

Orange County Public Schools

Cypress Park Elementary



2017-18 School Improvement Plan

Cypress Park Elementary

9601 11TH AVE, Orlando, FL 32824

<https://cypressparkes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Cypress Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement

To be the top producer of successful students in the nation

2. School Environment

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

There are several events that occur throughout the school year to learn about students' cultures and to build relationships between teachers and students. Upon registration, parent documents are reviewed and conversations are held to get to know families. Families are invited to participate in Title I Parent meetings, School Advisory Council meetings, Parent Leadership Council meetings, Meet the Teacher, Open House, Parent Conferences, and Report Card Conference nights. In addition, teachers have class meetings with students and students also complete student surveys to provide information to help teachers address their academic and/or social goals.

The 2015-2016 BPIE assessment revealed growth opportunities relating to Indicator 12. The BPIE is to be conducted every three years and the next assessment will be conducted in the middle of the 2017-2018 school year for the 2018-2019 school year. This indicator focuses on ensuring all students with disabilities have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities. This will help teachers build relationships among students.

The following will be implemented to increase opportunities for all students to have access to both academic and extracurricular school sponsored activities by encouraging participation in the following: field trips, common planning, special areas, literacy night, math & science night, field day, Meet the Teacher, Open House, and report card conference nights.

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

Cypress Park Elementary is a positive behavior system school. All faculty and staff greet students upon arrival and escort students at dismissal. The Code of Student Conduct is reviewed school-wide at the beginning of the school year and quarterly by the dean. Students walk in pairs throughout the campus when not escorted by an adult. Students are expected to exhibit safe and respectful behavior among peers and adults. Students know that the principal and/or dean are available should they have an issue that has not been resolved. Students receive guidance lessons from the Alpha counselor. Lastly, upon entry into the school, visitors must ring a doorbell to gain entry. Students are provided information on the No Bullying policy and participate in monthly safety drills.

c. 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

The Code of Student Conduct is reviewed school-wide along with school expectations for positive and safe behavior so that all students can learn. Cypress Park Elementary has a positive behavior system modeled after Conscious Discipline and Responsive Discipline. Key attributes for our positive behavior system include giving student choice as to redirecting behavior, offering a safe place to students, implementing behavior plans/contracts and giving logical consequences. Professional development is provided for faculty and staff to ensure consistency of the school-wide behavior system. Each classroom teacher establishes classroom routines and procedures with rewards and consequences.

d. 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

Cypress Park Elementary is an environment that is nurturing and understanding of students' needs. Teachers provide one-on-one discussions with students as needed. When issues continue or go beyond the scope of the teacher, students are referred to guidance and/or administration. Students receive guidance lessons from the Alpha counselor who provides individual and small group counseling sessions. In addition, members of the leadership team provide mentoring to identified students based on academics and/or behavioral data.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

To address students with attendance issues, the principal ensures that the registrar sends attendance notices home for parents to attend a child study team meeting. In addition, the principal and/or dean along with the registrar meet with the school social worker to request home visits to determine any needs. The principal and the dean meet on a weekly basis to proactively address students with persistent discipline issues to prevent suspension. Parents are also contacted as an intervention. When students are suspended from school, the principal meets with the student and parent to transition the child back into his/her regular program. Students who receive a failing grade in Math and/or English Language Arts are provided additional support through Multi-tiered System of Supports (MTSS).

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	13	7	17	11	7	6	0	0	0	0	0	0	0	61
One or more suspensions	0	0	1	6	4	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	3	2	0	2	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	13	18	25	0	0	0	0	0	0	0	56

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	9	6	9	0	0	0	0	0	0	0	25

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

To improve the academic performance of students, additional academic support is provided during the school day through Tier II and Tier III support. Students receive 60 minutes of reading intervention as well as math intervention and small group instruction beyond that of the core instruction. On an as needed basis, the principal and/or dean conferences with individual parents and students to discuss attendance (absences, tardies) and academic goals. Additionally, home visits are conducted as needed with the school social worker.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422418>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Cypress Park Elementary has active Partners in Education. The Kate and Justin Rose Foundation and the Nobile Foundation offer immense support to the students and families of the community. Our partners are recognized for their efforts in providing the support needed for our students. Constant and open communication lines are maintained with our partners. The Partners in Education coordinator provides the partners with training based on the district's guidelines. The Taft Neighborhood Center for Families along with the Boys and Girls Club have a strong relationship with the school as well and participate in SAC.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McGarvey, Gloria	Principal
Soto , Gabriela	Instructional Coach
Charles, Charline	Dean
Faust, Megan	Instructional Coach
Chong-You, Alba	Instructional Coach
Jackson, Brandon	Instructional Coach

b. Duties

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

The principal oversees the roles of the leadership team members. Appropriate members provide coaching, modeling, and conduct peer observations to provide feedback.

The curriculum resource teacher (CRT) is responsible for collecting, planning, and analyzing data reports that will be utilized during the data and MTSS meetings. The CRT is also responsible for providing differentiated professional development to teachers on how to use disaggregated data to inform their instruction.

The reading coach assists the CRT with collecting and analyzing data and works with teachers on effective instructional strategies to use within the classroom. The reading coach also provides professional development to teachers on increasing the rigor in the classroom through text complexity and differentiated instruction.

The math/science coach assists the CRT with collecting and analyzing data and works with teachers on effective instructional strategies to use within the classroom. The coach also provides professional development on content standards for both math and science.

All instructional coaches assist the teachers in deconstructing the standards and instructional strategies.

The MTSS coach will keep track of students who are performing below grade level, review the data with MTSS team members, and meet with Tier III support personnel and exceptional education teachers to gather and chart data. Instructional resources, materials, and strategies for students who are struggling will be provided to teachers as needed.

The dean, behavior specialist and staffing specialist will collaborate on the behavioral and social needs of students that may affect a student's academics.

2. 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

Cypress Park Elementary is a Title I school which receives funds from different sources. Through the Title I Department, Cypress Park Elementary receives funds for students performing below grade level on the Florida Standards Assessment. For the 2017-2018 school year, Cypress Park will receive an additional hour of instruction to support reading. Another area of support is the Neighborhood

Center for Children and Families (NCF) which funds an Alpha counselor who works with students in grades K through 5.

Cypress Park Elementary has a Partner in Education which provides Blessings in a Backpack. This funding source is used to provide students with food items weekly.

Inventory of textbook resources purchased by the school is kept through a check-in/out system by the curriculum resource teacher. Textbooks purchased by OCPS are also inventoried through a software system.

All funding sources are used appropriately according to the guidelines set forth by each funding source.

The leadership team meets weekly to discuss instructional needs and determines how personnel and funding resources are utilized to meet the needs of students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gloria McGarvey	Principal
Gabriela Soto	Teacher
Vivian Jones	Education Support Employee
Ilka Richardson	Parent
Beatriz Berriz Castro	Parent
Alba Chong-You	Teacher
Linda Cope	Education Support Employee
Patricia LeDoux	Business/Community
Laura Petrik	Parent
Wendy Guzman	Parent
Shirley Baez	Parent
Eric Hill	Parent
Claudia Stewart	Education Support Employee
Jena Nicely	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan was conducted by administering the AdvancED parent survey. The results of the survey were shared with parents during a SAC meeting. The Florida Standards Assessment data will be shared at the initial SAC meeting and strategies within the School Improvement Plan which were ineffective in increasing student achievement along with additional strategies including the extra hour of reading instruction will be addressed.

b. Development of this school improvement plan

The School Advisory Council (SAC), along with members of the leadership team, assisted with the development of the School Improvement Plan (SIP). The SAC Bylaws will be revisited with the 2017-2018 SAC committee. The SAC will provide feedback on the SIP during monthly meetings as a means to progress monitor initiatives.

c. Preparation of the school's annual budget and plan

The principal shares the budget with School Advisory Council and leadership team. A plan of action is created collaboratively by all stakeholders.

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

Any School Improvement funds were utilized to provide professional development to improve instructional practices.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
McGarvey, Gloria	Principal
Soto , Gabriela	Instructional Coach
Faust, Megan	Instructional Coach
Chong-You, Alba	Instructional Coach
Cope, Linda	Paraprofessional
Charles, Charline	Dean

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT provides professional development on incorporating brain based strategies and collaborative structures to scaffold the learning process. The LLT sponsors parental involvement events such as the Family Literacy Night to provide parents with resources to assist their children at home. Cypress Park Elementary also promotes family membership to the Orange County Public Library. Students are provided incentives for achieving Accelerated Reading goals and are scheduled for weekly visits to the media center to check out books. Classrooms have mini libraries coded by genre and levels.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will collaborate periodically through the District Professional Learning Communities (DPLC) process in which close reading will be a focus. Teachers will also visit other classes to observe instruction which includes close reading and participate in a reflection process. Collaborative planning will take place weekly for math and reading, and biweekly for science. Collaborative data meetings will be held biweekly as well. Team building opportunities will be provided throughout the school year for all faculty and staff. In addition, a faculty and staff recognition program is being implemented on a monthly basis.

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

The principal reviews applicants' certifications and qualifications, attends job fairs and works closely with the human resource manager and certification specialist to seek qualified candidates. The principal provides opportunities for current teachers to receive professional development, participate in the coaching cycle, and receive timely and actionable feedback throughout the school year. To retain highly qualified teachers, staff recognition programs and team building opportunities are implemented to promote a positive working environment and school culture.

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

Gabriela Soto, CRT, facilitates the teacher professional learning and retention strategies listed below. The CRT is responsible for the following:

1. Pairs new teachers with veteran teachers
2. Provides professional development on the Marzano protocols
3. Supports team members paired with grade level teams to plan for rigorous instruction through common planning
4. Utilizes the coaching cycle
5. Provides New Teacher Mentoring sessions
6. Supports teachers in ESOL and Reading Endorsement and Elementary Education Certification
7. Oversees the teacher mentoring program

Teacher Mentoring Program for the 2017-2018 School Year:

Taylor Bergeron – Mildra Lopez; Mildra Lopez is an experienced teacher providing support to Taylor Bergeron as a first year teacher.

Kiana Cheverez - Kelli McClusky; Kelli McClusky is an experienced teacher providing support to Kiana Cheverez as a second year teacher.

Miranda Music – Alba Chong-You; Alba Chong-you is an experienced teacher providing support to Miranda Music as a first year teacher.

Cher Mercado - Gabriela Soto; Gabriela Soto is an experienced teacher providing support to Cher Mercado as a new teacher to Cypress Park.

Joanne Soto Torres – Megan Faust; Megan Faust is an experienced teacher providing support to Joanne Soto Torres as a new teacher to Cypress Park.

The mentors will observe the teachers and provide feedback using the peer observation tool and/or the coaching cycle. During common planning, the teachers and instructional coaches will discuss data and instructional strategies to promote student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Cypress Park Elementary ensures that the core instructional programs and materials are aligned to the Florida Standards and the NGSSS for science. Teachers plan with coaches to deconstruct the standards using resources that include OCPS Curriculum Resource Materials, Test Items Specifications, Instructional Focus Calendars, and state-adopted materials. The principal and instructional coaches attend and participate in common planning as well as review lesson plans and observe instruction.

b. Instructional Strategies

1. 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

Core, diagnostic and state data are used to differentiate instruction for students. Intervention and enrichment groups are formed after data is analyzed. Teachers use formative assessments and iReady growth monitoring data to determine small group instruction. Teachers participate in data meetings to analyze data and generate next steps to increase student achievement. Additionally, data points are documented in alignment with the MTSS Framework.

2. 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: Extended School Day

Minutes added to school year: 10,800

An additional hour of daily instruction will be part of the schedule for the 2017-2018 school year. This hour will allow for more time to focus on reading.

Strategy Rationale

The strategy rationale is based on the outcomes from the FSA and needs of the school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McGarvey, Gloria, gloria.mcgarvey@ocps.net

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

Formative assessments and iReady growth monitoring data will be used to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Cypress Park Elementary (CPE) is in the fifth year of hosting a Voluntary Pre-Kindergarten (VPK) unit. Provided that the current VPK students from the one VPK class enter as Kindergarten students in one of the two Kindergarten classes in the school, a minimum of 50% of the projected enrolled students will be prepared for kindergarten compared to current Kindergarten students who have not received any pre-school experiences. Kindergarten teachers will host a Kindergarten Orientation at the end of the school year to prepare students and parents for kindergarten. Parents will also have the opportunity to tour a classroom and the campus.

The transition to middle school occurs in May. The feeder middle school provides a registration day at Cypress Park Elementary, as well as an on-site orientation to middle school. Students take a field trip to the middle school and observe classes to prepare them for the middle school environment.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each Friday is College Spirit day. Different colleges/universities are highlighted on the morning announcements. During Teach-In and Junior Achievement, multiple presenters speak with students and share information about their careers.

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

To prepare our students for 21st century careers with technology and industry, Cypress Park Elementary has increased access to digital curriculum and access through the use of i-Ready Reading, Imagine Learning, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart Boards and technology integration in the classroom are implemented to prepare 21st-century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also learn how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth-grade students with the opportunity to experience the multimedia production process.

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

Science, technology, engineering and mathematics (STEM) inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands-on experience with science, math, engineering, technology integration and problem-solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, Cypress Park Elementary will continue to participate in the Southeastern Consortium for Minorities in Engineering (SECME) where the mission is to increase the pool of historically underrepresented and under-served students who will be prepared to enter and complete post-secondary studies in STEM; thus creating a diverse and globally competitive workforce.

4. 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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Standards-based instruction will increase student achievement when effective instructional strategies and authentic student monitoring are implemented daily. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

- G2.** Student proficiency in ELA will increase as a result of close reading strategies implemented and monitored through the DPLC (District Professional Learning Community) process. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Standards-based instruction will increase student achievement when effective instructional strategies and authentic student monitoring are implemented daily. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) 1a

G095835

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	55.0
Math Gains	55.0
Statewide Science Assessment Achievement	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of effective implementation of research-based instructional strategies, authentic student monitoring and actionable feedback.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Coaches
- Corrective Programs Support Team
- Instructional Focus Calendars
- Test Item Specifications
- Florida Standards Assessment Samples
- Orange County Public Schools (OCPS) Curriculum Resource Materials (CRMs)
- Marzano Resources
- Corwin Literacy's Standards Companion
- ASCD Quick Reference Guides for differentiated instruction, total participation techniques, and giving effective feedback

Plan to Monitor Progress Toward G1. 8

The leadership team will analyze student achievement data and classroom walk-through trends to determine if standards-based instruction is occurring.

Person Responsible

Gabriela Soto

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iObservation data and feedback, data spreadsheets

G2. Student proficiency in ELA will increase as a result of close reading strategies implemented and monitored through the DPLC (District Professional Learning Community) process. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) 1a

G095836

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	55.0
Math Gains	55.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not have the knowledge and full understanding of the DPLC process which includes close reading strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Personnel
- Corrective Programs Support Team
- District Personnel

Plan to Monitor Progress Toward G2. 8

The leadership team will analyze student achievement data and classroom walk-through trends to determine if the close reading strategies are being implemented.

Person Responsible

Gabriela Soto

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

iObservation data and feedback, data binders, data spreadsheets

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

 = Problem Solving Step  S123456 = Quick Key

G1. Standards-based instruction will increase student achievement when effective instructional strategies and authentic student monitoring are implemented daily. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) **1**

 G095835

G1.B6 Teachers lack an understanding of effective implementation of research-based instructional strategies, authentic student monitoring and actionable feedback. **2**

 B257972

G1.B6.S2 Leadership Team Members will provide support for teachers utilizing the coaching cycle, common planning and professional learning communities. **4**

 S273045

Strategy Rationale

Teachers need support to build their capacity to foster a growth mindset.

Action Step 1 **5**

Leadership Team Members will tier teachers based on classroom walk-throughs, iObservation data, and years of experience to determine individual needs.

Person Responsible

Gabriela Soto

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iObservation and student achievement data

Action Step 2 **5**

Leadership Team Members will conduct biweekly data meetings to review formative, iReady growth monitoring, iReady diagnostic and FSA data.

Person Responsible

Gabriela Soto

Schedule

Biweekly, from 8/18/2017 to 4/27/2018

Evidence of Completion

Teacher data spreadsheets

Action Step 3 5

Instructional Coaches will give professional development in the area of differentiated instruction.

Person Responsible

Megan Faust

Schedule

On 10/6/2017

Evidence of Completion

Agenda, sign-in sheet

Action Step 4 5

Leadership Team Members will give professional development in the area of participation techniques.

Person Responsible

Charline Charles

Schedule

On 10/27/2017

Evidence of Completion

Agenda, sign-in sheet

Action Step 5 5

Instructional Dean and Coaches will give professional development in the area of collaborative structures.

Person Responsible

Charline Charles

Schedule

On 8/18/2017

Evidence of Completion

Agenda, sign-in sheet

Action Step 6 5

Instructional Coaches will give professional development in the area of effective feedback to students.

Person Responsible

Megan Faust

Schedule

On 12/8/2017

Evidence of Completion

Agenda, sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

The Leadership Team will attend common planning and data meetings as well as review lesson plans.

Person Responsible

Gabriela Soto

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, lesson plans, iObservation data

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Leadership Team Members will observe teachers delivering standards-based instruction.

Person Responsible

Megan Faust

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

iObservation, classroom walk-through, and student achievement data showing consistency in implementation of common plans across grade levels.

G1.B6.S3 Leadership Team Members will provide professional development on brain-based strategies and collaborative structures. 4

 S273046

Strategy Rationale

Frequent use of these research-based strategies yields an increase in student achievement.

Action Step 1 5

Instructional Dean and Coaches will develop and deliver professional development focusing on collaborative structures.

Person Responsible

Charline Charles

Schedule

On 9/8/2017

Evidence of Completion

Agenda, sign-in, professional development artifacts

Action Step 2 5

Leadership Team Members will conduct classroom walk-throughs to observe implementation of grade level standards being taught and the use of participation strategies.

Person Responsible

Megan Faust

Schedule

Weekly, from 9/8/2017 to 5/25/2018

Evidence of Completion

iObservation data and feedback, lesson plans, corrective programs walk-through notes

Action Step 3 5

Instructional Coaches will implement the coaching cycle with teachers who need additional support implementing the appropriate strategies.

Person Responsible

Gabriela Soto

Schedule

Weekly, from 9/8/2017 to 5/25/2018

Evidence of Completion

Coaching schedule, coaching logs, leadership team meeting notes

Action Step 4 5

Leadership Team Members will give professional development about brain based strategies.

Person Responsible

Gabriela Soto

Schedule

On 8/11/2017

Evidence of Completion

Agenda, sign-in sheets

Action Step 5 5

Provide additional planning time for teachers.

Person Responsible

Gloria McGarvey

Schedule

On 5/31/2018

Evidence of Completion

Time sheets collected

Action Step 6 5

Provide summer professional development aligning standards.

Person Responsible

Gloria McGarvey

Schedule

On 8/3/2018

Evidence of Completion

Time sheets, Agenda

Action Step 7 5

Provide STEM field trip to the Orlando Science Center for intermediate students.

Person Responsible

Gabriela Soto

Schedule

On 5/31/2018

Evidence of Completion

Purchase order for tickets

Action Step 8 5

Support Extended Learning for 5th grade and Parent Involvement by going to the Orlando Philharmonic on a Saturday.

Person Responsible

Gabriela Soto

Schedule

On 2/28/2018

Evidence of Completion

Purchase order

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Leadership Team members will attend professional development and review sign-in sheets as well as lesson plans.

Person Responsible

Gabriela Soto

Schedule

Biweekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Leadership Team Members will review lesson plans, and conduct classroom walk-throughs to observe the implementation of the research-based strategies.

Person Responsible

Megan Faust

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

iObservation data, Corrective Programs walk through notes

G2. Student proficiency in ELA will increase as a result of close reading strategies implemented and monitored through the DPLC (District Professional Learning Community) process. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) **1**

 G095836

G2.B3 Teachers do not have the knowledge and full understanding of the DPLC process which includes close reading strategies. **2**

 B257975

G2.B3.S3 DPLC Team Members will train and observe teachers at the school in the area of close reads.

4

 S273053

Strategy Rationale

By sharing the close reads process and observing close reads activities in the classroom, DPLC members and teachers at the school site will implement the close reads process with fidelity.

Action Step 1 **5**

DPLC Team Members will complete initial professional development in the area of close reads.

Person Responsible

Megan Faust

Schedule

On 9/29/2017

Evidence of Completion

Agenda, sign-in sheet

Action Step 2 **5**

DPLC Team Members will conduct classroom visits to witness the close reads process.

Person Responsible

Megan Faust

Schedule

Every 6 Weeks, from 9/25/2017 to 5/25/2018

Evidence of Completion

Observation data

Action Step 3 5

Teachers will reflect on the close reads observations.

Person Responsible

Megan Faust

Schedule

Every 6 Weeks, from 9/25/2017 to 5/25/2018

Evidence of Completion

Teachers' close reads reflection logs

Action Step 4 5

Software license for Write Score Curriculum will be obtained and training for the program will occur.

Person Responsible

Megan Faust

Schedule

On 11/10/2017

Evidence of Completion

Quote and Purchase Order

Action Step 5 5

To provide tablets for one on one device for 5th grade students.

Person Responsible

Gabriela Soto

Schedule

On 5/12/2018

Evidence of Completion

Purchase order

Action Step 6 5

Pay for hourly tutors to support small groups for ELA.

Person Responsible

Megan Faust

Schedule

Weekly, from 11/6/2017 to 6/1/2018

Evidence of Completion

time sheets, i-Ready reading data

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

School site DPLC members will participate in the close reads observation process.

Person Responsible

Megan Faust

Schedule

Every 6 Weeks, from 9/25/2017 to 5/25/2018

Evidence of Completion

Observation data collected, teacher reflection logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

School site DPLC members will participate in the close reads observation process as well as data chats.

Person Responsible

Megan Faust

Schedule

Every 6 Weeks, from 9/25/2017 to 5/25/2018

Evidence of Completion

Observation data collected, teacher reflection logs, and assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B6.S3.A4 A366425	Leadership Team Members will give professional development about brain based strategies.	Soto , Gabriela	8/1/2017	Agenda, sign-in sheets	8/11/2017 one-time
G1.B6.S2.A5 A366420	Instructional Dean and Coaches will give professional development in the area of collaborative...	Charles, Charline	8/1/2017	Agenda, sign-in sheet	8/18/2017 one-time
G1.B6.S3.A1 A366422	Instructional Dean and Coaches will develop and deliver professional development focusing on...	Charles, Charline	8/1/2017	Agenda, sign-in, professional development artifacts	9/8/2017 one-time
G2.B3.S3.A1 A366436	DPLC Team Members will complete initial professional development in the area of close reads.	Faust, Megan	9/12/2017	Agenda, sign-in sheet	9/29/2017 one-time
G1.B6.S2.A3 A366418	Instructional Coaches will give professional development in the area of differentiated instruction.	Faust, Megan	9/15/2017	Agenda, sign-in sheet	10/6/2017 one-time
G1.B6.S2.A4 A366419	Leadership Team Members will give professional development in the area of participation techniques.	Charles, Charline	10/2/2017	Agenda, sign-in sheet	10/27/2017 one-time
G2.B3.S3.A4 A366439	Software license for Write Score Curriculum will be obtained and training for the program will...	Faust, Megan	11/10/2017	Quote and Purchase Order	11/10/2017 one-time
G1.B6.S2.A6 A366421	Instructional Coaches will give professional development in the area of effective feedback to...	Faust, Megan	11/1/2017	Agenda, sign-in sheet	12/8/2017 one-time
G1.B6.S3.A8 A366429	Support Extended Learning for 5th grade and Parent Involvement by going to the Orlando Philharmonic...	Soto , Gabriela	2/1/2018	Purchase order	2/28/2018 one-time
G1.B6.S2.A2 A366417	Leadership Team Members will conduct biweekly data meetings to review formative, iReady growth...	Soto , Gabriela	8/18/2017	Teacher data spreadsheets	4/27/2018 biweekly
G2.B3.S3.A5 A366440	To provide tablets for one on one device for 5th grade students.	Soto , Gabriela	11/27/2017	Purchase order	5/12/2018 one-time
G1.B6.S3.MA1 M392779	Leadership Team members will attend professional development and review sign-in sheets as well as...	Soto , Gabriela	8/1/2017	Agendas, sign-in sheets, lesson plans	5/25/2018 biweekly
G1.B6.S3.MA1 M392778	Leadership Team Members will review lesson plans, and conduct classroom walk-throughs to observe...	Faust, Megan	8/18/2017	iObservation data, Corrective Programs walk through notes	5/25/2018 weekly
G1.B6.S3.A2 A366423	Leadership Team Members will conduct classroom walk-throughs to observe implementation of grade...	Faust, Megan	9/8/2017	iObservation data and feedback, lesson plans, corrective programs walk-through notes	5/25/2018 weekly
G1.B6.S2.A1 A366416	Leadership Team Members will tier teachers based on classroom walk-throughs, iObservation data, and...	Soto , Gabriela	8/15/2017	iObservation and student achievement data	5/25/2018 biweekly
G1.B6.S2.MA1 M392777	The Leadership Team will attend common planning and data meetings as well as review lesson plans.	Soto , Gabriela	8/1/2017	Sign-in sheets, lesson plans, iObservation data	5/25/2018 weekly
G1.B6.S2.MA1 M392776	Leadership Team Members will observe teachers delivering standards-based instruction.	Faust, Megan	8/14/2017	iObservation, classroom walk-through, and student achievement data showing consistency in implementation of common plans across grade levels.	5/25/2018 weekly
G2.B3.S3.A3 A366438	Teachers will reflect on the close reads observations.	Faust, Megan	9/25/2017	Teachers' close reads reflection logs	5/25/2018 every-6-weeks

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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.B3.S3.A2 A366437	DPLC Team Members will conduct classroom visits to witness the close reads process.	Faust, Megan	9/25/2017	Observation data	5/25/2018 every-6-weeks
G1.MA1 M392780	The leadership team will analyze student achievement data and classroom walk-through trends to...	Soto , Gabriela	8/15/2017	iObservation data and feedback, data spreadsheets	5/25/2018 biweekly
G2.B3.S3.MA1 M392785	School site DPLC members will participate in the close reads observation process as well as data...	Faust, Megan	9/25/2017	Observation data collected, teacher reflection logs, and assessment data	5/25/2018 every-6-weeks
G2.B3.S3.MA1 M392786	School site DPLC members will participate in the close reads observation process.	Faust, Megan	9/25/2017	Observation data collected, teacher reflection logs	5/25/2018 every-6-weeks
G1.B6.S3.A3 A366424	Instructional Coaches will implement the coaching cycle with teachers who need additional support...	Soto , Gabriela	9/8/2017	Coaching schedule, coaching logs, leadership team meeting notes	5/25/2018 weekly
G1.B6.S3.A7 A366428	Provide STEM field trip to the Orlando Science Center for intermediate students.	Soto , Gabriela	5/1/2018	Purchase order for tickets	5/31/2018 one-time
G2.MA1 M392787	The leadership team will analyze student achievement data and classroom walk-through trends to...	Soto , Gabriela	8/15/2017	iObservation data and feedback, data binders, data spreadsheets	5/31/2018 monthly
G1.B6.S3.A5 A366426	Provide additional planning time for teachers.	McGarvey, Gloria	11/6/2017	Time sheets collected	5/31/2018 one-time
G2.B3.S3.A6 A366441	Pay for hourly tutors to support small groups for ELA.	Faust, Megan	11/6/2017	time sheets, i-Ready reading data	6/1/2018 weekly
G1.B6.S3.A6 A366427	Provide summer professional development aligning standards.	McGarvey, Gloria	7/30/2018	Time sheets, Agenda	8/3/2018 one-time

V. Professional Development Opportunities

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

G1. Standards-based instruction will increase student achievement when effective instructional strategies and authentic student monitoring are implemented daily. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

G1.B6 Teachers lack an understanding of effective implementation of research-based instructional strategies, authentic student monitoring and actionable feedback.

G1.B6.S2 Leadership Team Members will provide support for teachers utilizing the coaching cycle, common planning and professional learning communities.

PD Opportunity 1

Instructional Coaches will give professional development in the area of differentiated instruction.

Facilitator

Megan Faust

Participants

Teachers

Schedule

On 10/6/2017

PD Opportunity 2

Leadership Team Members will give professional development in the area of participation techniques.

Facilitator

Charline Charles

Participants

Teachers

Schedule

On 10/27/2017

PD Opportunity 3

Instructional Dean and Coaches will give professional development in the area of collaborative structures.

Facilitator

Charline Charles

Participants

Teachers

Schedule

On 8/18/2017

PD Opportunity 4

Instructional Coaches will give professional development in the area of effective feedback to students.

Facilitator

Megan Faust

Participants

Teachers

Schedule

On 12/8/2017

G1.B6.S3 Leadership Team Members will provide professional development on brain-based strategies and collaborative structures.

PD Opportunity 1

Instructional Dean and Coaches will develop and deliver professional development focusing on collaborative structures.

Facilitator

Instructional Dean

Participants

Teachers

Schedule

On 9/8/2017

PD Opportunity 2

Leadership Team Members will give professional development about brain based strategies.

Facilitator

Gabriela Soto

Participants

Teachers

Schedule

On 8/11/2017

PD Opportunity 3

Provide summer professional development aligning standards.

Facilitator

Gabriela Soto

Participants

Teachers

Schedule

On 8/3/2018

G2. Student proficiency in ELA will increase as a result of close reading strategies implemented and monitored through the DPLC (District Professional Learning Community) process. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

G2.B3 Teachers do not have the knowledge and full understanding of the DPLC process which includes close reading strategies.

G2.B3.S3 DPLC Team Members will train and observe teachers at the school in the area of close reads.

PD Opportunity 1

DPLC Team Members will complete initial professional development in the area of close reads.

Facilitator

Megan Faust

Participants

Teachers

Schedule

On 9/29/2017

PD Opportunity 2

Software license for Write Score Curriculum will be obtained and training for the program will occur.

Facilitator

Megan Faust

Participants

Fourth and Fifth Grade Teachers

Schedule

On 11/10/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S2.A1	Leadership Team Members will tier teachers based on classroom walk-throughs, iObservation data, and years of experience to determine individual needs.				\$0.00
2	G1.B6.S2.A2	Leadership Team Members will conduct biweekly data meetings to review formative, iReady growth monitoring, iReady diagnostic and FSA data.				\$0.00
3	G1.B6.S2.A3	Instructional Coaches will give professional development in the area of differentiated instruction.				\$0.00
4	G1.B6.S2.A4	Leadership Team Members will give professional development in the area of participation techniques.				\$289.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0741 - Cypress Park Elementary	General Fund		\$289.95
<i>Notes: ASCD Quick Reference Guide</i>						
5	G1.B6.S2.A5	Instructional Dean and Coaches will give professional development in the area of collaborative structures.				\$140.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0741 - Cypress Park Elementary	General Fund		\$140.00
6	G1.B6.S2.A6	Instructional Coaches will give professional development in the area of effective feedback to students.				\$0.00
7	G1.B6.S3.A1	Instructional Dean and Coaches will develop and deliver professional development focusing on collaborative structures.				\$140.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0741 - Cypress Park Elementary	General Fund		\$140.00
8	G1.B6.S3.A2	Leadership Team Members will conduct classroom walk-throughs to observe implementation of grade level standards being taught and the use of participation strategies.				\$0.00
9	G1.B6.S3.A3	Instructional Coaches will implement the coaching cycle with teachers who need additional support implementing the appropriate strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0741 - Cypress Park Elementary			\$0.00

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10	G1.B6.S3.A4	Leadership Team Members will give professional development about brain based strategies.				\$0.00
11	G1.B6.S3.A5	Provide additional planning time for teachers.				\$61,197.76
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0741 - Cypress Park Elementary	UniSIG	1.22	\$53,136.90
			<i>Notes: Additional Planning</i>			
	6400	220-Social Security	0741 - Cypress Park Elementary	UniSIG		\$4,064.97
			<i>Notes: Social Security</i>			
	6400	210-Retirement	0741 - Cypress Park Elementary	UniSIG		\$3,995.89
			<i>Notes: Retirement</i>			
12	G1.B6.S3.A6	Provide summer professional development aligning standards.				\$14,138.27
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0741 - Cypress Park Elementary	UniSIG	0.25	\$12,276.00
			<i>Notes: Summer Planning PD</i>			
	6400	220-Social Security	0741 - Cypress Park Elementary	UniSIG		\$939.11
			<i>Notes: Social Security</i>			
	6400	210-Retirement	0741 - Cypress Park Elementary	UniSIG		\$923.16
			<i>Notes: Retirement</i>			
13	G1.B6.S3.A7	Provide STEM field trip to the Orlando Science Center for intermediate students.				\$3,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	0741 - Cypress Park Elementary	UniSIG		\$1,760.00
			<i>Notes: Orlando Science Center for Intermediate Students</i>			
	7800	790-Miscellaneous Expenses	0741 - Cypress Park Elementary	UniSIG		\$1,800.00
			<i>Notes: buses</i>			
14	G1.B6.S3.A8	Support Extended Learning for 5th grade and Parent Involvement by going to the Orlando Philharmonic on a Saturday.				\$2,825.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0741 - Cypress Park Elementary	UniSIG		\$1,925.00

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			<i>Notes: Orlando Philharmonic on a Saturday</i>			
	7800	790-Miscellaneous Expenses	0741 - Cypress Park Elementary	UniSIG		\$900.00
			<i>Notes: buses</i>			
15	G2.B3.S3.A1	DPLC Team Members will complete initial professional development in the area of close reads.				\$0.00
16	G2.B3.S3.A2	DPLC Team Members will conduct classroom visits to witness the close reads process.				\$0.00
17	G2.B3.S3.A3	Teachers will reflect on the close reads observations.				\$0.00
18	G2.B3.S3.A4	Software license for Write Score Curriculum will be obtained and training for the program will occur.				\$2,029.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0741 - Cypress Park Elementary	UniSIG		\$2,029.63
			<i>Notes: Write Score</i>			
19	G2.B3.S3.A5	To provide tablets for one on one device for 5th grade students.				\$11,000.01
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0741 - Cypress Park Elementary	UniSIG		\$11,000.01
			<i>Notes: tablets for 5th grade</i>			
20	G2.B3.S3.A6	Pay for hourly tutors to support small groups for ELA.				\$20,870.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0741 - Cypress Park Elementary	UniSIG	0.42	\$18,121.39
			<i>Notes: Tutors for small groups in ELA</i>			
	5900	220-Social Security	0741 - Cypress Park Elementary	UniSIG		\$1,386.29
			<i>Notes: Social Security</i>			
	5900	210-Retirement	0741 - Cypress Park Elementary	UniSIG		\$1,362.73
			<i>Notes: Retirement</i>			
					Total:	\$116,191.03