

# Cypress Woods Elementary School



2015-16 School Improvement Plan

## Cypress Woods Elementary School

4900 CYPRESS WOODS BLVD, Palm Harbor, FL 34685

<http://www.cypress-es.pinellas.k12.fl.us>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
24%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
21%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Pinellas 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To achieve Cypress Woods Elementary's vision, we will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

##### 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 Family and Community Liaison will provide a Mentor Program. This process that enables the school to learn about students' cultures. Teachers and staff work in conjunction with the Family and Community Liaison to mentor students throughout the school year regularly in order to provide support.

The Discipline Committee will be training their teams on culturally responsive classroom management. The Discipline Committee will be training teachers on how to use our school-wide expectations, matrix, and behavior system to hold all students to a high level of accountability. It is an expectation that students are familiar with the matrix of expectation so they are fairly and consistently enforced. Teachers will learn new strategies and techniques for building relationships, doing family history projects, displaying books that promote themes of diversity, and building cultural knowledge of the students in their class in order to relate better to students and families.

##### 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 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 after school that include Lego Club, STEM, 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 ensure the school is safe. They initiate conversation and support professional learning. It is 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.

Administration 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. Students may only be moved down one color at a time for each offense.

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 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, using I-messages, providing choices, making an appointment for counseling, and holding 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 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.

Danelle Rentz 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.

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 Thursday 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 iStation and 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 Level				Total
	2	3	4	5	
Attendance below 90 percent	1	0	0	0	1
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	1	19	13	33
Level 1 on statewide assessment	0	22	10	15	47

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	22	10	18	51

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

The Family and Community Liaison 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. A barrier this year that could potentially block success will be students coming late to school or leaving early on a consistent basis for various reasons. Administration, the guidance counselor, and the teacher will make phone calls to the parent to encourage attendance and reduce this barrier. 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 achievement gap as well between black and non-black students. Students who participate in the SEM program have increased attendance and positive trends in their grades across all subject areas.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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.

There is a year-long calendar that includes community events such as the New Eagle Welcome, Parent-Child Events, All Pro Dads, Grandparents Day, and CWE Volunteers' Day.

PTA hosts the Hatchlings reading program twice a year and academic nights such as Math and Science night for parents twice a year as well.

Parents can sign up their children for after school clubs such as Spanish, Lego, and Gardening.

PTA makes a concerted effort to build involvement and a sense of community within the school.

**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**

Our Family & Community Liaison as well as our PTA continuously seek to partner with local businesses and organizations through correspondence and personal invitations to participate and support school events throughout the school year. Some examples of how their resources and partnerships support our school and student achievement include: The Rotary of East Lake Sunrise provides plaques and gift cards for our student of the month, Chick-fil-A provides certificates of achievement and free kids meals for students who achieve Honor Roll and Principal's List, and Calvary Baptist Church of Eastlake celebrates Reading Across America with reading Dr. Seuss books to some of our classes. In addition, many of our business partners and community organizations participate in the Great American Teach In every November.

**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:**

Name	Title
Young, Kathleen	Assistant Principal
Williams, Quinn	Assistant Principal
Rentz, Danelle	Guidance Counselor
Kelley, Christina	Attendance/Social Work
McCormick, Taryn	Psychologist

**Duties**

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

Danelle Rentz, Guidance Counselor, Facilitator, 504 coordinator  
Quinn Williams, Data Manager/Data coach, Technology Specialist  
Taryn McCormick, School Psychologist, Recorder/Note Taker, Data analysis  
Christina Kelly, School Social Worker, Attendance, Social, Behavioral Data  
Sandra Moser, School Diagnostician  
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:

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), Florida Statutes**

##### *Evaluation of last year's school improvement plan*

The SAC read and approved the school improvement plan for 2015-2016. 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 assists in providing Florida Standards training for parents that inform them on how to assist their

children at home.

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**

\$12,193.00 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, 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:**

Name	Title
Young, Kathleen	Principal
Williams, Quinn	Assistant Principal
Lau, Heidi	Teacher, K-12
McDowell, Lyndsey	Teacher, K-12

**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 Florida 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 and intermediate parent reading nights.

Develop strategies gained from the Leading the Learning Cadre in order to work with high achieving students, and differentiated instruction through conferring.

Major initiatives:

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. Teachers are encouraged during this time to work together collaboratively when unpacking the benchmarks and planning out lessons that align with the Florida 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 Marzano trainings along with district wide trainings in order to increase professional knowledge. The Reading Just in Time Coach will meet monthly with various grade levels to help with the full implementation of the Florida 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 two site-based mentors at Cypress Woods Elementary. The first mentor is a first grade veteran teacher. The second 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. Florida Standards-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 Florida 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 will become proficient in the utilization of Reading and Math goals and scales in order for teachers and students to understand the standards.

Teachers in all grade levels will use Jan Richardson guided reading for small group instruction in order to differentiate instruction and meet the needs of all students.

All teachers will use iStation as a Tier 2 intervention in Reading.

Teachers will be trained at a curriculum meeting how to practice and deepen new knowledge by examining similarities and differences. DQ3: 17

If students are having difficulty attaining the proficient level on formative or summative 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 and FCAT Explorer 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:** After School Program

**Minutes added to school year:** 2,280

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 instruction, 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.

***Strategy Purpose(s)***

- Core Academic Instruction

***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.

**Strategy: After School Program**

**Minutes added to school year: 3,120**

Science, Technology, Engineering, and Math (STEM) After School Program for 4th and 5th graders

**Strategy Rationale**

Cypress Woods Elementary believes that by providing an after school program strategy to their students that are matched to the student's needs that student achievement will increase.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Williams, Quinn, williamsq@pcsb.org

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

The strategy the school uses to increase the amount and quality of learning time, as well as to enrich and accelerate the curriculum by providing after school tutoring, a minimum of two times weekly for 60 minutes each. STEM Academies, a 26 week program that promotes Science, Technology, Engineering, and Math allows for enrichment. STEM exposes students to rigorous science, technology, engineering and math curriculum, while developing a pathway to a future STEM related career. STEM provides meaningful experiences that develops leadership skills, while communities of students invest in science based learning using communication and collaboration in an environment of inquiry. This environment of inquiry supports creativity, inventing and innovation in response to real world problems. The students are also provided hands-on STEM investigation that explore careers in STEM and improves team-building and leadership skills.

As STEM Coordinators, one of our fourth and fifth grade teachers, share their knowledge through Collaborative Planning of Science, Math and even ELA reading and writing.

**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.

A Kindergarten Round Up will be held for all parents of incoming kindergartners. At this time teachers will share kindergarten processes, procedures, and curriculum. The parents will have the opportunity to interact with the guidance counselor, gifted teacher, PTA, and administration.

Fifth graders will have the opportunity in Spring 2016 to visit their zoned middle school to tour and ask questions. Throughout spring middle schools are invited to Cypress Woods to give presentations to fifth graders so they can prepare for the next school year. The guidance counselor communicates with middle schools to assist with a smooth 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*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules.
- G2.** Increase in the number of students scoring above the state proficiency rate in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 2% as measured by the Florida Standards Assessment.
- G3.** Increase the number of students scoring above the state proficiency rate by 2% as measured by the Florida Standards Writing Assessment. Increase the number of student scoring as high performing by 2% as measured by the Florida Standards Writing Assessment.
- G4.** Increase in the number of students above the state proficiency rate in Mathematics by 5% as measured by the Florida Standards Assessment. Increase the numbers of students receiving a level 4 or 5 by 5% 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.
- G6.** Cypress Woods Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2016 targets.
- G7.** Cypress Woods Elementary will close the achievement gap between Black and Non-Black students to our Math AMO 2016 targets.

## 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.** Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules. 1a

G060273

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- 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** 3

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

**Plan to Monitor Progress Toward G1.** 8

Data will be collected from the HSP Assessment Modules

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**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 above the state proficiency rate in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 2% as measured by the Florida Standards Assessment.

1a

G060274

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

**Resources Available to Support the Goal** 2

- Assessment Resources: FSA, CPALMS, district module assessments, Istation, running records, literacy coach, SBLT

**Targeted Barriers to Achieving the Goal** 3

- Teachers need to strengthen core instruction in reading.
- Teachers need to differentiate instruction and monitor student progress.
- Teachers need to develop and utilize effective rubrics and performance scales.

**Plan to Monitor Progress Toward G2.** 8

Monitor lesson plans and give consistent feedback on walk throughs.

**Person Responsible**

Kathleen Young

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Walkthrough feedback

**G3.** Increase the number of students scoring above the state proficiency rate by 2% as measured by the Florida Standards Writing Assessment. Increase the number of student scoring as high performing by 2% as measured by the Florida Standards Writing Assessment. 1a

G060275

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - Grade 04	
Level 1 - Grade 05	

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Students lack stamina in writing
- Teachers need to strengthen core instruction in writing.
- Teachers need to develop and utilize effective 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 G3.** 8

Provide information to teachers about district writing trainings offered in the area.

**Person Responsible**

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Monitor discussions in PLCs for progress made through the implementation of the Writing trainings.



**G4.** Increase in the number of students above the state proficiency rate in Mathematics by 5% as measured by the Florida Standards Assessment. Increase the numbers of students receiving a level 4 or 5 by 5% as measured by the Florida Standards Assessment. 1a

G060276

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0

**Resources Available to Support the Goal** 2

- Elementary Math AMOs, Elementary Math FSA data, common Assessment data, ST Math Data

**Targeted Barriers to Achieving the Goal** 3

- Teachers providing standard based lessons on or above grade level.
- Providing differentiated lessons to target the needs of all students
- Keeping students engaged in the classroom

**Plan to Monitor Progress Toward G4.** 8

Teachers will receive walk through feedback focused on increased instructional rigor, lesson plans, student engagement, journals and differentiated instruction.

**Person Responsible**

Quinn Williams

**Schedule**

Biweekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Common Assessment data , lesson plan, ST Math data, student journals,

**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. 1a

G060277

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0

**Resources Available to Support the Goal** 2

- FCAT Science 2.0 data

**Targeted Barriers to Achieving the Goal** 3

- 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 G5.** 8

Monitor lesson plans and levels of differentiation during walk throughs

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Walk through data, Performance Matters, FCAT and Common Assessment data, lesson plans

**G6.** Cypress Woods Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2016 targets. 1a

G065299

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Resources that are available to support the goal is Cypress Woods' SBLT, the Literacy Leadership Team, Guidance Counselor, and administration. Additional resources are research based core curriculum and interventions to include Marzano's Instructional Framework, Jan Richardson Guided Reading Routines, Repeated Readings, Leveled Literacy Intervention Program, iStation, FCAT Explorer, and Reading Counts.

**Targeted Barriers to Achieving the Goal** 3

- A barrier that could prevent Cypress Woods Elementary from closing the achievement gap between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level.

**Plan to Monitor Progress Toward G6.** 8

Observations of the researched intervention will be conducted to monitor progress toward meeting the goal.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Evidence of completion of the strategy will result from the student obtaining the set goal.

**G7.** Cypress Woods Elementary will close the achievement gap between Black and Non-Black students to our Math AMO 2016 targets. **1a**

G065290

**Targets Supported** **1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** **2**

- Research based mathematic interventions will be put in place to increase the student's math proficiency level.

**Targeted Barriers to Achieving the Goal** **3**

- A barrier that could prevent Cypress Woods Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

**Plan to Monitor Progress Toward G7.** **8**

Progress will be monitored through the probes and Pinellas County Assessments. Graphed data will be reviewed and analyzed.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

## 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.** Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules. **1**

 G060273

**G1.B1** A barrier that Cypress Woods Elementary could encounter would be student participation. **2**

 B153642

**G1.B1.S1** Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules **4**

 S165379

### Strategy Rationale

Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules

### Action Step 1 **5**

Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules

#### Person Responsible

Quinn Williams

#### Schedule

Monthly, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Data will be collected from the Module Assessments and uploaded to the Alliance for a Healthier Generation.

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

Data will be monitored from the HSP module assessments.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Data from assessments 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** 7

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 8/24/2015 to 6/7/2016

***Evidence of Completion***

Data will be collected showing student participation in activities for Student Wellness.

**G2.** Increase in the number of students scoring above the state proficiency rate in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 2% as measured by the Florida Standards Assessment. 1

G060274

**G2.B1** Teachers need to strengthen core instruction in reading. 2

B153643

**G2.B1.S1** Teachers employ instructional methods (e.g. shared reading, read-aloud, explicit instruction, multi-media, analysis) to introduce new content, review, practice, and deepen knowledge. 4

S165380

### Strategy Rationale

Improved use of instructional strategies will help students process and deepen reading content knowledge.

### Action Step 1 5

Teachers will attend professional development on Modules and/or instructional methods.

#### Person Responsible

Quinn Williams

#### Schedule

Semiannually, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

PLC and curriculum meeting notes, Moodle LMS transcripts

### Action Step 2 5

Teachers will set and communicate a purpose for learning and learning goals for each lesson.

#### Person Responsible

Quinn Williams

#### Schedule

Daily, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Lesson plans and walkthroughs

**Action Step 3** 5

Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading, rereading, and responding to reading.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans

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

Monitor grade level PLCs

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Agendas, minutes, and PLC attendance

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

Monitor grade level PLCs

**Person Responsible**

Quinn Williams

**Schedule**


Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***


Agendas, minutes, and PLC attendance



**G2.B2** Teachers need to differentiate instruction and monitor student progress. 2

 B153644

**G2.B2.S1** Teachers will utilize Istation (web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student progress. 4

 S165381

**Strategy Rationale**

Teachers will utilize reports to identify specific student needs, differentiate instruction based on those needs, and monitor student progress to promote highest student achievement.

**Action Step 1** 5

Student will utilize Istation daily based on their tier.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Istation reports.

**Action Step 2** 5

Teachers will monitor reports to differentiate instruction.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Reports and lesson plans

**Action Step 3** 5

At PLC's, teachers will collaborate on differentiated instructional strategies.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

PLC notes and Lesson Plans

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

PLC notes and lesson plans

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/13/2015 to 6/7/2016

***Evidence of Completion***

PLC notes and lesson plans

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

PLC notes and lesson plans

**Person Responsible**

Quinn Williams


**Schedule**

Daily, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans

**G2.B3** Teachers need to develop and utilize effective rubrics and performance scales. 2

 B153645

**G2.B3.S1** Teachers will develop and utilize rigorous rubrics and performance scales aligned to learning goals to track student progress and provide feedback on student progress. 4

 S165382

**Strategy Rationale**

Rubrics and scales will be used to monitor student progress toward the learning goal and help guide instruction.

**Action Step 1** 5

Instructional staff will attend training sessions (curriculum and/or LLC) in developing and utilizing rubrics/scales based on the learning goals.

**Person Responsible**

Quinn Williams

**Schedule**

Semiannually, from 8/13/2015 to 6/7/2016

**Evidence of Completion**

Curriculum Meeting minutes

**Action Step 2** 5

Teachers will develop rigorous performance scales based on the learning goals.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/13/2015 to 6/7/2016

**Evidence of Completion**

Walkthrough feedback.

**Action Step 3** 5

Teachers will utilize rubrics and performance scales to guide instruction, monitor student progress and provide feedback based on the learning goals.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans and walkthrough feedback

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

Monitor lesson plans and walk through data

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Walkthrough feedback and reviewing lesson plans

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

Monitor lesson plans and walk through data

**Person Responsible**

Kathleen Young

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans reviewed and walk through feedback

**G3.** Increase the number of students scoring above the state proficiency rate by 2% as measured by the Florida Standards Writing Assessment. Increase the number of student scoring as high performing by 2% as measured by the Florida Standards Writing Assessment. 1

G060275

**G3.B1** Students lack stamina in writing 2

B153646

**G3.B1.S1** Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, reflection, and revision). 4

S165383

### Strategy Rationale

Increased writing opportunities across subject areas will strengthen writing stamina.

### Action Step 1 5

Meet with grade level teams to discuss effective instructional techniques for short and long responses based on text. Lessons should include specific learning goals and expected outcomes that focus on the three primary areas of writing focus (focus/organization, evidence/elaboration, and conventions).

#### Person Responsible

#### Schedule

Monthly, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

PLC minutes

### Action Step 2 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

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

Monitor grade level PLCs and Lesson Plans

**Person Responsible**

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans and PLC agendas

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

Monitor grade level PLCs and lesson plans

**Person Responsible**

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016


***Evidence of Completion***

PLC minutes and lesson plans

**G3.B2** Teachers need to strengthen core instruction in writing. 2

 B153647

**G3.B2.S1** Teachers incorporate a wide-variety of instructional opportunities for students to write in response to complex text, as well as integrate, apply, and strengthen their foundational skills in writing in organization, focus, use of evidence and elaboration and proper conventions. 4

 S165384

**Strategy Rationale**

Providing a wide-variety of varied instructional writing opportunities will allow students to build foundational writing proficiency as well as fostering advanced writing skills.

**Action Step 1** 5

Teachers will provide instruction that aligns to Florida State 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**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Walkthrough data, FSA writing scores, lesson plans, writing journals

**Action Step 2** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

Monitor differentiation shown in lesson plans and in classroom walk throughs.

**Person Responsible**

Kathleen Young

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans, FSA Writing scores, walk through feedback

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

Monitor differentiation shown in lesson plans and in classroom walk throughs.

**Person Responsible**

**Schedule**

Weekly, from 8/25/2015 to 6/7/2016

***Evidence of Completion***

Lesson Plans, Writing FCAT, walk through feedback



**G3.B3** Teachers need to develop and utilize effective scales/rubrics for the Language Arts Florida Standards in writing, that clearly state the expected outcomes for responding to literature and informative text. **2**

 B153648

**G3.B3.S1** Teachers develop rigorous learning goals and writing scales based on identified key standards, to ensure consistent goals and expectations across grade levels. **4**

 S165385

### **Strategy Rationale**

Scales will allow students to see the purpose of the lesson and understand the goals and expectations for the unit of study.

### **Action Step 1** **5**

Plan time to work on how to develop and utilize writing rubrics during staff meetings, professional development days or during PLC's.

#### **Person Responsible**

Quinn Williams

#### **Schedule**

Biweekly, from 8/24/2015 to 6/7/2016

#### **Evidence of Completion**

Curriculum Meeting agendas, PLC agendas and minutes

### **Action Step 2** **5**

Teachers will develop rigorous learning scales based learning goals of the Florida writing standards.

#### **Person Responsible**

Quinn Williams

#### **Schedule**

Monthly, from 8/24/2015 to 6/7/2016

#### **Evidence of Completion**

walk through data and feedback, student journals

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

Curriculum Meetings will have evidence of writing scales and rubrics to ensure consistent goals and expectations across grade levels.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Curriculum Meeting minutes

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

Curriculum Meetings will have evidence of writing rubrics to ensure consistent goals and expectations across grade levels.

**Person Responsible**

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Curriculum Meeting minutes

**G4.** Increase in the number of students above the state proficiency rate in Mathematics by 5% as measured by the Florida Standards Assessment. Increase the numbers of students receiving a level 4 or 5 by 5% as measured by the Florida Standards Assessment. 1

G060276

**G4.B1** Teachers providing standard based lessons on or above grade level. 2

B153649

**G4.B1.S1** Teachers will produce effective planning that includes the Eight Mathematical Practices. 4

S165386

### Strategy Rationale

Lesson plans that include a variety of mathematical practices will allow for all students with different learning styles.

### Action Step 1 5

Ensure that planned lessons include a variety of teaching strategies and practices for the learning types of all students.

#### Person Responsible

Quinn Williams

#### Schedule

Daily, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Math Common Assessment, lesson plans, classroom activities,

### Action Step 2 5

Teachers will use the Van de Walle and CPALMS resources to teach student-centered mathematics.

#### Person Responsible

Quinn Williams

#### Schedule

Daily, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Math common assessment data, formative assessment, walk through feedback, lesson plans, student activities

**Action Step 3** 5

Teachers will provide enrichment activities for those students who have mastered a concept to ensure they are being exposed to above grade level activities and learning.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Math Common Assessment, FSA data, walk through observations and feedback

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Administration will monitor PLC and lesson plans for authentic implementation of lesson plans for all students.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans, walk through feedback, Common Assessment and FSA data, PLC notes

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Administration and teams will monitor PLCs for effective lesson plans.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016


**Evidence of Completion**

Lesson plans, PLC minutes, Common Assessment data, walk through feedback.

**G4.B2** Providing differentiated lessons to target the needs of all students **2**

 B153650

**G4.B2.S1** Teachers will differentiate math instruction using MFAS and ST Math to Fidelity. **4**

 S165387

**Strategy Rationale**

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

**Action Step 1** **5**

Ensure teachers assess the students' readiness for learning the new skill and assess the level of comprehension throughout the lesson in their instructional environment using the Marzano Scales.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

lesson plans, walk through feedback, student work and journals

**Action Step 2** **5**

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 8/24/2015 to 6/7/2016

**Evidence of Completion**

lesson plans, student work, student journals, use of the Marzano scales

### Action Step 3 5

Teachers will use journals effectively to monitor student understanding and explanation of mathematical concepts.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

lesson plans, student journals, conferencing with students, walk through observation

### Action Step 4 5

Teachers will use ST Math to fidelity and correlate ST Math to the core curriculum.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/27/2016

**Evidence of Completion**

ST Math data, Common Assessment Data, FSA data

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments and ST Math performance data.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Common Assessments, Lesson plans, ST Math data

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016


**Evidence of Completion**

Lesson plans, walk through feedback, student work, common assessment data, FSA data

**G4.B3 Keeping students engaged in the classroom** 2

 B153651

**G4.B3.S1** Teachers will use math talk moves, classroom discussions, math journals and student-centered activities to engage all students. 4

 S165388

**Strategy Rationale**

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

**Action Step 1** 5

Instructional setting and lessons will be differentiated to meet individual instructional needs, cultural background and interests of all students to increase student engagement.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

lesson plans, walk through observations, student work,

### Action Step 2 5

Provide opportunities for students to demonstrate and express knowledge and understanding of mathematical content in a variety of ways and varying levels of difficulty using math journals and classroom discussions.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

lesson plans, student journals, walk through observation and feedback, level of student engagement

### Action Step 3 5

Teachers will use Marzano scales to monitor student level of engagement and understanding.

**Person Responsible**

Kathleen Young

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans, Marzano scales, observation on walk through

### Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

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 8/25/2014 to 6/7/2016

**Evidence of Completion**

Lesson plans, IPI data, walk through feedback, student journals, student work



**Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7**

Analyze lesson plans, walk through feedback, and IPI data to determine the level of engagement in the classroom and provide suggestions, training and feedback for improvement to those who need it.

**Person Responsible**

Quinn Williams


**Schedule**

Monthly, from 8/24/2015 to 6/7/2016


**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. 1

 G060277

**G5.B1** Lack of setting and communicating a purpose for learning and learning goals in each lesson. 2

 B153652

**G5.B1.S1** Teachers will establish routine practice for students using Success Criteria to track individual progress of Learning Goals. Success Criteria for primary is aligned to Marzano scales. 4

 S165389

**Strategy Rationale**

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

**Action Step 1 5**

Lesson begins with discussion of desired outcome, learning goals, and essential questions.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans

**Action Step 2** 5

Monitor for consistent routine practice of students using Success Criteria to track their own learning and teacher/student conferencing.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Science Notebooks

**Action Step 3** 5

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 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Ensure lesson plans reflect the Florida Standards and learning goals for each lesson.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plan feedback

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Ensure lesson plans reflect the Florida Standards and learning goals for each lesson.

**Person Responsible**

Quinn Williams


**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plan feedback

**G5.B2** Decreased instructional rigor. 2

 B153653

**G5.B2.S1** Teachers will ncrease instructional rigor by establishing the routine practice of the 10-70-20 Instructional Model for students. 4

 S165390

**Strategy Rationale**

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

**Action Step 1** 5

Establish routine practice in the use of the 5 E's workshops provided by the district and provide ongoing formative assessments.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans

**Action Step 2** 5

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 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans

**Action Step 3** 5

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 8/24/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Monitors instructional rigor during walk throughs and teacher observations.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Walk through feedback

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Monitors instructional rigor during walk throughs and teacher observations.

**Person Responsible**

Quinn Williams

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016


**Evidence of Completion**

Walk through feedback

**G5.B3** Lack of implementation of high yield instructional strategies. 2

 B153654

**G5.B3.S1** Teachers will Implement high yield instructional strategies. 4

 S165391

**Strategy Rationale**

Instructional strategies will assist teachers in differentiating instruction.

**Action Step 1** 5

Establish routine practice of 10-70-20 Instructional Model including Setting the Purpose, Core Science, and Confirming the learning.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans

## Action Step 2 5

Students in grades 3-5 will participate in Science Lab lessons focusing on life, physical, and earth science benchmarks.

### **Person Responsible**

Quinn Williams

### **Schedule**

Daily, from 8/24/2015 to 6/7/2016

### **Evidence of Completion**

Lesson plans, Lab Schedule

## Action Step 3 5

Students in grades 1-5 focus on the Nature of Science investigation process by completing a class/group science board, and participate in the school Science Showcase.

### **Person Responsible**

Quinn Williams

### **Schedule**

Daily, from 8/24/2015 to 6/7/2016

### **Evidence of Completion**

Class boards submitted and displayed during the School Science Showcase.

## Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Monitor the implementation of high yield instructional strategies in the classroom.

### **Person Responsible**

Quinn Williams

### **Schedule**

Monthly, from 8/24/2015 to 6/7/2016

### **Evidence of Completion**

Walk through feedback.

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7**

Monitor the implementation of high yield instructional strategies in the classroom.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016


**Evidence of Completion**

Monitor walk through feedback.

**G5.B4 Lack of differentiation in instruction. 2**

 B153655

**G5.B4.S1** Teachers will provide on-going formative assessments and differentiate instruction to meet individual student needs. 4

 S165392

**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 5**

Establish routine practice for implementation of the district provided 5 E's Workshops (engage, explore, explain, elaborate, and evaluate), and Student Learning Activity Guides.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans

**Action Step 2** 5

Teacher uses on-going formative assessments and questioning techniques at various cognitive levels to meet the individual needs of students and increase engagement.

**Person Responsible**

Quinn Williams

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans

**Action Step 3** 5

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 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G5.B4.S1** 6

Monitor lesson plans and levels of differentiation during walk throughs

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**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** 7

Monitor lesson plans and levels of differentiation during walk throughs

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Walk through feedback, Performance Matters, Common Assessment and FCAT data, lesson plans

**G6.** Cypress Woods Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2016 targets. 1

G065299

**G6.B1** A barrier that could prevent Cypress Woods Elementary from closing the achievement gap between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level. 2

B168755

**G6.B1.S1** Research based interventions for Reading will be put in place to increase the student's knowledge level to an appropriate grade level proficiency. The intervention implemented will be based on the demonstrated needs of the students. Interventions that are used are Jan Richardson's Guided Reading Routine, and Leveled Literacy Intervention Program. 4

S180334

### Strategy Rationale

Research based interventions implemented with fidelity will increase a students reading proficiency.

### Action Step 1 5

Researched based reading interventions will be provided during a designated period of time by trained individuals in the program implemented. Grades 2-5, the Leveled Literacy Intervention Program will be used in ERELM. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by administration or a district representative on the use of each program implemented. Jan Richardson's Guided Reading Routine will be used in K-5. Training by the JIT Reading Coach, and Administration will ensure that all individuals implementing interventions will be trained and updated monthly.

#### Person Responsible

Quinn Williams

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Evidence of completion of the strategy will result from the student obtaining the set goal.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level

**G7.** Cypress Woods Elementary will close the achievement gap between Black and Non-Black students to our Math AMO 2016 targets. **1**

G065290

**G7.B1** A barrier that could prevent Cypress Woods Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency. **2**

B168679

**G7.B1.S1** Math interventions will be used to support the goal will be used along with On Going Progress Monitoring. **4**

S180295

### **Strategy Rationale**

Mathematic interventions provided in a student's deficit will increase the student's math proficiency level.

### **Action Step 1 5**

A research based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by the data compiled from the student's current and past assessments. Math interventions to be implemented will be Harcourt's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally STMath will be used as an additional intervention with all individuals implementing interventions receiving training on the use of the program with students.

#### **Person Responsible**

Quinn Williams

#### **Schedule**

Daily, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

**Plan to Monitor Fidelity of Implementation of G7.B1.S1 6**

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Evidence of completion of strategy will result from the student obtaining the set goal.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

**Person Responsible**

Quinn Williams

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

**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
G1.B1.S1.A1	Cypress Woods will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules	Williams, Quinn	8/24/2015	Data will be collected from the Module Assessments and uploaded to the Alliance for a Healthier Generation.	6/7/2016 monthly
G2.B1.S1.A1	Teachers will attend professional development on Modules and/or instructional methods.	Williams, Quinn	8/24/2015	PLC and curriculum meeting notes, Moodle LMS transcripts	6/7/2016 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Student will utilize Istation daily based on their tier.	Williams, Quinn	8/24/2015	Istation reports.	6/7/2016 daily
G2.B3.S1.A1	Instructional staff will attend training sessions (curriculum and/or LLC) in developing and utilizing rubrics/scales based on the learning goals.	Williams, Quinn	8/13/2015	Curriculum Meeting minutes	6/7/2016 semiannually
G3.B1.S1.A1	Meet with grade level teams to discuss effective instructional techniques for short and long responses based on text. Lessons should include specific learning goals and expected outcomes that focus on the three primary areas of writing focus (focus/organization, evidence/elaboration, and conventions).		8/24/2015	PLC minutes	6/7/2016 monthly
G3.B2.S1.A1	Teachers will provide instruction that aligns to Florida State 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.	Williams, Quinn	8/24/2015	Walkthrough data, FSA writing scores, lesson plans, writing journals	6/7/2016 daily
G3.B3.S1.A1	Plan time to work on how to develop and utilize writing rubrics during staff meetings, professional development days or during PLC's.	Williams, Quinn	8/24/2015	Curriculum Meeting agendas, PLC agendas and minutes	6/7/2016 biweekly
G4.B1.S1.A1	Ensure that planned lessons include a variety of teaching strategies and practices for the learning types of all students.	Williams, Quinn	8/24/2015	Math Common Assessment, lesson plans, classroom activities,	6/7/2016 daily
G4.B2.S1.A1	Ensure teachers assess the students' readiness for learning the new skill and assess the level of comprehension throughout the lesson in their instructional environment using the Marzano Scales.	Williams, Quinn	8/24/2015	lesson plans, walk through feedback, student work and journals	6/7/2016 daily
G4.B3.S1.A1	Instructional setting and lessons will be differentiated to meet individual instructional needs, cultural background and interests of all students to increase student engagement.	Williams, Quinn	8/24/2015	lesson plans, walk through observations, student work,	6/7/2016 daily
G5.B1.S1.A1	Lesson begins with discussion of desired outcome, learning goals, and essential questions.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G5.B2.S1.A1	Establish routine practice in the use of the 5 E's workshops provided by the district and provide ongoing formative assessments.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G5.B3.S1.A1	Establish routine practice of 10-70-20 Instructional Model including Setting the Purpose, Core Science, and Confirming the learning.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G5.B4.S1.A1	Establish routine practice for implementation of the district provided 5 E's Workshops (engage, explore, explain, elaborate, and evaluate), and Student Learning Activity Guides.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G7.B1.S1.A1	A research based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by the data compiled from the student's current and past assessments. Math interventions to be implemented will be Harcourt's Soar to	Williams, Quinn	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Success and Harcourt's Go Math Intensive Intervention Programs. Additionally STMath will be used as an additional intervention with all individuals implementing interventions receiving training on the use of the program with students.				
G6.B1.S1.A1	Researched based reading interventions will be provided during a designated period of time by trained individuals in the program implemented. Grades 2-5, the Leveled Literacy Intervention Program will be used in ERELM. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by administration or a district representative on the use of each program implemented. Jan Richardson's Guided Reading Routine will be used in K-5. Training by the JIT Reading Coach, and Administration will ensure that all individuals implementing interventions will be trained and updated monthly.	Williams, Quinn	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 monthly
G2.B1.S1.A2	Teachers will set and communicate a purpose for learning and learning goals for each lesson.	Williams, Quinn	8/24/2015	Lesson plans and walkthroughs	6/7/2016 daily
G2.B2.S1.A2	Teachers will monitor reports to differentiate instruction.	Williams, Quinn	8/24/2015	Reports and lesson plans	6/7/2016 daily
G4.B1.S1.A2	Teachers will use the Van de Walle and CPALMS resources to teach student-centered mathematics.	Williams, Quinn	8/24/2015	Math common assessment data, formative assessment, walk through feedback, lesson plans, student activities	6/7/2016 daily
G4.B2.S1.A2	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.	Williams, Quinn	8/24/2015	lesson plans, student work, student journals, use of the Marzano scales	6/7/2016 daily
G4.B3.S1.A2	Provide opportunities for students to demonstrate and express knowledge and understanding of mathematical content in a variety of ways and varying levels of difficulty using math journals and classroom discussions.	Williams, Quinn	8/24/2015	lesson plans, student journals, walk through observation and feedback, level of student engagement	6/7/2016 daily
G5.B1.S1.A2	Monitor for consistent routine practice of students using Success Criteria to track their own learning and teacher/student conferencing.	Williams, Quinn	8/24/2015	Science Notebooks	6/7/2016 daily
G5.B2.S1.A2	Establish routine practice in the use of the Science Learning Activity Guides as a component of the science notebook process.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G5.B3.S1.A2	Students in grades 3-5 will participate in Science Lab lessons focusing on life, physical, and earth science benchmarks.	Williams, Quinn	8/24/2015	Lesson plans, Lab Schedule	6/7/2016 daily
G5.B4.S1.A2	Teacher uses on-going formative assessments and questioning techniques at various cognitive levels to	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	meet the individual needs of students and increase engagement.				
G2.B3.S1.A2	Teachers will develop rigorous performance scales based on the learning goals.	Williams, Quinn	8/13/2015	Walkthrough feedback.	6/7/2016 monthly
G3.B1.S1.A2	[no content entered]			once	
G3.B2.S1.A2	[no content entered]			one-time	
G3.B3.S1.A2	Teachers will develop rigorous learning scales based learning goals of the Florida writing standards.	Williams, Quinn	8/24/2015	walk through data and feedback, student journals	6/7/2016 monthly
G2.B1.S1.A3	Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading, rereading, and responding to reading.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G2.B2.S1.A3	At PLC's, teachers will collaborate on differentiated instructional strategies.	Williams, Quinn	8/24/2015	PLC notes and Lesson Plans	6/7/2016 daily
G4.B1.S1.A3	Teachers will provide enrichment activities for those students who have mastered a concept to ensure they are being exposed to above grade level activities and learning.	Williams, Quinn	8/24/2015	Math Common Assessment, FSA data, walk through observations and feedback	6/7/2016 daily
G4.B2.S1.A3	Teachers will use journals effectively to monitor student understanding and explanation of mathematical concepts.	Williams, Quinn	8/24/2015	lesson plans, student journals, conferencing with students, walk through observation	6/7/2016 weekly
G4.B3.S1.A3	Teachers will use Marzano scales to monitor student level of engagement and understanding.	Young, Kathleen	8/24/2015	Lesson plans, Marzano scales, observation on walk through	6/7/2016 daily
G5.B1.S1.A3	Determine that the lesson is aligned with a course standard/benchmark and to the district pacing guide/5 E's workshop.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G5.B2.S1.A3	Establish routine practice in the use of Science Notebooks to continually reflect on the Essential Questions and Learning Goals.	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G5.B3.S1.A3	Students in grades 1-5 focus on the Nature of Science investigation process by completing a class/group science board, and participate in the school Science Showcase.	Williams, Quinn	8/24/2015	Class boards submitted and displayed during the School Science Showcase.	6/7/2016 daily
G5.B4.S1.A3	Teacher identify instructional resources to support on-going review and enrichment with an emphasis on Think-Central digital lessons and informational text.	Williams, Quinn	8/24/2015	Lesson Plans	6/7/2016 weekly
G2.B3.S1.A3	Teachers will utilize rubrics and performance scales to guide instruction, monitor student progress and provide feedback based on the learning goals.	Williams, Quinn	8/24/2015	Lesson plans and walkthrough feedback	6/7/2016 daily
G4.B2.S1.A4	Teachers will use ST Math to fidelity and correlate ST Math to the core curriculum.	Williams, Quinn	8/24/2015	ST Math data, Common Assessment Data, FSA data	6/27/2016 monthly
G1.MA1	Data will be collected from the HSP Assessment Modules	Williams, Quinn	8/24/2015	Data from student activities will drive activities that contribute to progress made when meeting the goals.	6/7/2016 monthly
G1.B1.S1.MA1	Periodic reviews will transpire with the Physical Education department to measure the rate of compliance in achieving the goal.	Williams, Quinn	8/24/2015	Data will be collected showing student participation in activities for Student Wellness.	6/7/2016 monthly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Data will be monitored from the HSP module assessments.	Williams, Quinn	8/24/2015	Data from assessments will be collected with each activity promoting student wellness as measured by the Alliance for a Healthier Generation.	6/7/2016 monthly
G2.MA1	Monitor lesson plans and give consistent feedback on walk throughs.	Young, Kathleen	8/24/2015	Walkthrough feedback	6/7/2016 weekly
G2.B1.S1.MA1	Monitor grade level PLCs	Williams, Quinn	8/24/2015	Agendas, minutes, and PLC attendance	6/7/2016 weekly
G2.B1.S1.MA1	Monitor grade level PLCs	Williams, Quinn	8/24/2015	Agendas, minutes, and PLC attendance	6/7/2016 weekly
G2.B2.S1.MA1	PLC notes and lesson plans	Williams, Quinn	8/24/2015	Lesson plans	6/7/2016 daily
G2.B2.S1.MA1	PLC notes and lesson plans	Williams, Quinn	8/13/2015	PLC notes and lesson plans	6/7/2016 weekly
G2.B3.S1.MA1	Monitor lesson plans and walk through data	Young, Kathleen	8/24/2015	Lesson plans reviewed and walk through feedback	6/7/2016 weekly
G2.B3.S1.MA1	Monitor lesson plans and walk through data	Williams, Quinn	8/24/2015	Walkthrough feedback and reviewing lesson plans	6/7/2016 weekly
G3.MA1	Provide information to teachers about district writing trainings offered in the area.		8/24/2015	Monitor discussions in PLCs for progress made through the implementation of the Writing trainings.	6/7/2016 weekly
G3.B1.S1.MA1	Monitor grade level PLCs and lesson plans		8/24/2015	PLC minutes and lesson plans	6/7/2016 weekly
G3.B1.S1.MA1	Monitor grade level PLCs and Lesson Plans		8/24/2015	Lesson plans and PLC agendas	6/7/2016 weekly
G3.B2.S1.MA1	Monitor differentiation shown in lesson plans and in classroom walk throughs.		8/25/2015	Lesson Plans, Writing FCAT, walk through feedback	6/7/2016 weekly
G3.B2.S1.MA1	Monitor differentiation shown in lesson plans and in classroom walk throughs.	Young, Kathleen	8/24/2015	Lesson plans, FSA Writing scores, walk through feedback	6/7/2016 weekly
G3.B3.S1.MA1	Curriculum Meetings will have evidence of writing rubrics to ensure consistent goals and expectations across grade levels.		8/24/2015	Curriculum Meeting minutes	6/7/2016 monthly
G3.B3.S1.MA1	Curriculum Meetings will have evidence of writing scales and rubrics to ensure consistent goals and expectations across grade levels.	Williams, Quinn	8/24/2015	Curriculum Meeting minutes	6/7/2016 monthly
G4.MA1	Teachers will receive walk through feedback focused on increased instructional rigor, lesson plans, student engagement, journals and differentiated instruction.	Williams, Quinn	8/24/2015	Common Assessment data , lesson plan, ST Math data, student journals,	6/7/2016 biweekly
G4.B1.S1.MA1	Administration and teams will monitor PLCs for effective lesson plans.	Williams, Quinn	8/24/2015	Lesson plans, PLC minutes, Common Assessment data, walk through feedback.	6/7/2016 weekly
G4.B1.S1.MA1	Administration will monitor PLC and lesson plans for authentic implementation of lesson plans for all students.	Williams, Quinn	8/24/2015	Lesson plans, walk through feedback, Common Assessment and FSA data, PLC notes	6/7/2016 weekly
G4.B2.S1.MA1	Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments.	Williams, Quinn	8/24/2015	Lesson plans, walk through feedback, student work, common assessment data, FSA data	6/7/2016 weekly
G4.B2.S1.MA1	Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments and ST Math performance data.	Williams, Quinn	8/24/2015	Common Assessments, Lesson plans, ST Math data	6/7/2016 weekly
G4.B3.S1.MA1	Analyze lesson plans, walk through feedback, and IPI data to determine the	Williams, Quinn	8/24/2015	Lesson plans, IPI data, walk through feedback	6/7/2016 monthly

**Pinellas - 6261 - Cypress Woods Elementary SchI - 2015-16 SIP**  
*Cypress Woods Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	level of engagement in the classroom and provide suggestions, training and feedback for improvement to those who need it.				
G4.B3.S1.MA1	Analyze lesson plans, walk through feedback, and IPI data to determine the level of engagement in the classroom.	Williams, Quinn	8/25/2014	Lesson plans, IPI data, walk through feedback, student journals, student work	6/7/2016 monthly
G5.MA1	Monitor lesson plans and levels of differentiation during walk throughs	Williams, Quinn	8/24/2015	Walk through data, Performance Matters, FCAT and Common Assessment data, lesson plans	6/7/2016 monthly
G5.B1.S1.MA1	Ensure lesson plans reflect the Florida Standards and learning goals for each lesson.	Williams, Quinn	8/24/2015	Lesson plan feedback	6/7/2016 monthly
G5.B1.S1.MA1	Ensure lesson plans reflect the Florida Standards and learning goals for each lesson.	Williams, Quinn	8/24/2015	Lesson plan feedback	6/7/2016 monthly
G5.B2.S1.MA1	Monitors instructional rigor during walk throughs and teacher observations.	Williams, Quinn	8/24/2015	Walk through feedback	6/7/2016 weekly
G5.B2.S1.MA1	Monitors instructional rigor during walk throughs and teacher observations.	Williams, Quinn	8/24/2015	Walk through feedback	6/7/2016 weekly
G5.B3.S1.MA1	Monitor the implementation of high yield instructional strategies in the classroom.	Williams, Quinn	8/24/2015	Monitor walk through feedback.	6/7/2016 monthly
G5.B3.S1.MA1	Monitor the implementation of high yield instructional strategies in the classroom.	Williams, Quinn	8/24/2015	Walk through feedback.	6/7/2016 monthly
G5.B4.S1.MA1	Monitor lesson plans and levels of differentiation during walk throughs	Williams, Quinn	8/24/2015	Walk through feedback, Performance Matters, Common Assessment and FCAT data, lesson plans	6/7/2016 monthly
G5.B4.S1.MA1	Monitor lesson plans and levels of differentiation during walk throughs	Williams, Quinn	8/24/2015	Walk through feedback, Performance Matters, FCAT and Common Assessment data, lesson plans	6/7/2016 monthly
G6.MA1	Observations of the researched intervention will be conducted to monitor progress toward meeting the goal.	Williams, Quinn	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G6.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Williams, Quinn	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level	6/3/2016 monthly
G6.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Williams, Quinn	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G7.MA1	Progress will be monitored through the probes and Pinellas County Assessments. Graphed data will be reviewed and analyzed.	Williams, Quinn	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.	6/3/2016 monthly
G7.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments.	Williams, Quinn	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.			student proficiency at the appropriate grade level.	
G7.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Williams, Quinn	8/24/2015	Evidence of completion of strategy will result from the student obtaining the set goal.	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** Increase in the number of students scoring above the state proficiency rate in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students scoring as high performing in Reading by 2% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 2% as measured by the Florida Standards Assessment.

**G2.B1** Teachers need to strengthen core instruction in reading.

**G2.B1.S1** Teachers employ instructional methods (e.g. shared reading, read-aloud, explicit instruction, multi-media, analysis) to introduce new content, review, practice, and deepen knowledge.

### PD Opportunity 1

Teachers will attend professional development on Modules and/or instructional methods.

#### Facilitator

Quinn Williams

#### Participants

#### Schedule

Semiannually, from 8/24/2015 to 6/7/2016

**G2.B3** Teachers need to develop and utilize effective rubrics and performance scales.

**G2.B3.S1** Teachers will develop and utilize rigorous rubrics and performance scales aligned to learning goals to track student progress and provide feedback on student progress.

### PD Opportunity 1

Instructional staff will attend training sessions (curriculum and/or LLC) in developing and utilizing rubrics/scales based on the learning goals.

#### Facilitator

Quinn Williams

#### Participants

Classroom teachers

#### Schedule

Semiannually, from 8/13/2015 to 6/7/2016

**G4.** Increase in the number of students above the state proficiency rate in Mathematics by 5% as measured by the Florida Standards Assessment. Increase the numbers of students receiving a level 4 or 5 by 5% as measured by the Florida Standards Assessment.

**G4.B1** Teachers providing standard based lessons on or above grade level.

**G4.B1.S1** Teachers will produce effective planning that includes the Eight Mathematical Practices.

**PD Opportunity 1**

Teachers will use the Van de Walle and CPALMS resources to teach student-centered mathematics.

**Facilitator**

Just in Time Coach

**Participants**

Math teachers at CWE

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**PD Opportunity 2**

Teachers will provide enrichment activities for those students who have mastered a concept to ensure they are being exposed to above grade level activities and learning.

**Facilitator**

Just in Time Coach

**Participants**

CWE Math teachers

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**G4.B2** Providing differentiated lessons to target the needs of all students

**G4.B2.S1** Teachers will differentiate math instruction using MFAS and ST Math to Fidelity.

**PD Opportunity 1**

Ensure teachers assess the students' readiness for learning the new skill and assess the level of comprehension throughout the lesson in their instructional environment using the Marzano Scales.

**Facilitator**

Just in Time Coach

**Participants**

CWE Math teachers

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**PD Opportunity 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.

**Facilitator**

Just in Time Coach

**Participants**

CWE Math teachers

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**PD Opportunity 3**

Teachers will use journals effectively to monitor student understanding and explanation of mathematical concepts.

**Facilitator**

Just in Time Coach

**Participants**

CWE math teachers

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

#### **PD Opportunity 4**

Teachers will use ST Math to fidelity and correlate ST Math to the core curriculum.

##### **Facilitator**

##### **Participants**

##### **Schedule**

Monthly, from 8/24/2015 to 6/27/2016

#### **G4.B3 Keeping students engaged in the classroom**

**G4.B3.S1** Teachers will use math talk moves, classroom discussions, math journals and student-centered activities to engage all students.

#### **PD Opportunity 1**

Instructional setting and lessons will be differentiated to meet individual instructional needs, cultural background and interests of all students to increase student engagement.

##### **Facilitator**

Just in Time Coach

##### **Participants**

CWE math teachers

##### **Schedule**

Daily, from 8/24/2015 to 6/7/2016

#### **PD Opportunity 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 using math journals and classroom discussions.

##### **Facilitator**

Just in Time Coach

##### **Participants**

CWE Math teachers

##### **Schedule**

Daily, from 8/24/2015 to 6/7/2016

### PD Opportunity 3

Teachers will use Marzano scales to monitor student level of engagement and understanding.

#### Facilitator

Just in Time Coach

#### Participants

CWE Math teachers

#### Schedule

Daily, from 8/24/2015 to 6/7/2016

**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.B2** Decreased instructional rigor.

**G5.B2.S1** Teachers will ncrease instructional rigor by establishing the routine practice of the 10-70-20 Instructional Model for students.

### PD Opportunity 1

Establish routine practice in the use of the 5 E's workshops provided by the district and provide ongoing formative assessments.

#### Facilitator

Just in Time Training

#### Participants

Intermediate science teachers

#### Schedule

Daily, from 8/24/2015 to 6/7/2016



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

**G5.B3.S1** Teachers will Implement high yield instructional strategies.

**PD Opportunity 1**

Establish routine practice of 10-70-20 Instructional Model including Setting the Purpose, Core Science, and Confirming the learning.

**Facilitator**

Just In Time training

**Participants**

Intermediate science teachers

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**PD Opportunity 2**

Students in grades 3-5 will participate in Science Lab lessons focusing on life, physical, and earth science benchmarks.

**Facilitator**

James Hite/Science Lab Professional Development

**Participants**

Teachers, grades 3-5, who have switched grade levels, or who have not attended Science Lab Professional Development

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**G5.B4** Lack of differentiation in instruction.

**G5.B4.S1** Teachers will provide on-going formative assessments and differentiate instruction to meet individual student needs.

**PD Opportunity 1**

Establish routine practice for implementation of the district provided 5 E's Workshops (engage, explore, explain, elaborate, and evaluate), and Student Learning Activity Guides.

**Facilitator**

Just In Time training

**Participants**

Intermediate science teachers

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

## Technical Assistance Items

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

## Budget