2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Cypress Woods Elementary School

4900 CYPRESS WOODS BLVD

Palm Harbor, FL 34685

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SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Teach it! Learn it! Live it!

Provide the school's vision statement

Cypress Woods unites with the community to provide a quality education enabling every student to perform at or above grade level expectations.

School Environment

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

The teachers at Cypress Woods Elementary work to build a smooth transition from grade level to grade level communicating expectations to parents and fostering an environment that centers around parent communication so that all stakeholders can work collectively together to raise student achievement. Teachers are highly skilled at student centered education that is not teacher-directed or skills taught in isolation. Best practices are utilized in order to raise student engagement so students have effective conversations. This results in teachers and students learning about cultural differences and relationship building.
Cypress Woods' Multicultural Program provides students an opportunity to learn about each other's cultures
providing them the opportunity to learn about each other individually. Our guidance counselor will provide Mentor Program. This process that enables the school to learn about students' cultures. Teachers and staff work with the guidance counselor to mentor students throughout the school year meeting regularly to provide support.

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

Every student needs and deserves to feel respected and free from physical harm, intimidation, harassment, and bullying. To ensure a safe learning environment, teachers are adequately trained to recognize the signs of bullying and report it for investigation. Cypress Woods staff ensure safety at bus stops and on the P.E. court, as well as in lunchrooms, bathrooms, hallways, and classrooms. The teachers create an environment that fosters a culture of trust so that students feel safe talking with their teacher, administrator, or guidance counselor about any issue that is affecting their learning.
The teachers offer opportunities for Extended Learning before and after school so that students have every opportunity for success. Expectations are set high for all students so that each and every child strives daily to meet their goals.
Students are excited to participate in a variety of clubs before or after school that include Lego Club, STEM, Basketball Club, Strings and Orff, Drums, and Green Team. The teachers and PTA work to provide rich learning experiences that create an atmosphere of excitement for learning.
Data drives instruction and is communicated to parents on a regular basis. Mentors are assigned to some of the low performing students who need a boost in self confidence or extra support due to language differences or self esteem issues.
Administrators relentlessly ensures the school is safe. They initiate conversation and support professional learning. It is vitaly important that administration initiates and promotes policies, structures, and practices that link students and families with medical, dental, and mental health

services, as well as other sources of support in the community.

The principal fosters the development of positive relationships and a bond between students and school by modeling caring, facilitating strategies that strengthen the student-adult connections, examining data related to barriers to student participation in after school activities and leading collaborative efforts to address them.

Administration promotes policies, structures, and practices that develop trust between school and family.

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

Colors:
Blue: Eagletastic (1)
Orange: Great Day! (2)
Green: Ready to Learn (3)
Yellow: Think about it/Warning (4)
Red: Teacher's Choice + Note in the Agenda (5)
All classrooms have a color/number behavior chart with cards or clips. Students enter the day at green and can move up to orange for a "great day" and then Blue for "Eagletastic." Students can also move down to yellow, and then to Red.
3 non-negotiables:
Colors (and/or numbers for intermediate)
All students come in on the same color.
Parent communication daily (color/number)
Students have the chance to earn Character Keys at any time throughout the day. They can save 10 character keys for a certificate and prize from administration or they can put their key in a box in the media center for a chance to be pulled on the morning news. Students' keys who are pulled on the morning news can ring the school bell the following morning and get an ice-cream ticket.
The following steps are taken as part of our progressive discipline plan.
1. Verbal or Nonverbal warning: Standing close to student, eye contact with shake of the head, using I-messages, provide choices, appointment for counselling, hold class meeting. The school wide quiet symbol is utilized in whole group situations.
2. Time out (inside own room): Each teacher should establish a time out area in a low traffic part of the classroom. Keep the length of any time-out brief without any work. The time out period does not begin until the student is in the area seated and quiet.
3. Time out (in another classroom): Each teacher should pre-establish a working agreement with two other teachers (1 at grade level and 1 below) to provide a time-out seat for students. The length of time should be brief (no longer than 15 minutes). Teachers should accept students only from those teachers with which a working agreement has been made. If a student is inappropriate while in an "out of class" time out, the host teacher should call the office for assistance. The student will be removed from the time-out class and placed in an office time-out area.
4. Behavior Intervention Plan: This plan is intended for situations in which a student's behavior occurs frequently enough to concern the teacher. The plan assists you in identifying the cause of chronic misbehavior and developing a plan to reduce the probability that the chronic misbehavior will continue.
5. Behavior support: The teacher may call the office for assistance in de-escalating disruptive classroom behavior. Any conversation regarding the offending student's behavior should be private, between teacher and administration in order to preserve the offending student's dignity.
6. Referral to staffing team for assistance

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 guidance counselor coordinates the development of a comprehensive guidance plan based on the needs of the students, parents/guardians, school staff, and community.

Sarah Prices does the following:

Counsels with students individually and/or in groups to help students understand and appreciate their unique qualities and grow personally and socially.

Coordinates school mentoring program.

Assists students in crisis situations.

Helps to identify individual student needs.

Conducts conferences and 504 meetings with parents and key staff members.

Supports students by teaching skills for achieving success.

Works collaboratively with students, parents/guardians, and teachers to identify and remove barriers that may hinder student achievement.

Helps promote positive attitudes among students towards self, family, and community.

Links students with school and community resources through community agencies.

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

The SBLT convenes every Friday morning to discuss Tier 2 and 3 student progress in all subject areas. Each week we focus on a different subject and discuss possible progress among the Tiers.

Academic Performance: Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics, and retained students.

Educational Engagement: High rates of absenteeism or truancy that is below 90%, suspensions, poor classroom behavior, less participation in activities, and bad relationships with teachers or peers.

These questions are utilized with at-risk students in SBLT:

Does the student have a 504 Plan?

Has the student had a previous dropout withdrawal?

Suspension/Expulsion as well as other infractions.

Grades from current course work.

Is the student enrolled in an English Language Learning program?

Is the student in the Foster Care system?

Does the student have health issues?

Retention in grades prior to grade 5.

Interventions are identified and discussed with instructional staff that have interactions with those students so that academic and or emotional/social needs can be met in the classroom setting using the RTI process.

Intervention strategies and programs such as STMath are employed by the school to improve the academic performance of students identified by the early warning system for those students to use at home. Additionally,

students identified by the early warning system receive support through our guidance department, social services and the Child Study Team.

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	Students
Attendance below 90 percent	2	1
	Total	**1**
One or more suspensions	1	1
One or more suspensions	5	3
	Total	**4**
Course failure in ELA or Math	3	1
Course failure in ELA or Math	4	19
Course failure in ELA or Math	5	13
	Total	**33**
Level 1 on statewide assessment	3	22
Level 1 on statewide assessment	4	10
Level 1 on statewide assessment	5	15
	Total	**47**

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

Indicator	Grade	Students
Students exhibiting two or more indicators	1	1
Students exhibiting two or more indicators	2	1
Students exhibiting two or more indicators	3	22
Students exhibiting two or more indicators	4	10
Students exhibiting two or more indicators	5	18
	Total	**52**

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

The guidance counselor coordinates a mentoring program for all students identified by the early warning system.
Students are encouraged to participate in after school activities that include clubs or extended learning opportunities to support them in their academics.
Family engagement opportunities are discussed with the classroom teacher to encourage family members to be an active participant in their child's learning.
The teacher individualizes instruction and tailors it to the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style.
The guidance counselor and social worker work with the student to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors.
Students who have a Level 1 in ELA or mathematics, score below 90% attendance, or have been retained are included in monthly CST meetings. The team monitors the students attendance through FOCUS and tracks their academic progress using Ongoing Progress Monitoring data. Interest inventories for the School Wide Enrichment Model are given to students in all grade levels. These interest inventories along with teacher survey data is used to gather student interests and incorporate these interests into the curriculum. This information gathered helps the teacher choose literacy topics

for Early Warning System identified students.This strategy is used to eliminate the reading achievement gap as well between black and non-black students.

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

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

The parent work schedule and single parent families continue to be barriers to parent participation in meetings and activities. The school will announce all activities in the newsletter, School Messenger, the PTA website and the marquee.
All Pro Dads hold monthly breakfasts and invite motivational speakers.
PTA hosts the award winning Hatchlings reading program occurs monthly in the evening for all K-2 students.

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

Cypress Woods Elementary has developed partnerships with a variety of local businesses in order to secure resources benefiting our student population. Perkins Restaurant did a pie fundraiser for the Winter holidays that secured funding for leveled libraries in a variety of intermediate classrooms. PTA works with Astroskate, McDonalds, Celebration Station, Jungle Bounce, and Chilis to provide nights our families can join with the school in raising money that will assist with student achievement. Goals are set with different purposes throughout the school year and achieved by the close of the year. A majority of our goals for technology have been achieved through our community and business partnerships.

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	Email
Young, Kathleen	Assistant Principal	young-parkerk@pcsb.org
Williams, Quinn	Assistant Principal	williamsq@pcsb.org
Price, Sarah	Guidance Counselor	prices@pcsb.org
Durden, Emily	Attendance/Social Work	durdene@pcsb.org
Feder, Cindy	Psychologist	federc@pcsb.org

Duties

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

Sarah Price, Guidance Counselor, Facilitator, 504 coordinator
Quinn Williams, Data Manager/Data coach, Technology Specialist
Cindy Feder, School Psychologist, Recorder/Note Taker, Data analysis
Emily Durden, School Social Worker, Attendance, Social, Behavioral Data
Kathleen Young-Parker, Principal, Time Keeper

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 use a weekly subject area rotation when using the problem-solving model. The team defines the goal(s) from the SIP to be attained across the Tiers. We identify possible reasons why the desired goals are not being attained. Then we develop and implement a well-supported plan involving evidence-based strategies to attain the goals. The SBLT helps identify research based interventions for all Tier 2 and 3 students.
Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II
The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III
Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless
The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I,

Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kathleen Young-Parker	Principal
Elizabeth Baker	Parent
Talisha Robinson	Teacher
Susan Reisberg	Teacher
Jane Ulewicz	Parent
Nicole Harrison	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC read and approved the school improvement plan for 2013-2014. They also approved the budgetary allocations for the School Improvement funds designated to Cypress Woods.

Development of this school improvement plan

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan. The plan will be reviewed in the middle of the year with SAC to ensure that progress is being made with all goals. SAC chairperson assisted in SIP creation.

Preparation of the school's annual budget and plan

SAC assists the principal in the school's annual budget ."With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

SAC also assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.

SAC approves of the expenditure of school improvement funds.
SAC approves the final draft of the school improvement plan and conducts a public meeting for community suggestions for modifications and serves as an advocate in the community and the school for implementation and assists in public relations efforts related to the plan.
They also support school improvement implementation.
They collect and analyze information about the community and the school and receives public input regarding needs (Needs Assessment) of the school. SAC provides ongoing review of the progress being made toward implementation of the school improvement plan. They evaluate success by monitoring short-term and long-term outcomes.
SAC members attend meetings and approve the staff vote on how to spend A+ recognition money.

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

$1000 was allocated for the Extended Learning Program for students in grades K-5. Personnel worked with Level 1 and 2 students in grades 4 and 5 using county approved Reading interventions and progress monitored with DIBELSnext to track progress. They also worked with one and two star students in grades K-3 as identified by the Teaching and Learning book. These students also received extra support in Reading, outside the Literacy block.

Verify that the school is in compliance with section 1001.452, F.S., 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)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

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

Name	Title	Email
Young, Kathleen	Principal	young-parkerk@pcsb.org
Williams, Quinn	Assistant Principal	williamsq@pcsb.org
Lau, Heidi	Teacher, K-12	lauh@pcsb.org
McDowell, Lyndsey	Teacher, K-12	mcdowelll@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Support for instructional skills focused on how to improve reading comprehension by utilizing close reading strategies and finding text evidence.
Support for the new reading modules in K-5.
Support for implementation of Common Core State Standards for Literacy in Social Studies, Science.
Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
Participate in the selection and purchase of text sets.
Developing and asking text dependent questions from a range of question types.
Emphasizing students supporting their answers based upon evidence from text.
Provide input for focus skills to PTA for primary parent reading nights (CWE Hatchlings).
Develop strategies gained from the Leading the Learning Cadre in order to work with high achieving students, and differentiated instruction through conferring.

Major intiatives:
Fidelity of guided reading in grades K-5
Collaborative planning in the area of literacy
Formative assessments and data analysis

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

Cypress Woods Elementary has a master schedule that allows for 50 minutes of planning for all grade levels. Teacher are encouraged during this time to work together collaboratively when unpacking the benchmarks and planning out lessons that align with the Florida State Standards and the Common Core State Standards.
Professional Learning Communities have been established so that teachers meet for approximately 40 minutes weekly to discuss curriculum content and new strategies that helped their instruction. Teachers share ideas and problem solve together in order to increase student achievement.

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

Administration will ensure that school based mentors will hold regular meetings with new teachers to the school. Teachers will participate in district wide trainings in order to increase professional knowledge. The Reading Coach will meet monthly with various grade levels to help with the full implementation of the Common Core State Standards. Teachers are empowered to have input into decisions that affect their teaching.

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

There are three site-based mentors at Cypress Woods Elementary. One mentor is a gifted teacher with regular education classroom experience. She is familiar with the curriculum and needs of all grade levels. The second mentor is a first grade veteran teacher. The third mentor is a fifth grade teaming teacher. Each mentor meets monthly with their assigned teacher to review lesson plans, discuss curriculum, and answer questions.
The following guidelines are followed:
First day of preschool: We introduce new staff member to his/her team leader as well as county trained mentor.
During Preschool: The mentor meets with the new staff member to review CWE policies and procedures in the staff handbook.
During Preschool: The principal will schedule a brief orientation meeting for all new personnel to meet key staff and to review processes/procedures. (Administrators, Secretary/Bookkeeper, DMT, Guidance Counselor/RtI, HPO, Mentors, Pro Ed Facilitator, Media/Tech Specialist, etc)
First Two Weeks: Each new employee is given a New Employee Orientation Supervisor Checklist. The new employee must meet with the staff members listed below to complete the various sections of this form. The completed form is to be submitted to the Secretary when all items are initialled.
Throughout the School Year: A staff member (site based mentor/coach) designated by the Principal shall meet with the group of all new staff members regularly to discuss concerns and provide assistance.
Team members are also expected to assist new staff members whenever possible.
Principal and Assistant Principal continue to provide resources, support, and assistance, as needed, throughout the year.

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

With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–5 reading program with rigorous Common Core instructional design. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation set Journeys Common Core apart as the Common Core reading curriculum of choice for educators across the nation.
Common Core-based instruction integrated into every unit and lesson
Digital learning tools, including mobile apps and interactive whiteboard lessons
Scaffolding and differentiation in every lesson
GO Math! K–8 offers an engaging and interactive approach to covering the Common Core State Standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor.
GO Math! in your classroom
Instructional support provides teachers with the opportunity to focus on depth of learning in the classroom
Comprehensive digital path promotes comprehensive understanding of common core state standards and mathematical practices

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 in grades K-5 are using FCAT, Module, and Common Assessment data to begin differentiating their instruction and lesson planning. Jan Richardson's Guided Reading lesson plans are used in all grade levels to meet the needs of the individual learner. If students are having difficulty attaining the proficient level on state assessments, the MTSS problem solving model is used to determine possible interventions to be provided by the classroom teacher.
The 4-step problem-solving model involves:
Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).
Step 2: Identify possible reasons why the desired goal(s) is not being attained.
Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
Step 4: Evaluate the effectiveness of the plan in relation to stated goals.
All students who are Tier 2 or 3 as identified in the MTSS problem solving model, receive interventions and are Ongoing Progress Monitored using either DIBELSNext or AIMSweb on a weekly basis.
ERELM is a literacy model that services Tier 2 students in their area of reading deficiency utilizing county recommended interventions.
Extended Learning Program is offered after school bi-weekly to students who have been identified as having a deficiency in the area of Mathematics according to district and statewide assessments.
Small group skill groups, STMath, FCAT Explorer, and Soar to Success are used with students in their particular area of weakness in math.

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 type: After School Program

Minutes added to school year: 2,280

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Once a week students identified by administration and the SBLT as substantially deficient in math, attend an extended learning program in the computer lab. The students spend approximately 30 minutes doing small group skill based instruciton, STMath, Soar to Success, and/or FCAT Explorer.
Various intermediate teachers offer free tutoring every day after school using research based interventions.

Strategy Rationale

Teachers use ongoing progress monitoring to determine the intervention and course of action taken to differentiate instruction for each individual student.

Person(s) responsible for monitoring implementation of the strategy
Young, Kathleen, young-parkerk@pcsb.org

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

Common Assessments will be utilized to determine the effectiveness of the computer programs in Math.

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

Academic skills are integrated into preschool that allow for an integrated curriculum that focuses on the developmental needs of each child.
Social adjustment and communication skills are vital to increase positive interactions between peers.
Teaching styles, classroom management techniques, and routines are similar between preschool and kindergarten.
Preparation for the transition include visiting kindergarten and communicating expectations to parents so that the transition can be seamless and successful.

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), F.S

School Improvement Goals

Goals Summary

G1. As measured by the Alliance for a Healthier Generation, Cypress Woods Elementary will increase by one level in Student Wellness.

G2. Increase in the number of students scoring at proficiency or above in Reading by 5% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 5% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 5% as measured by the Florida Standards Assessment.

G3. Increase the number of students performing proficient or above in Writing by 5% as measured by the Florida Standards Assessment. Increase the number of student scoring as high performing in Writing by 5% as measured by the Florida Standards Assessment.

G4. Increase in the number of students who are proficient by 5% in Mathematics as measured by the Florida Standards Assessment.

G5. Increase the percentage of students scoring a Level 3 in Science by 5% as measured by the Science FCAT 2.0. Increase the percentage of students scoring a Level 4 or above in Science by 5% as measured by the Science FCAT 2.0.

Goals Detail

G1. As measured by the Alliance for a Healthier Generation, Cypress Woods Elementary will increase by one level in Student Wellness.

Targets Supported

Indicator	Annual Target

Resources Available to Support the Goal
- Resources that Cypress Woods Elementary has available are our instructional staff to include our Physical Education Department and Cafeteria Operations

Targeted Barriers to Achieving the Goal
- A barrier that Cypress Woods Elementary could encounter would be student participation.

Plan to Monitor Progress Toward the Goal	
Data will be reviewed from physical activities contributing to student wellness.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Data from student activities will drive activities that contribute to progress made when meeting the goals.

G2. Increase in the number of students scoring at proficiency or above in Reading by 5% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 5% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 5% as measured by the Florida Standards Assessment.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	85.0

Resources Available to Support the Goal

- Assessment Resources: FCAT, FAIR, CPALMS, math formative assessments, running records, literacy coach, SBLT

Targeted Barriers to Achieving the Goal

- Teachers lack training in effective instructional techniques for teaching Language Arts in the LAFS

- Student engagement in the classroom.

- Usage of rubrics/scales.

Plan to Monitor Progress Toward the Goal	
Monitor lesson plans and give consistent feedback on walk throughs.	
Person Responsible	Kathleen Young
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Walkthrough feedback

G3. Increase the number of students performing proficient or above in Writing by 5% as measured by the Florida Standards Assessment. Increase the number of student scoring as high performing in Writing by 5% as measured by the Florida Standards Assessment.

Targets Supported

Indicator	Annual Target
Students in fourth grade with a Level 1 or equivalent score on the statewide assessment in ELA or mathematics	
Students in fifth grade with a Level 1 or equivalent score on the statewide assessment in ELA or mathematics	

Resources Available to Support the Goal

- Weekly writing notebook reviews Use of rubrics by teachers and students to monitor progress Writing Common Assessment Data

Targeted Barriers to Achieving the Goal

- Teachers need professional development opportunities in effective teaching techniques for writing in response to close reading, Module roll-outs and core instruction methods in Language Arts Florida Standards (LAFS)

- Teachers need to strengthen core instruction in writing, by increasing the amount of time students are reading and responding to complex text and providing multiple opportunities to write across all subject areas.

- Teachers need to develop comprehensive scales/rubrics for the Language Arts Florida Standards in writing, that clearly state the expected outcomes for responding to literature and informative text.

Plan to Monitor Progress Toward the Goal	
Provide information to teachers about district writing trainings offered in the area.	
Person Responsible	
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Monitor discussion of discussions in PLCs for progress made through the implementation of the Writing trainings.

G4. Increase in the number of students who are proficient by 5% in Mathematics as measured by the Florida Standards Assessment.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	83.0

Resources Available to Support the Goal

- Elementary Math AMOs, Elementary Math FSA.

Targeted Barriers to Achieving the Goal

- Standards based instruction being at or above expected grade level.

- Decreased differentiation.

- Decreased student engagement.

Plan to Monitor Progress Toward the Goal	
Teachers will receive walk through feedback focused on increased instructional rigor.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Common Assessment data and walk through feed back

G5. Increase the percentage of students scoring a Level 3 in Science by 5% as measured by the Science FCAT 2.0. Increase the percentage of students scoring a Level 4 or above in Science by 5% as measured by the Science FCAT 2.0.

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	85.0

Resources Available to Support the Goal

- FCAT data Science 2.0

Targeted Barriers to Achieving the Goal

- Lack of setting and communicating a purpose for learning and learning goals in each lesson.

- Decreased instructional rigor.

- Lack of implementation of high yield instructional strategies.

- Lack of differentiation in instruction.

Plan to Monitor Progress Toward the Goal	
Monitor lesson plans and levels of differentiation during walk throughs	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk through data, Performance Matters, FCAT and Common Assessment data, lesson plans

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

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

G1. As measured by the Alliance for a Healthier Generation, Cypress Woods Elementary will increase by one level in Student Wellness.

G1.B1 A barrier that Cypress Woods Elementary could encounter would be student participation.

G1.B1.S1 Cypress Woods Elementary through it's Physical Education department will increase student wellness as measured by the Alliance for a Healthier Generation from a Level Silver to a Level Gold.

Strategy Rationale

Students that participate in activities to increase their wellness perform better academically.

Action Step 1	
Students will participate in activities to increase Student Wellness through the Physical Education department.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Evidence of student participation will be collected and uploaded to the Alliance for a Healthier Generation.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Data will be collected for student participation in physical activities contributing to student wellness.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Data from student activities will be collected with each activity promoting student wellness as measured by the Alliance for a Healthier Generation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Periodic reviews will transpire with the Physical Education department to measure the rate of compliance in achieving the goal.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Data will be collected showing student participation in activities for Student Wellness.

G2. Increase in the number of students scoring at proficiency or above in Reading by 5% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 5% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 5% as measured by the Florida Standards Assessment.

G2.B1 Teachers lack training in effective instructional techniques for teaching Language Arts in the LAFS

G2.B1.S1 All teachers will be trained in effective instructional techniques for teaching Language Arts in the LAFS.

Strategy Rationale

Professional development opportunities will increase knowledge resulting in student achievement.

Action Step 1	
Teachers will attend professional development on Module roll-outs, close reading, and instructional methods.	
Person Responsible	Quinn Williams
Schedule	Semiannually, from 08/12/2014 to 06/02/2015
Evidence of Completion	PLC and curriculum meeting notes, Moodle LMS transcripts

Action Step 2	
Teachers will set and communicate a purpose for learning and learning goals for each lesson.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans and walkthroughs

Action Step 3	
Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading, rereading, and using monitoring tools.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Monitor grade level PLCs	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Agendas, minutes, and PLC attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Monitor grade level PLCs	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Agendas, minutes, and PLC attendance

G2.B2 Student engagement in the classroom.

G2.B2.S1 Increase student engagement.

Strategy Rationale

Teachers will apply student engagement strategies in the classroom in order to increase accountability for learning resulting in highest student achievement.

Action Step 1	
Every student will receive an additional 30 minutes of differentiated reading instruction daily outside the 90 minute block.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 2	
Teachers will demonstrate intensity and enthusiasm for learning in order to highly engage students. IPI walk throughs from district personnel will capture the exact level of engagement	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Walk through feedback and IPI data

Action Step 3	
Teachers will use effective questioning strategies and close reading strategies in order to stimulate interest.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Walkthroughs and IPI data will determine the level of engagement in the classrooms	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Walkthrough feedback data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Walkthroughs and IPI data will determine the level of engagement in the classrooms	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans

G2.B3 Usage of rubrics/scales.

G2.B3.S1 Increase usage of rubrics/scales.

Strategy Rationale

Rubrics and scales will be used to measure student success and help guide instruction.

Action Step 1	
Instructional staff will attend training sessions (curriculum and/or LLC) in utilizing rubrics/scales and formative assessments for Language Arts Florida standards.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Curriculum Meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S1	
Monitor lesson plans and walk through data	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Walkthrough feedback and reviewing lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1	
Monitor lesson plans and walk through data	
Person Responsible	Kathleen Young
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans reviewed and walk through feedback

G3. Increase the number of students performing proficient or above in Writing by 5% as measured by the Florida Standards Assessment. Increase the number of student scoring as high performing in Writing by 5% as measured by the Florida Standards Assessment.

G3.B1 Teachers need professional development opportunities in effective teaching techniques for writing in response to close reading, Module roll-outs and core instruction methods in Language Arts Florida Standards (LAFS)

G3.B1.S1 All teachers to be trained in effective instructional techniques for writing.

Strategy Rationale

Action Step 1	
Meet with the ELA writing coach to discuss effective instructional techniques for short and long responses based on text. Lessons should include specific learning goals and expected outcomes.	
Person Responsible	
Schedule	Monthly, from 08/12/2014 to 06/02/2015
Evidence of Completion	PLC minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Monitor grade level PLCs and Lesson Plans	
Person Responsible	
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans and PLC agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Monitor grade level PLCs and lesson plans	
Person Responsible	
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	PLC minutes and lesson plans

G3.B2 Teachers need to strengthen core instruction in writing, by increasing the amount of time students are reading and responding to complex text and providing multiple opportunities to write across all subject areas.

G3.B2.S1 Increase instructional rigor during writing, with a focus on differentiation of instruction.

Strategy Rationale

Action Step 1	
Teachers will provide instruction that aligns to FL Writes expectations as well as Common Core Standards for writing. Arrange time to showcase writing best practices through in-class modeling and coaching. Scaffold lessons so every level of writer is challenged to reach higher levels.	
Person Responsible	
Schedule	
Evidence of Completion	Walkthrough data, Writing FCAT scores, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Monitor differentiation shown in lesson plans and in classroom walk throughs.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans, Writing FCAT scores, walk through feedback

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Monitor differentiation shown in lesson plans and in classroom walk throughs.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson Plans, Writing FCAT, walk through feedback

G3.B3 Teachers need to develop comprehensive scales/rubrics for the Language Arts Florida Standards in writing, that clearly state the expected outcomes for responding to literature and informative text.

G3.B3.S1 Provide time to have teacher training on how to develop and utilize writing rubrics to ensure consistent goals and expectations across grade levels.

Strategy Rationale

Action Step 1	
Plan time to work on how to develop and utilize writing rubrics during staff meetings, professional development days or during PLC's.	
Person Responsible	
Schedule	
Evidence of Completion	Curriculum Meeting agendas, PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G3.B3.S1	
Curriculum Meetings will have evidence of writing rubrics to ensure consistent goals and expectations across grade levels.	
Person Responsible	
Schedule	
Evidence of Completion	Curriculum Meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1	
Curriculum Meetings will have evidence of writing rubrics to ensure consistent goals and expectations across grade levels.	
Person Responsible	
Schedule	
Evidence of Completion	Curriculum Meeting minutes

G4. Increase in the number of students who are proficient by 5% in Mathematics as measured by the Florida Standards Assessment.

G4.B1 Standards based instruction being at or above expected grade level.

G4.B1.S1 Effective planning that include the Eight Mathematical Practices.

Strategy Rationale

Differentiated lesson plans with mathematical practices will increase student achievement and raise engagement.

Action Step 1	
Ensure that lessons taught are aligned to the Florida Standards and the district provided pacing guide	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Math Common Assessment, Lesson plans and walk through feedback

Action Step 2	
Begin lessons with a discussion of desired outcome and a learning goal	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Math Common Assessment, Lesson plans and walk through feedback

Action Step 3	
Provides enrichment activities for students who have mastered the concept.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Math Common Assessment, Lesson plans and walk through feedback

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Monitor grade level PLCs and lesson plans for fidelity of implementation.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans, walk through feedback, Common Assessment and FSA data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Monitor grade level PLCs and lesson plans for effectiveness.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans, PLC minutes, Common Assessment data, walk through feedback.

G4.B2 Decreased differentiation.

G4.B2.S1 Differentiate Instruction

Strategy Rationale

Lesson plans reflecting differentiation in math will increase student achievement and assist the teacher in curriculum compacting.

Action Step 1	
Ensure teachers assess the students' readiness for learning the new skill and will assess the level of comprehension throughout the lesson in their instructional environment.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans and walk throughs

Action Step 2	
Teachers will use formal and informal assessments to measure students' level of understanding and will meet with students to discuss their progress and achievement toward their learning goals.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans and walkthroughs

Action Step 3	
Teachers will use rubrics to monitor student progress to assess readiness to move forward or need for remediation.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	PLC minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1	
Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Common Assessments, Lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S1	
Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans, walk through feedback

G4.B3 Decreased student engagement.

G4.B3.S1 Increase student engagement.

Strategy Rationale

If students are provided with strategies stemming from the 8 Mathematical Practices, engagement increases resulting in increased student achievement.

Action Step 1	
Instructional setting and lessons will be differentiated to meet individual instructional needs, cultural background and interests.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 2	
Provide opportunities for students to demonstrate and express knowledge and understanding of mathematical content in a variety of ways and varying levels of difficulty.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/12/2014 to 06/02/2015
Evidence of Completion	Lesson plans and walk throughs

Action Step 3	
MFAS scales and rubrics should be utilized in lesson plans.	
Person Responsible	Kathleen Young
Schedule	Daily, from 08/12/2014 to 08/12/2014
Evidence of Completion	Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1	
Analyze lesson plans, walk through feedback, and IPI data to determine the level of engagement in the classroom.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Lesson plans, IPI data, walk through feedback

Plan to Monitor Effectiveness of Implementation of G4.B3.S1	
Analyze lesson plans, walk through feedback, and IPI data to determine the level of engagement in the classroom.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans, IPI data, walk through feedback

G5. Increase the percentage of students scoring a Level 3 in Science by 5% as measured by the Science FCAT 2.0. Increase the percentage of students scoring a Level 4 or above in Science by 5% as measured by the Science FCAT 2.0.

G5.B1 Lack of setting and communicating a purpose for learning and learning goals in each lesson.

G5.B1.S1 Establish routine practice for students using Success Criteria to track individual progress of Learning Goals.

Strategy Rationale

This will help students set goals and track progress to reach those goals.

Action Step 1	
Lesson begins with discussion of desired outcome, learning goals, and essential questions.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 2	
Monitor for consistent routine practice of students using Success Criteria to track their progress of Learning Goals.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Science Notebooks

Action Step 3	
Determine that the lesson is aligned with a course standard/benchmark and to the district pacing guide/5 E's workshop.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1	
Ensure lesson plans reflect the CCSS and learning goals for each lesson.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G5.B1.S1	
Ensure lesson plans reflect the CCSS and learning goals for each lesson.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plan feedback

G5.B2 Decreased instructional rigor.

G5.B2.S1 Increase instructional rigor.

Strategy Rationale

The Webb's Depth of Knowledge will be used to plan higher order questions in Science to increase rigor.

Action Step 1	
Establish routine practice in the use of the 5 E's workshops provided by the district.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 2	
Establish routine practice in the use of the Science Learning Activity Guides as a component of the science notebook process.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 3	
Establish routine practice in the use of Science Notebooks to continually reflect on the Essential Questions and Learning Goals.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1	
Monitors instructional rigor during walk throughs and teacher observations.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk through feedback

Plan to Monitor Effectiveness of Implementation of G5.B2.S1	
Monitors instructional rigor during walk throughs and teacher observations.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk through feedback

G5.B3 Lack of implementation of high yield instructional strategies.

G5.B3.S1 Implement high yield instructional strategies.

Strategy Rationale

Instructional strategies will assist teachers in differentiating instruction.

Action Step 1	
Determine that lessons focus on essential learning goals, state the purpose for learning, and connect instructional objectives to students' background knowledge, interests, personal goals, etc.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 2	
Students will participate in Science Lab lessons focusing on life, physical, and earth science benchmarks.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans, Lab Schedule

Action Step 3	
Students focus on the investigation process by completing a class/group science board, and participate in the school Science Showcase.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Class boards submitted and displayed during the School Science Showcase.

Plan to Monitor Fidelity of Implementation of G5.B3.S1	
Monitor the implementation of high yield instructional strategies in the classroom.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk through feedback.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1	
Monitor the implementation of high yield instructional strategies in the classroom.	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Monitor walk through feedback.

G5.B4 Lack of differentiation in instruction.

G5.B4.S1 Differentiate instruction to meet individual student needs.

Strategy Rationale

Students will be instructed whole and small group on their developmental level in order to make the most student progress.

Action Step 1	
Establish routine practice for implementation of the district provided 5 E's Workshops (engage, explore, explain, elaborate, and evaluate)	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 2	
Teacher uses questioning techniques at various cognitive levels to meet the individual needs of students and increase engagement.	
Person Responsible	Quinn Williams
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans

Action Step 3	
Teacher identify instructional resources to support on-going review and enrichment with an emphasis on Think-Central digital lessons and informational text.	
Person Responsible	Quinn Williams
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B4.S1	
Monitor lesson plans and levels of differentiation during walk throughs	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk through feedback, Performance Matters, FCAT and Common Assessment data, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B4.S1	
Monitor lesson plans and levels of differentiation during walk throughs	
Person Responsible	Quinn Williams
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk through feedback, Performance Matters, Common Assessment and FCAT data, lesson plans

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon