedures. When a student or group of students fails to follow a procedure correctly, the procedure must be re-taught and practiced correctly.

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

Our Guidance Counselor and Social Worker forms group sessions for students with different social/emotional needs. They work closely with teachers and parents to assure all students needs are met. Selected groups meet weekly and in some cases more often depending on the needs of the individual child. The Guidance Counselor works closely with parents and teachers in the development and implementation of 504 plans for students. The MTSS team meets weekly. At these meetings teachers can discuss students in need of behavioral interventions. Teachers come to these meetings to express concerns and they work closely with the MTSS coach to develop plans for students.

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

Cypress Elementary looks at several early warning indicators including attendance, suspensions and referrals, failure in ELA and Math, and level 1 students on statewide assessments.

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
	K	1	2	3	4	5	
Attendance below 90 percent	1	11	9	4	4	4	33
One or more suspensions	0	1	0	2	5	0	8
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	6	8	26

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	3	2	2	7

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

Our MTSS team meets weekly to analyze data and put interventions in place for all students identified in need including students identified by the early warning system. We conduct progress monitoring meetings with each teacher every nine weeks and look at each students academic achievements as a team. At that time we look at students identified by the early warning system and put interventions in place for academics, behavior and attendance.

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

Some targets we have are to involve more parents in student achievement. With a Math, Reading and FCAT night, we hope to get parents involved in academic activities.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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
Shuttera, Randy	Principal
Raymond, Libby	Assistant Principal
Acosta, Tanya	Instructional Coach
Waller, Marcia	Teacher, K-12

Duties

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

Principal: Establishes a focus on data-driven decision making, ensures that the school based team is implementing MTSS, conducts assessments of skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support implementation..

Two coaches: Evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based intervention strategies; assists with the whole school screening using STAR Reading and Star Math and analyzes reports and provides early intervention services for children considered "at risk"; assists in progress monitoring, data collection, and data analysis

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; conducts team meetings; manages paperwork;

RTI Coach: MTSS facilitator; participates in collection and analysis of data; facilitates meetings; keeps intervention summary folders; manages MTSS paperwork.

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

We have weekly MTSS meeting where we discuss individual students needs and placement in the Tier's. We hold quarterly progress monitoring meetings with each teacher to discuss all children and make decisions based on data and discussion. We hold weekly meetings to discuss students who appear on our Early Warning Systems Report.

Title 1, Pare A: To ensure students requiring additional remediation are assisted;extended learning opportunities, such as before/after school programs, and Saturday and /or summer school, are offered. The district coordinates with Title 1 to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/ behavior assessment and intervention approaches.

Title 1, part C Migrant: When Migrant children are enrolled at our school, the Title 1 Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contracted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title 1 and other programs to ensure the students needs are met.

Title 1,part D: When neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure the students needs are met.

Title II: Professional is provided for PDA+, Math Solutions, and Marzano Laboratory. It is used to focus on Professional Learning Communities development and facilitation, as well as Lesson Study Group implementation.

Title x: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and, succeed in our public schools. For students identified as homeless under Mckinney-Vento Act, the liasion provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Janel Cabrera	Teacher
Randy Shuttera	Principal
Christine Olson	Teacher
Danielle Glassman	Teacher
Sara Nestle	Teacher
Susan Compton	Teacher
Taylor Caryn	Parent
Cassey Moon	Teacher
Maria Matos	Education Support Employee
Ramotar Sumintra	Teacher
Sang Tran-Ponce	Parent
Megan Vandyke	Teacher
Christine Olson	Teacher
Libby Raymond	Principal
Evelina Wallace	Teacher
Ivelisse Baez	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 meets and discusses the School Improvement Plan and discussed the goals and achievements of our school, students and staff. Additional discussions took place about updated goals for the plan were discussed.

Development of this school improvement plan

Sac was invited to attend a planning meeting. We then went back to the SAC committee to review the information discussed by staff and asked for additional input. Additional input was added.

Preparation of the school's annual budget and plan

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

No funds received from DOE

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
Acosta, Tanya	Instructional Coach
Waller, Marcia	Instructional Coach
Raymond, Libby	Assistant Principal
Shuttera, Randy	Principal
Becerra, Helayne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Planning family nights such as Pig Out On Reading, Dr. Suess Night, FCAT Night, Book fairs and other Reading activities to expose Cypress Elementary students to literature. The team also discusses the STAR Reading data to determine the needs of our students and develops activities that meet those needs and develop curriculum to supplement those needs.

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

Team building events are planned throughout the year and the Cheer committee meets monthly to plan activities to encourage positive relationships between teachers. PLC's are in place and teachers meet weekly to support each other in the implementation on lessons, tests, and reteaching.

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

Administrators are responsible for scanning resumes to interview, hire and retain highly qualified teachers. The district has a plan for recruiting highly qualified teachers. Two personnel are responsible at the district level to recruit highly qualified teachers.

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

Administration designated two teachers, one coach and one administrator for each new hire. These people are responsible for making sure new teachers are informed, supported and aware of information needed to be successful. . Monthly events are planned to meet with mentors to discuss any issues they are having and to provide assistance when needed.

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 grade levels are included in PLC meetings. At these meetings teachers align the standards to lessons and assessments with the use of the district curriculum maps in CPALMs. Agenda notes are

sent to the Principal and Assistant Principal weekly and all leadership team members are assigned a grade level to support.

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 use STAR data, Unit assessments, and benchmark assessments to differentiate instruction in the classroom daily. During team PLC meetings, teachers analyze data looking for strengths and weaknesses. Smart goals are written and teams focus on areas of weakness for differentiation of instruction and reteach.

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: Before School Program

Minutes added to school year: 1,920

We offer Saturday school for students in the bottom 25% as given by STAR assessments. Students receive 4 hours of instruction in Reading and Math for 8 Saturdays from October to December.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Acosta, Tanya, acostat@osceola.k12.fl.us

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

Star Data is collected monthly to monitor the progress of students.

Strategy: After School Program

Minutes added to school year: 1,920

We offer before school tutoring in Math and Reading in grades 3,4 and 5

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Raymond, Libby, raymondlib@osceola.k12.fl.us

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

Star data will be collected and analyzed.

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

Cypress has a kindergarten visit day for all in house pre-k students. We also hold a Kindergarten Round Up night to invite local Pre-K students and their parents to learn about Kindergarten's expectations. The Pre-K department also works with local Pre-K programs to ensure a successful transition.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students engaged in rigorous Science instruction.
- G2.** All students engaged in rigorous Math instruction.
- G3.** All students engaged in rigorous Reading instruction.

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 students engaged in rigorous Science instruction. 1a

 G041980

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Science Bootcamp
- Coaches
- PLC's
- Professional Development
- Extended Learning

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge

Plan to Monitor Progress Toward G1. 8

Student Unit test growth

Person Responsible

Jennifer Slenk

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

All Science assessment data, observations during classroom walkthrouhs

G2. All students engaged in rigorous Math instruction. 1a

 G041966

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - ED	63.0
AMO Math - ELL	59.0

Resources Available to Support the Goal 2

- Coaches
- Differentiated instruction
- Plc
- Professional Development
- Enrichment
- Extended Learning
- Math Facts in a Flash

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge

Plan to Monitor Progress Toward G2. 8

All assessment data

Person Responsible

Randy Shuttera

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Star data, Unit Assessments and benchmark assessments

G3. All students engaged in rigorous Reading instruction. 1a

G041837

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Reading - ELL	62.0
AMO Reading - ED	69.0

Resources Available to Support the Goal 2

- Coaches
- Professional Development- Breaking down the standards
- Common Planning
- PLC's
- Star Assessments- Reading (2-5) and Early Literacy(k-1)
- Kid Biz- A computer based program based on the standards that is prescriptive.
- Differentiated instruction
- Paraprofessionals small group
- Small group insrtuction
- Extended Learning

Targeted Barriers to Achieving the Goal 3

- Content Knowledge

Plan to Monitor Progress Toward G3. 8

Star Reading, Math and Early Literacy, 4th grade Osceola Writes and 5th grade Science

Person Responsible

Tanya Acosta

Schedule

Monthly, from 7/3/2015 to 7/3/2015

Evidence of Completion

Student scale score and achievement levels increasing

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 students engaged in rigorous Science instruction. **1**

 **G041980**

G1.B5 Lack of content knowledge **2**

 **B102139**

G1.B5.S1 Plc meetings **4**

 **S113334**

Strategy Rationale

Action Step 1 **5**

PLC meetings

Person Responsible

Libby Raymond

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Walk throughs, Agenda notes, observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

During weekly Leadership meetings data will be discussed

Person Responsible

Randy Shuttera

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Walkthrough data, observation data, all assessment data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Walkthrough and monitoring data

Person Responsible

Randy Shuttera


Schedule

Weekly, from 9/2/2014 to 6/5/2015


Evidence of Completion

Review agenda notes, observe PLC meetings, analyze assessment data


G2. All students engaged in rigorous Math instruction. 1

 G041966

G2.B4 Lack of content knowledge 2

 B102100

G2.B4.S1 Professional Development for teachers with Math Solutions 4

 S113275

Strategy Rationale

Action Step 1 5

Professional Development

Person Responsible

Jennifer Slenk

Schedule

On 6/5/2015

Evidence of Completion

Norms, goals, identify power standards, common assessments, review data, specifically look at ESE and ELL

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Review PLC agenda notes, observations and walkthroughs

Person Responsible

Jennifer Slenk

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Review PLC agenda notes, observations and walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Walkthroughs, weekly Leadership meeting discussions

Person Responsible

Randy Shuttera

Schedule

Weekly, from 9/2/2014 to 6/5/2015


Evidence of Completion

STAR data, Agenda notes, observations

G3. All students engaged in rigorous Reading instruction. 1

 G041837

G3.B1 Content Knowledge 2

 B101694

G3.B1.S1 Provide training on content standards. 4

 S112890

Strategy Rationale

Action Step 1 5

Provide the trainings for teachers

Person Responsible

Tanya Acosta

Schedule

Weekly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Lesson plans will be completed after the two week planning period to reflect content knowledge. PLC agenda minutes will reflect planning. Norms, goals and common assessments will be available.

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

Through walkthroughs and assessment data

Person Responsible

Randy Shuttera

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Assessment data, PLC notes and Agendas, walkthroughs, looking at common assessments and STAR data and discuss with the leadership team weekly

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

Walkthroughs, tracking of the EWS weekly during leadership meetings.

Person Responsible

Randy Shuttera

Schedule

Weekly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Students will make gains on Assessments.

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
G3.B1.S1.A1	Provide the trainings for teachers	Acosta, Tanya	9/2/2014	Lesson plans will be completed after the two week planning period to reflect content knowledge. PLC agenda minutes will reflect planning. Norms, goals and common assessments will be available.	5/15/2015 weekly
G2.B4.S1.A1	Professional Development	Slenk, Jennifer	9/2/2014	Norms, goals, identify power standards, common assessments, review data, specifically look at ESE and ELL	6/5/2015 one-time
G1.B5.S1.A1	PLC meetings	Raymond, Libby	9/2/2014	Walk throughs, Agenda notes, observations	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Student Unit test growth	Slenk, Jennifer	9/2/2014	All Science assessment data, observations during classroom walkthrouhs	6/5/2015 monthly
G1.B5.S1.MA1	Walkthrough and monitoring data	Shuttera, Randy	9/2/2014	Review agenda notes, observe PLC meetings, analyze assessment data	6/5/2015 weekly
G1.B5.S1.MA1	During weekly Leadership meetings data will be discussed	Shuttera, Randy	9/2/2014	Walkthrough data, observation data, all assessment data	6/5/2015 weekly
G2.MA1	All assessment data	Shuttera, Randy	9/2/2014	Star data, Unit Assessments and benchmark assessments	6/5/2015 weekly
G2.B4.S1.MA1	Walkthroughs, weekly Leadership meeting discussions	Shuttera, Randy	9/2/2014	STAR data, Agenda notes, observations	6/5/2015 weekly
G2.B4.S1.MA1	Review PLC agenda notes, observations and walkthroughs	Slenk, Jennifer	9/2/2014	Review PLC agenda notes, observations and walkthroughs	6/5/2015 weekly
G3.MA1	Star Reading, Math and Early Literacy, 4th grade Osceola Writes and 5th grade Science	Acosta, Tanya	7/3/2015	Student scale score and achievement levels increasing	7/3/2015 monthly
G3.B1.S1.MA1	Walkthroughs, tracking of the EWS weekly during leadership meetings.	Shuttera, Randy	9/4/2014	Students will make gains on Assessments.	6/5/2015 weekly
G3.B1.S1.MA1	Through walkthroughs and assessment data	Shuttera, Randy	9/2/2014	Assessment data, PLC notes and Agendas, walkthroughs, looking at common assessments and STAR data and discuss with the leadership team weekly	6/5/2015 weekly

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.

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