

WELCOME TO
change



School Improvement Plan 2016-17

Cypress Woods Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Kathleen Young-Parker	SAC Chair: Peter Wendol
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School Vision	Cypress Woods unites with the community to provide a quality education enabling every student to perform at or above grade level expectations.
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School Mission	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
836	3.71	2.28	11.02	3.35	79.52	.1%

School Grade	2016: A	2015: A	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	79%	77%	87%	79%	83%	77						
Learning Gains All	63%		78%									
Learning Gains L25%	58%		67%									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kathleen	Young-Parker	FT	1-3 years
Asst Principal	Jennifer	Goza	FT	Less than 1 year
Counselor	Danelle	Rentz	FT	1-3 years
Teacher Leader	Lauri	Patterson	FT	4-10 years
Teacher Leader	Heidi	Lau	FT	4-10 years
Teacher Leader	Tina	Wegelin	FT	4-10 years
Teacher Leader	Amy	Baker	FT	4-10 years
Teacher Leader	Kimberly	Hardgrove	FT	4-10 years
Teacher Leader	Mary	Romary	FT	4-10 years
Select Role				
Select Role				
Select Role				

Total Instructional Staff: 68	Total Support Staff: 29
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School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

1. The school wide expectations are: be responsible, be respectful and make right choices.
2. The expectations matrix is created with the Discipline Committee and communicated with all stakeholders.
3. Classroom expectations are listed below. They are posted and communicated in all classrooms.
Be Respectful:
 - Be on task
 - Give your best effort
 - Voice level 2
 - Consider others
 - Use kind words
 - Use manners: please, thank you, excuse me**Be Responsible:**
 - Help/share with others
 - Give your best effort
 - Be prepared
 - Follow directions the first time
 - Take care of personal belongings
 - Clean up after yourself**Be Safe:**
 - Keep hands, feet, objects to self
 - Push in your chair
 - Do not run on school grounds

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

The common area expectations are posted in the cafeteria, front office, and all classrooms. Be Safe, Be Responsible, Be Respectful are the school wide expectations on the matrix. Each section of the matrix has rules that apply to each area of the school. The classrooms column of this matrix is posted in all classrooms across campus and referred to by instructional staff throughout the day. Each classroom uses the same 5 color clip system with clear expectations on how to correlate behaviors with rules on the matrix so all students are using one uniform system that is fair and consistent across the grade levels. Teachers monitor and track when students have earned a red for the day. This data is turned in monthly for the SBLT team to review. This data is looked at to determine what students need behavioral support in the classroom. A member from the SBLT team then contacts the teacher to provide support and interventions to be used. Parents are communicated with daily about their child’s behavior through e-mail and agenda books. Teachers reach out to parents through phone calls, e-mails, and conferences to address behavior concerns and to discuss a positive behavior plan, when needed. There is one Discipline Committee representative per grade level that is responsible for communicating expectations, ways to teach the expectations, and data concerning behavior and discipline. The discipline committee and the SBLT team review classroom and discipline data and develop plans for teaching expectations,

reinforcing the expectations, and interventions. The School-wide and classroom expectations are taught in each classroom by the teacher explaining what is expected, then modeling the expectation, and then reinforcing the students for following the expectations. Teacher use books and videos to teach these expectations. Behavior is taught, re-taught and then reinforced by classroom teachers, art, music, and PE teachers, and staff across the campus. Teachers use high interest books and topics to help keep students engaged, along with keeping each student challenged academically. Teachers encourage students to earn compliments throughout their day as all staff members are looking for students following expectations and give compliments.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The MTSS committee convenes every Thursday morning to discuss Tier 1, 2 and 3 student progress in all subject areas. Each week we focus on a different subject and discuss possible progress among the Tiers. We examine Tier 1 utilizing Module and Common Assessments in order to assess academic growth in each grade level. We look at the classroom behavior data that teachers send in monthly.

Individual students with a Level 1 or 2 score on statewide, standardized assessments in English Language Arts or Mathematics, and retained students are monitored through IStation and STMath. Istation reports are used as Ongoing Progress Monitoring in all grade levels. Administration will look for classroom expectations to be reinforced along with the classroom behavior system to be displayed in each classroom. Administration collects and approves each classroom behavior management plan. Members of the SBLT team will conduct fidelity observations to ensure that the interventions are being implanted and implemented correctly.

Discipline trend data is discussed at MTSS and at the Discipline Committee Meetings: High rates of absenteeism or truancy that is below 90%, suspensions, poor classroom behavior, less participation in activities, and poor relationships with teachers or peers.

Character Keys are given to the students in the cafeteria and in the classrooms when students show the character traits throughout the school day. If students get 10 character keys they can either put their key in the media center box for a chance to have their ticket pulled on the morning show or come to the Assistant Principal for a reward. If their ticket is pulled from the media center box, their name is read on the morning show and they can come ring the tower bell the following day.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

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.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Student progress is monitored by using a variety of data sources that include Performance Matters, EDS, School Profile, Data Warehouse, and Istation. At MTSS/SBLT meetings usage reports in Istation are examined for the grade levels being discussed that week. School Profile data is used to see the average score across the grade level for Module and Common Assessment data. Performance Matters is utilized to compare beginning, middle, and end of year assessments so that supports can be put in place, resources given, or Professional Development opportunities identified for individual teachers or grade levels.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Each teacher has the students create an action plan at the beginning of the year so that goals are set and students think about the steps they will need to take in order to accomplish their goals. As teachers or students encounter obstacles, teachers give students and their families the tools they need to overcome those obstacles. Teachers track student data using formative and summative assessments in all academic areas and use those assessments to make changes to instruction, differentiate learning, and create opportunities for students to engage in programs that may enhance their learning. Students track their data as well to celebrate progress and revise/refine their goals throughout the year.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: 100% of CWE teachers use the same color system throughout the school, tying all behaviors to the Discipline Matrix and utilizing the school-wide reward system.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The Matrix and color clip system will be shared with staff on a consistent basis throughout the school year and parents will be informed of it at Open House.	Classroom Teachers
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: 100% of staff will implement Tier 2 interventions and data collection plans for students who are clipping down on a regular basis. This will reduce the discipline and learning gaps between Black and Non Black students in the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The Discipline Committee will continue to share Tier 2 interventions and Data Collection Tools that encourage goal setting, reward systems, and tools that assist in reducing behaviors in the classroom.	Discipline Committee Jennifer Goza
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Administrators provide opportunities for Professional Development and Collaborative Planning among all grade levels. PLCs and Curriculum Meetings are utilized to discuss, share, and demonstrate high quality, rigorous instruction. Walkthroughs and informal observations are utilized to examine the classroom environment, the level of engagement, best practices, and true differentiation with small groups. Administrators have ongoing dialogue with teachers after visiting the classrooms in order to give feedback on instruction. Lesson plans are monitored for curriculum content that is tied to state standards, high level planned questions, and activities that promote rigorous learning with a focus on students doing the deep thinking and problem solving. FSA, FCAT Science, and SAT 10 data are used to determine the number of students that are at the proficient level and those that have made gains since the previous year. Cypress Woods continues with a high number of students **need number** who are proficient in ELA, Math, and Science.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key area for improvement is effectively utilizing the gradual release model so that the students are doing the thinking and work involved in problem solving activities. Informal observations and walkthroughs show this as an area of concern across grade levels. Feedback is focused on the teacher being the facilitator and allowing the students to work together and individually on challenging activities that require them to do the thinking.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers meet multiple times throughout the year with their grade level and in articulation meetings to discuss specific standards that they need to reteach according the Math and Science Common Assessments. Grade level teams along with the SBLT team review on-going progress monitoring data to determine what is working and what needs to be added/changed. During collaborative planning teachers plan what formative assessments will be used and then review the data to make necessary changes. Administrators work with teachers to support dissecting data and using it as a tool for planning and possible interventions. Grade levels communicate to the upcoming grade level teacher mid-year and at the end of the year what strategies and support they can provide for an easy transition to their grade level. Journal set up and feedback is shared to show growth from the beginning to the end of the year.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Fifth graders have the opportunity in the spring to visit their zoned middle school to tour and ask questions. Throughout the 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 the middle schools to assist with a smooth transition. During the spring of the the incoming Kindergarten students are invited to attend Kindergarten Round Up. This night allows parents and students to visit classrooms, learn about curriculum and expectations. We provide parents resources and information on things can do to help prepare their students for kindergarten. Invitations are sent to local daycares and PreK’s along with a School Messenger to our current VPK students. We have two VPK classrooms on site and during the spring those classes are given the opportunity to go into the Kindergarten classrooms to visit and learn all about Kindergarten.

Kindergarten students are encouraged to attend Meet the Teacher prior to school starting to help them become familiar with their new classroom, teacher, and school. PTA also sponsors two different park days for students and parents to meet each other as it helps with the transition into a new classroom when students already know other students in the classroom.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Every teacher will use small group instruction. Formative assessments will be utilized to differentiate core instruction and determine small groups. Jan Richardson Guided Reading will be utilized as a small group intervention in Reading and STMath Test Drive feature will be utilized as a small group intervention in Math.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Performance Matters Common Assessment and Module data will be analyzed to determine grade level and individual progress. Istation OPM can be analyzed to determine progress.	Classroom Teacher SBLT Administration
Instructional Strategy 2	
Teachers will utilize goals and scales with fidelity in ELA and Math in order for students to understand the content. Students will set goals for themselves based on these goals and scales and rigorous lessons will ensure these goals are achieved.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will conduct walkthroughs and give feedback aligned to goals and scales. Teachers will give peers feedback in this area as well.	Administration Classroom Teachers
Instructional Strategy 3	
Teachers will have collaborative planning at each grade level that incorporates best practices and Marzano strategies into their lesson plans.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Planbook.com will be utilized by teachers. Those not using planbook will submit hard copies of their lesson plans to administration weekly.	Classroom Teachers Administration



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Administration makes a concerted effort to value teacher time so that they can work collaboratively to plan with their grade level teams and SEM clusters. Only two meetings are held each week. One is the PLC or team meeting. The other is a faculty meeting, curriculum meeting, or committee meeting. Breakfasts from Hospitality, ceramic painting, and other social gatherings are offered throughout the year to create a positive culture and strong relationships among peers and

administration. On the AdvancEd staff survey 53.57% of staff strongly agree that our school leaders support an innovative and collaborative culture. 29.76% agree as well. 11.9% were neutral. 1.19% disagreed and 3.57% strongly disagree.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Each grade level will have a PLC each Tuesday weekly that will allow for collaboration, data sharing, and planning. All grade levels have a 50 minute common planning time in the master schedule that allows teachers to work with their grade level team.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Teachers have had Just In Time trainings with a focus on Jan Richardson’s Guided Reading, and Module support. The Guided Reading trainer and administration observed Grades 2-5 during Guided Reading in order to show evidence of full implementation. There has been evidence shown at each grade level that the training was effective and implemented with fidelity. Next steps are to document all Guided Reading Plans in Planbook.com starting in September and show evidence of implementation during walkthroughs and informal/formal observations. Cypress Woods was a Marzano pilot and teachers received a full year of training from LSI. As follow up administrators provided training last school year during pre-school and held monthly PD to staff. Teachers were also offered the opportunity to observe other teachers using the iObservation tool. Due to this PD we have seen increased effectiveness in DQ 2. We will continue to offer monthly PD to review indicators on the Marzano map.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Jan Richardson Guided Reading JIT	Fall	2 nd -5 th grade	Plans implemented with fidelity.
Module Support	Fall	3 rd -5 th grade	Improved core instruction.
Data Driven Instruction	Spring	K-5	Formative and summative assessment data along with OPM.



Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

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 and administration together make concerted effort to build involvement and a sense of community within the school.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

The SAC Committee assists administration in designing parent and student Math and Science nights that give parents tools to take home and use with their children in order to increase student achievement. Teachers design activities and have parents rotate through the activities that encourage problem solving and higher level thinking strategies for both Math and Science. Student data folders and resources are shared with families during parent conferences held annually so they support their child at home. IStation and Reading Counts reports are communicated to parents on an ongoing basis in all grade levels.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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*Note: Please use your own school data resources or best estimates in completing this inventory.

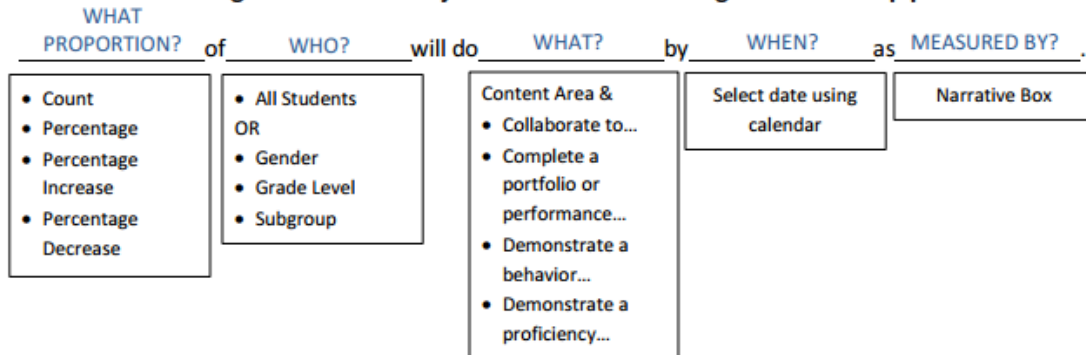
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ensure that communication with parents is timely, positive and valuable.	Classroom Teachers Administration
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Partner with East Lake Church in order to provide resources for families. Offer parent trainings in order to strengthen their capacity to support learning at home.	Kim Shipley, Family/Community Liaison Administration Classroom Teachers
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parents are invited to become parent volunteers and support the classroom. Training is given to volunteers based on their assignment.	Kim Shipley, Family/Community Liaison, Administration Classroom Teachers.

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Heidi Lau and Mary Mulligan	
Increase the percentage of students scoring above the state proficiency rate in ELA by 2% as measured by the Florida Standards Assessment. Increase the percentage of students scoring as high performing in ELA by 2% as measured by the Florida Standards Assessment. Increase the percentage of students making learning gains in ELA by 2% as measured by the Florida Standards Assessment.		
Actions / Activities in Support of ELA Goal	Evidence to Measure Success	
Teachers will utilize learning goals and scales to develop unit plans to drive instruction. Teachers will guide the students to actively use scales to monitor their own their learning. Teachers will develop effective lessons that focus on the three primary areas of writing (focus/instruction, evidence/elaboration, and conventions)	Walkthrough data Lesson Plans Common Assessment scores Observations and feedback	
Istation will continue to be implemented for all students. Teachers will continue to receive training on how to access and utilize Istation reports to drive core instruction and small group instruction.	Monitor usage rates for students in all grade levels across the Tiers. Curriculum Meeting Agendas Lesson plans Observations and feedback	

Mathematics Goal	Goal Manager: Kimberly Hardgrove	
Increase the percentage of students above the state proficiency rate in Mathematics by 2% as measured by the Florida Standards Assessment. Increase the percentage of students receiving a level 4 or 5 by 2% as measured by the Florida Standards Assessment		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Collaborative planning will be utilized to create effective lesson plans that include MFAS, CPALMS, along with the use of manipulatives and technological resources for enrichment and remediation. best practices from "Purpose Driven Math."	Feedback in Math Journals Lesson plans Walkthrough data STMath Test Drive	
All students will utilize STMath online a minimum of 60 minutes per week for grades K-1 and 90 minutes per week for grades 2-5. The level of curriculum percentage will be tracked to ensure all students are on track to complete the STMath curriculum for their grade level.	STMath Reports Lesson Plans Walkthrough data	

Science Goal	Goal Manager: Nancy Slater	
Increase the percentage of students scoring a Level 3 in Science by 2% as measured by the Science FCAT 2.0. Increase the percentage of students scoring a Level 4 or above in Science by 2% as measured by the Science FCAT 2.0		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	

<p>All teachers in grades 3-5 will establish a routine practice in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook processes. All teachers in grades 3-5 will consistently use the science lab throughout the school year</p>	<p>SLAGS Walkthrough data Lesson plans Science lab pre post data Begin year and Mid year diagnostic assessment to drive instruction and use the data to plan for any needs and deficiencies</p>
<p>All teachers will establish a routine practice for students using Success Criteria to track individual progress of Learning Goals using the district provided materials. Teachers will participate in cross grade level articulation sharing their science journals and lab data of pre& post data</p>	<p>Science notebooks Lesson plans Walkthrough data Science journals Observations and feedback</p>

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Increase the participation of students in the STEM Academy by 15%	Goal Manager: Nancy Slater
Actions / Activities in Support of Goal	Evidence to Measure Success
Recruit students for STEM Academy using a routine process beginning in August.	STEM Attendance
The number of SEM Enrichment Clusters focused on STEM topics will be increased.	SEM cluster list

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Ryan Anderson
Cypress Woods Elementary will work toward Bronze Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>4</u> out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one

<p>improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.</p>	<p>module that is now eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Jennifer Goza
Cypress Woods Elementary School will reduce by 10% the achievement gap between Black and Non-Black Students as measured by FSA ELA	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>IStation and STMath will be utilized during intervention blocks to show progress toward on/above grade level proficiency. Jan Richardson guided reading routine Small group instruction in language arts and math</p>	<p>Istation usage reports and student summary reports STMath reports Observation and feedback</p>
<p>Teacher uses on-going formative assessments and questioning techniques at various cognitive levels to meet the individual needs of students and increase engagement.</p>	<p>Lesson plans Common Assessment and Module Data Walkthroughs</p>

Subgroup Goal (ELL)	Goal Manager: Jennifer Goza
Cypress Woods Elementary will reduce by 10% the achievement gap with ELL students as measured by FSA ELA.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>IStation and STMath will be utilized during intervention blocks to show progress toward on/above grade level proficiency.</p>	<p>Istation usage reports and student summary reports STMath reports</p>

	ACCESS 2.0
Research based interventions with a focus on Phonics and Fluency for Reading will be put in place to increase the student's fluency and exposure to the English language. Interventions that are used are Jan Richardson's Guided Reading Routine, and Leveled Literacy Intervention Program	OPM on Istation LLI Data Tracking system ACCESS 2.0

Subgroup Goal (ESE)	Goal Manager: Jennifer Goza
Cypress Woods Elementary will maintain the current gap of 1% for ESE students as measured by FSA ELA Cypress Woods will continue to close the current gap of 1% between ESE (79% proficient) and non-ESE (80% proficient)	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
IStation and STMath will be utilized during intervention blocks to show progress toward on/above grade level proficiency.	Istation usage reports and student summary reports STMath reports
Linda Moode Belle will be utilized by VE Resource teachers Small group instruction in Language Arts and Math	Lesson Plans Walkthroughs and feedback

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	School	
	Select	Select	Select	Select	Select	#	%

Students scoring at FSA Level 1 (ELA or Math)							
Students with attendance below 90 %							
Students with excessive referrals**							
Students with excessive course failures**							
Students exhibiting two or more indicators							

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent 10% or more from school by 5%		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Teachers and administration will make phone calls to parents in support of attendance. Will ensure that families are aware of the importance of attendance and engage them in attendance related activities.		Attendance Data Data on the percentage of students absent 10% or more from school
CST will monitor the students missing 10% or more and follow the Attendance Flowchart. Bi-monthly child study team meetings will occur to review data and to problem solve reasons the students are missing school and then develop interventions that will target these problems. For those students who are chronically absent they will be assigned a mentor.		Attendance Data Child Study Team minutes with interventions listed

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Cypress Woods Elementary will reduce the amount of referrals by 10%. From 57 referrals to 47 referrals as measured by referral data in Focus		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
A schoolwide matrix of expectations and 5 color clip chart will be utilized in all classrooms along with Tier 2 interventions and data collection systems for individual students. School-wide positive reinforcement of students exhibiting school wide expectations		Discipline Data from Focus Red dot data
Daily parent communication will occur in all grade levels in student agendas.		Red dot data Discipline Data in Focus

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Math Level 1 and 2 students and students deficient on the Math Common Assessment will be approaching or at proficiency on Mid and End of year Common Assessments and FSA.

Actions / Activities in Support of Goal	Evidence to Measure Success
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.	Performance Matters STMath reports

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	68	% with advanced degrees	27.9
% receiving effective rating or higher	64	% first-year teachers	7.4
% highly qualified (HQT)*	0	% with 1-5 years of experience	17.6
% certified in-field**	100	% with 6-14 years of experience	30.9
% ESOL endorsed	48.5	% with 15 or more years of experience	44.1

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

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 increase professional knowledge. The ELA 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.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Kathleen	Young-Parker	Black	Principal
Goza	Jennifer	Hispanic	Other Instructional Employee
Talisha	Robinson	Black	Teacher
Susan	Reisberg	White	Teacher
Peter	Wendol	White	Business/Community
Nicole	Harrison	White	Parent
Elizabeth	Baker	White	Parent
Jackie	Citarella	White	Parent
Jane	Ulewicz	White	Parent
Kelly	Naumec	White	Parent
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
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Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 6/1/2016
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Jennifer Goza
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State Days / Intervals that Team meets below.
Thursdays at 9:30am. The team focuses on 2 grade levels per week with both academics and behavior.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

\$1000 TDEs to observe the 90 minute ELA block \$1000 Above level readers
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Use this space to paste budget, if desired.
