School Executive Summary

Cypress Elementary School is located in New Port Richey, Florida in the southwest region of Pasco County. Cypress Elementary is one of the many elementary schools in Pasco County. The vast majority of Cypress Elementary students will attend River Ridge Middle School and River Ridge High School. The racial make-up of the school community is approximately 70.31% white, 3.4% black non-hispanic, 2.66% Asian/Pacific Islander and 15.81% Hispanic, and 7.53% multi/other.

Cypress Elementary opened up in 1973. It is a "Kelly School" design with no windows and classrooms separated by partitioned walls. There is an eight-room classroom building that was added to the campus in 2009. In addition, there are 7 relocatable portables on campus. Currently there are 677 students enrolled in grades K – 5. Our ELL students are supported by the classroom teacheres. Our exceptional education population is currently 15%. We embrace an inclusion model for our Students with Disibilaties (SWD) population and provide services for our SWD students in basic classes with support from exceptional education teachers. At present, approximately 61% of students qualify for free or reduced lunch and is a Title One School. According to our district's Early Warning System which tracks students' attendance, grades and discipline, Cypress currently has 44.3% of students on track for course performance, 31.75% are on track for attendance, and 90% are on track for discipline. Cypress has 14.33% of students on track, 36.19% of students at risk, and 49.48% are off track. The school draws its students from three very diverse areas. We have affluent families, middle class families, and an extremely impovershed population. Our school grades for the 16/17 school year was a B, the 17/18 school year was a C, and the 18/19 school year was a C. There are approximately 75 staff members, of which 52 are instructional with one principal and one assistant principal. There was a change in Principal Leadership in 2019.

School's Purpose:
Cypress Elementary spent much time collaboratively working together to create our way of work. We narrowed our intentions with a strong focus on our students.
<p style="text-align:center">**Mission**</p>
Cypress Elementary School is a learning community dedicated to developing resilient, lifelong learners who will work towards reaching their highest potential.
<p style="text-align:center">**Norms**</p>
Norms At Cypress Elementary, we commit to the following norms:
- Be an active listener and engaged participant.
- Work as a school community to problem-solve.
- Be on-time, prepared, accountable, and on-task.
- Have a positive attitude and growth mindset.
- Provide a safe and inclusive environment for all.

<p style="text-align:center">**Core Beliefs**</p>
At Cypress Elementary, we believe:
- Our school community makes a difference in motivating and inspiring students' lives.
- Positive relationships and working together are essential for our students to succeed.
- It is our collective responsibility to nurture and improve the unique talents, skills, and abilities of all students.

<p style="text-align:center">**Commitments**</p>
At Cypress Elementary, we commit to the following best practices:
- Building positive relationships with students and families.

- Rigorous instruction that sets high expectations for ALL learners.
- Collaborative planning time focused on instruction, data, and equity.
- Differentiating instruction and assessments based on student needs.
- Empowering students to become independent thinkers and take ownership of their learning.

Our narrowed focus includes:

High Impact Instruction

Teachers will plan, deliver, evaluate, monitor, and reflect on standards-based instructional practices to match the rigor of the standards in all content areas.

- Within PLCs, administrators, coaches, and teachers will deepen their understanding of the BEST ELA and Math Standards utilizing HMH/Lexia/DIBELS, Zearn, and Eureka.
- Early Release Days and grade level PLCs will plan for the rigor of standards-based instruction (fill in with district prioritized PD)
- Math teachers will utilize the 50/50 model (Zearn and Eureka) to monitor and celebrate progress using Affirm, Zearn Reports, Eureka Assessments, and MAPs.
- Teachers will engage students through PIES: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction curing daily lessons through the use of Kagan Structures and Conscious Discipline. Monthly structures will be modeled by administrators, coaches and Kagan trained teachers.
- Within PLCs, teachers will plan for student writing instruction based on HMH. (writing specifics from HMH)
- Teachers will utilize the Instructional Practice Guide (IPG) practices when planning for instruction, with an increased focus on Core Action 3. District will be requested to facilitate learning around the IPG and Core Actions within PLCs.

Collaborative Culture

In order to strengthen our collaborative culture, Cypress staff will work together to develop a stronger collective responsibility of all staff.

- A comprehensive behavior plan will be created by each teacher utilizing the school wide expectations and customizing those expectations for their classroom. Conscious Discipline training and resources will be utilized to support school wide expectations for all tiers of support. Monthly Conscious Discipline skills and strategies will be modeled by administrators, members of the behavior team and teacher leaders.
- A safe place/self-regulation room will be utilized when students are unsafe and need to be removed from a classroom. While there, they will move through the stages necessary to become composed and to be reintegrated back into their classroom as quickly as possible.
- Students with behavior plans and FBAs will be monitored during ongoing SBIT and TBIT meetings. These meetings will be led by the behavior intervention teacher and/or support facilitators.
- Staff appreciation and celebrations will be on going based on input from staff and committees.
- School wide events for student recognition will be planned and implemented based on staff input.

Data Driven Instruction – Build a multi-tiered system of support for students to ensure 80% or more of students achieve at least a year's worth of growth in all content areas.

- Teachers will utilize the 8-steps to effective intervention to ensure that 80% of students will show more than a year of growth in Reading and Math as evidenced through progress monitoring assessments, Eureka Assessments, HMH Assessments, Lexia, and Zearn reports.
- The progress of tier 3 students' along with Early Warning Data will be discussed and action plans will be reviewed or created based on question 3 of the PLCs guiding questions during monthly SIT grade level progress monitoring meetings.

- Following FAST assessments, progress monitoring data chats will be scheduled for action plans to be created for teachers and coaching supports. District supports will be considered.

Our instructional staff (including speech language teachers, STEM teacher, support facilitators, and coaches) are organized into Professional Learning Communities that meet weekly with a focus on standards-based curriculum alignment, high impact instructional strategies, along with the development and analyzing of common assessments. This allows teaching teams to make instructional decisions based on data and plan for tiers of support.

Notable achievements and challenges: Cypress Elementary is extremely dedicated to providing a positive learning environment for students. Cypress Elementary School is participating in our third year of implementing Conscious Discipline. Title One and School Advisory Council, SAC, funds have been used to purchase Conscious Discipline resources. We continue to be a PBIS school and students can earn Cub 100 tickets when they are caught being good, and/or following school wide expectations. Students who are on-track with grades, bringing up grades, and discipline are celebrated for their success with the Honor Roll Celebration Station. Funds from SAC and business community members have helped to fund celebrations. Cypress had a one book, one school book and collectively read The Lemonaide Crime. The intiative was collectively planned with our SAC. Weekly celebrations were held and a school wide celebration was held at the conclusion of the book. Staff mentors have been set up for our neediest students and a check-in/check-out program is being implemented. Data has been collected and we are proud that students have graduated from the check-in/check-out system. Not only does this increase our school community but it also provides the students a positive in-house role model. In house counseling is provided via our school social worker, school counselor, and school psychologist. We have implemented a behavior team that will continue to problem solve attendance and behavior issues in order to increase the amount of students present at school and following school wide expectations. The behavior strategies team surveys all staff members and provides on going training to new staff members. Survey results are used in conjunction with data to update action plans. In order to strengthen our Tier One classroom management core, professional development is being offered regularly throughout the year, with a comprehensive behavior management plan. Time is allowed to create action plans and implement in order to report back and monitor progress. Feedback is ongoing and training is offered to all teachers, but teachers with less than 3 years experience are prioritized.

Challenges this past year have been students missing instruction due to late buses. Our students missed 213 hours of instruction until May 12, 2022.

Another challenge has been student and staff attendance due to COVID. A majority of school days had 10% or more of our students absent.

Cypress Elementary uses Title One funds to create a STEM Lab for all first through fifth grade students. A classroom was transformed into a STEM Lab with lab chairs, iPads and robotic kits. The goal of the lab was to provide an environment where students explore, collaborate, and engage in a student-centered, self-directed space. All students rotate through the STEM Lab every 5 days. Our STEM teacher uses the grade level Science curriculum to enhance what is being covered in grade level science classes.

Additional information: The staff at Cypress Elementary School understands the important role engagement plays in academic achievement and student success. The school offers a wide variety of programs to meet the needs of our students.

The administrative team at Cypress Elementary is committed to focusing on engagement and collaboration with both students and staff. Prioritized efforts were made to foster a strong sense of community amongst the staff, along with the importance of engagement, collaboration and inquiry in student learning. New staff participated in an orientation day that included an overview of school processes, culture and expectations. Early Release Days were used to build capacity in the BEST Reading Standards and the new HMH Reading Series. In quarter 4, STEM teachers focused on the BEST Math Standards and moving forward, all teachers will learn and implement BEST Math Standards. Throughout the year, staff members participated in MAP and DIBELS trainings and collaborated around this data. Teachers also participated in a continuous Tier One behavior strategies training and Conscious Discipline. These activities acclimated new staff, developed positive relationships supporting a vibrant school culture, and strengthened the sense of family that is a point of pride for the staff. Cypress celebrates our staff with monthly Goodie Day breakfasts, a shout-out board in the front office hallway, and noting celebrations during our faculty meetings and PLCs, a weekly email with moments of great examples of teaching and learning of students and staff, and quarterly celebrations with thank you incentives given to staff as a drawing from our Teamwork Makes the Dreamwork board.

Cypress Elementary School is a very special place. The students and staff come from all backgrounds and bring their vast life experiences with them as they strive for continued learning. The students and staff pride themselves in creating a Cypress family.

Student Data (Please refer to links below to assist)

1. Overall Data Strengths Summary:

As you can see from the chart below, our IRLA percentages are a strength at Cypress Elementary! The majority of our grade levels made huge gains in the percentage of Proficient Readers, from October 2020 to January 2021.

Percentages of proficient students are growing in reading based on our IRLA data. We will continue to utilize our IRLA data wall to monitor student progress. Coaches gather monthly IRLA data and it is displayed, analyzed and action plans are made within PLCs. Triangulated data of IRLA growth, MAPs and common formative assessments have allowed for student goal setting based on skills needed. Teachers monitor goals with a focus of closing skill gaps to reach grade level. We have students moving from emergency to at-risk to on-target in IRLA.

IRLA Percent Proficient

	October 2020	January 2021
K.	53%	93%
1.	44%	44%
2.	62%	64%
3	65%	74%
4	73%	73%
5.	81%	87%

2. Overall Data Areas of Growth Summary:

We are new to NWEA MAP testing this school year. Learning more about MAP testing and the reports available to us is an area of possible growth. MAP testing reports show the specific standards that students need to develop, are ready to learn, and need reteaching of. Teachers are using this data to drive their PLCs and help make clear action plans. They are intentionally planing instructional practices and necessary interventions around the needed standards. Administration and curriculum coaches attend PLCs to assist with the monitoring and follow up of action planning, and implementation of intentional planning.

Grade level teams, with support of administration and curriculum coaches, will triangulate assessment data with a lens of catching students up on needed skills so they are successful on grade level standards. Enrichment will also be planned for students who need to be enriched beyond the grade level curriculum.

	FALL Percentile	WINTER Percentile
K	93	88
1	59	33
2	76	49
3	54	47
4	68	59
5	72	61

Proficiency Levels for percentage of students earning level 3, 4 and 5 in grades 2-5.

Reading

Fall	Winter
56.9%	49.3%

Math

Fall	Winter
44.4%	44.9%

Science

Fall	Winter
42%.	38%

Our school has adopted an "All in for WIN" across our campus. This entails all adults supporting students in grades K-5 every day for 40 minutes of explicit small group instruction or acceleration, based on student need. Groups of students are changed as needed when monitoring indicates students have made progress. Multiple NWEA MAP learning sessions and PLC planning around that learning have occurred. All grade levels are analyzing our NWEA MAP data and creating action plans to catch students up, differentiate instruction and plan for the rigor of the standards. Monthly gifted meetings are held with the gifted resource teacher to plan enrichment tasks. IRLA data indicated that first grade students were reading below grade level. Administration and curriculum coaches worked to assess the reading levels and created an intervention plan. Progress is already being made as indicated by the movement of our lowest quartile in IRLA growth. We will continue to utilize our IRLA data wall to monitor student progress.
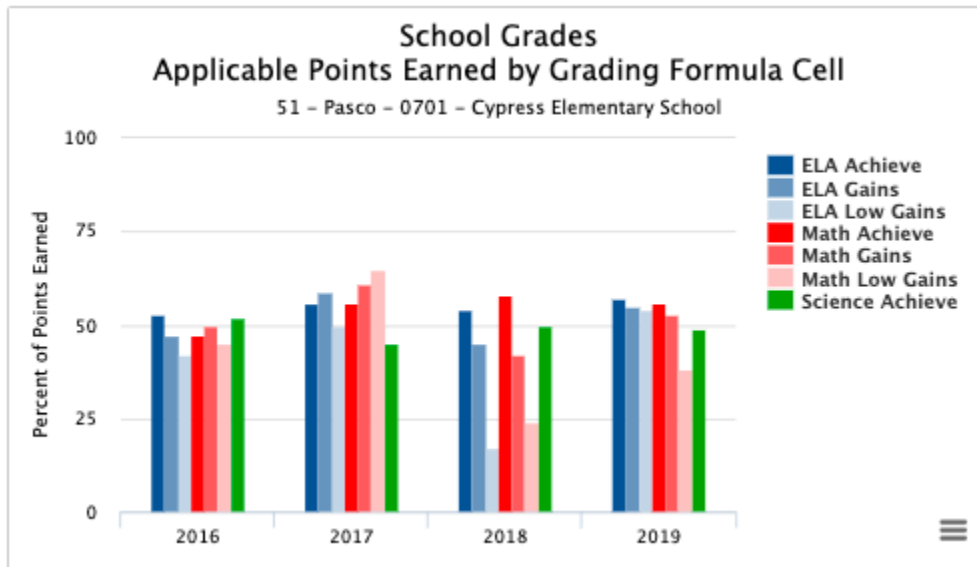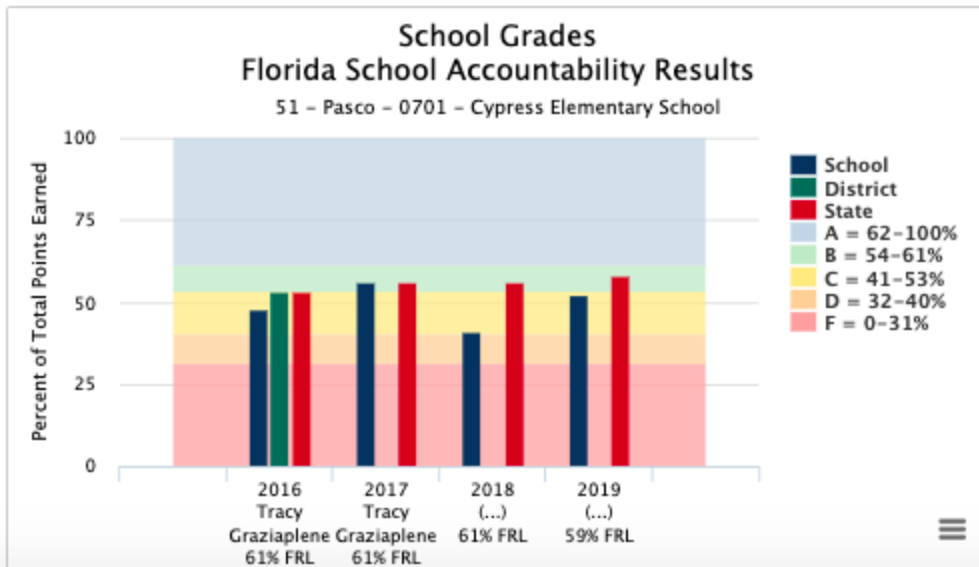
Jan 25, 2021 ✕

Student Reading Levels / Student Reading Tiers

Grade	Date	Students	N/A	RTM	1Y	2Y	3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl	Emergency	At-Risk	Proficient or Above
K	Jan 25, 2021 2020 / 2021	91			7	25	51	6		1	1												7 7.7%	84 92.3%
1st	Jan 25, 2021 2020 / 2021	116			1	9	24	27	26	13	8	5	3									34 29.3%	27 23.3%	55 47.4%
2nd	Jan 25, 2021 2020 / 2021	116				1	2	6	6	15	13	41	31	1								15 12.9%	28 24.1%	73 62.9%
3rd	Jan 25, 2021 2020 / 2021	97	1					1	1	7	9	8	41	27	2							18 18.6%	8 8.2%	70 72.2%
4th	Jan 25, 2021 2020 / 2021	126	1					1		6	6	19	61	29	3							13 10.3%	19 15.1%	93 73.8%
5th	Jan 25, 2021 2020 / 2021	116						1	1	1	2	9	70	27	5							5 4.3%	9 7.8%	102 87.9%
Total	Jan 25, 2021 2020 / 2021	662	2		8	35	77	40	34	37	38	61	96	98	101	30	5					85 12.8%	98 14.8%	477 72.1%

3. Positive or negative student performance trends over three years:

School Grades
Applicable Points Earned by Grading Formula Cell
51 – Pasco – 0701 – Cypress Elementary School

Legend: ELA Achieve, ELA Gains, ELA Low Gains, Math Achieve, Math Gains, Math Low Gains, Science Achieve

School Grades
Florida School Accountability Results
51 – Pasco – 0701 – Cypress Elementary School

The biggest trend we see from 2018 – 2019 data is that math achievement and gains have both gone up. During this time, we fully implemented Eureka Math as our math curriculum. We also see a school grade accountability point gain from 2018 – 2019, whereas the state stays at the same level.

4. For CNA, Part 2, HS Only:
   a. What populations are underrepresented (percentage of the population in a group is lower than the percentage of the total population) in your CTE programs? Enter underrepresented populations here.
   b. What efforts have been made to recruit underrepresented student populations for your CTE programs? Describe efforts here.

5. **Summarize** the achievement and EWS/myGradSuccess levels of students in the following subgroups.

SWDs: 🔲 In 2019 SWD had a strength in ELA learning gains: 54% and ELA Learning Gains Lowest 25%: 55: and in Math Learning gains: 49% and Math Learning Gains Lowest 25%: 41%, Gaps to address is both ELA and Math Achievement proficiency

FRL/ED: In 2019 FRL/ED had a strength in ELA learning gains: 56% and ELA learning gains of lowest 25%: 57% Gaps to be address is proficient achievement in both Math and Science.

Black: 🔲NA

Hispanic: 🔲In 2019 Hispanic had an overall strength in ELA Achievement: 71%, ELA Learning Gains: 80% and ELA Learning Gains: 80% and ELA Learning Gains of Lowest 25% 70% and gaps to address are both achievement levels in Math and Science.

ELL/LEP: Strengths of Note, and Gaps to Address

Lowest %tile: Strengths of Note, and Gaps to Address

Homeless: NA Strengths of Note, and Gaps to Address

Migrant: NA Strengths of Note, and Gaps to Address

School Data Sheet | Assessments MAP Growth | Additional Assessments | Course Failure by Subject | Course Failure Counts

Cypress Elementary School - 0701 (EL)
Created On: 2021-02-25

Instructional Model

	#	%
Traditional	490	73.46%
mySchool Online	177	26.54%

Total Enrollment

Q1	Q2	Q3	Q4
654	659	667	

Total Referrals

Q1	Q2	Q3	Q4
37	80	42	

Scorecard On-Track %

	Course Performance	Attendance	Discipline
Q1	51%	73%	98%
Q2	52%	74%	95%
Q3	51%	66%	96%
Q4	100%	100%	100%

EWS Overall Risk

	Off-Track #	Off-Track %	At-Risk #	At-Risk %	On-Track #	On-Track %	Total #	Total %
PK	0	0.00%	0	0.00%	4	100.00%	4	100.00%
KG	17	18.28%	52	55.91%	24	25.81%	93	100.00%
01	38	32.76%	58	50.00%	20	17.24%	116	100.00%
02	38	32.76%	58	50.00%	20	17.24%	116	100.00%
03	31	32.29%	40	41.67%	25	26.04%	96	100.00%
04	33	26.19%	50	39.68%	43	34.13%	126	100.00%
05	35	30.17%	44	37.93%	37	31.90%	116	100.00%
Total	192	28.79%	302	45.28%	173	25.94%	667	100.00%

Attendance Risk

	Off-Track	At-Risk	On-Track	Total
PK	0	0	4	4
KG	15	30	48	93
01	32	30	54	116
02	17	34	65	116
03	16	34	46	96
04	21	41	64	126
05	16	31	69	116
Total	117	200	350	667

Course Performance

	Off-Track	At-Risk	On-Track	Total
PK	0	0	4	4
KG	2	41	50	93
01	15	68	33	116
02	29	54	33	116
03	19	30	47	96
04	18	44	64	126
05	24	32	60	116
Total	107	269	291	667

ISS Risk

	Off-Track	On-Track	Total
PK	0	4	4
KG	0	93	93
01	2	114	116
02	1	115	116
03	1	95	96
04	1	125	126
05	2	114	116
Total	8	659	667

OSS Risk

	Off-Track	On-Track	Total
PK	0	4	4
KG	0	93	93
01	3	113	116
02	1	115	116
03	1	95	96
04	0	126	126
05	2	114	116
Total	7	660	667

IRLA Data Wall

Month	KG T	KG P	01 T	01 P	02 T	02 P	03 T	03 P	04 T	04 P	05 T	05 P
August	82%	86%	35%	39%	59%	61%	55%	57%	70%	72%	65%	68%
September	92%	93%	34%	41%	51%	61%	49%	65%	55%	73%	51%	81%
October	89%	82%	34%	51%	54%	63%	60%	69%	61%	73%	67%	83%
November	84%	87%	33%	33%	58%	69%	59%	73%	54%	75%	63%	84%
December	80%	88%	31%	41%	57%	70%	51%	73%	48%	74%	53%	85%
February	81%	100%	33%	52%	71%	71%	58%	80%	57%	80%	68%	89%
January	78%	96%	33%	50%	69%	70%	48%	78%	52%	79%	64%	89%

DOE School Grade

School Year	ELA Ach	ELA Learning Gains	ELA Learning Gains Lowest 25	Math Ach	Math Learning Gains	Math Learning Gains Lowest 25	Science Ach	School Grade
2016-2017	56	59	50	56	61	65	45	B
2017-2018	54	45	17	58	42	24	50	C
2018-2019	57	55	54	56	53	38	49	C

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2018-19	C & C Accel 2018-19
SWD	29	54	55	25	49	41	21				
HSP	71	80	70	58	60	55	58				
MUL	57			50							
WHT	55	63	53	54	51	36	47				
FRL	50	56	57	45	50	41	42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	54	45	17	58	43	22	53				
HSP	50	33		49	35						
ASN	69			85							
MUL	57	54		53	54						
SWD	17	22	14	25	32	19	17				
FRL	45	37	16	47	34	21	40				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	56	59	50	55	61	65	45				
HSP	47	50		47	43		38				
ASN	92			100							
MUL	69			75							
SWD	30	38	35	32	58	76	52				
FRL	51	59	53	48	59	58	38				
ELL	62			62							

Data Sources/Links:

> FSA by Subgroup Historical   (2017, 2018, 2019)
> School Data Sheet
> Quarterly Check Data by Subgroup (US History, Biology, Civics)
> Lowest 35, Migrant, and Homeless Data (In Student Data Sheets, go to List view and filter)
> EWS Scorecard
> myGradSuccess (High School Only)
> For CNA Part 2: CTE targeted sub-populations (High School Only)

Staff and Student Engagement Data (Gallup and other engagement data)

1. Briefly discuss staff engagement

Strengths:

My supervisor, or someone at work, seems to care about me as a person.

My associates are committed to doing quality work.

There is someone at work who encourages my development.

Growth:

I have the materials and equipment I need to do my work right.

At work, I have the opportunity to do what I do best every day (significant growth area but we want to continue to grow here).

At work, my opinions seem to count (significant growth area but we want to continue to grow here).

> Response rate for Gallup: 49 staff members took the Gallup survey.
> Response rate for Cognia Teacher Inventory:
> Areas of strength are:

Standard 1.3-The institution engages in a continuous process that produces evidence, including measurable results of improving student learning and professional practices.
Standard 2.7-Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.
Standard 3.1 The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.

Areas for growth are:
Standard 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
Standard 2.8 The institution provides programs and services for learners' educational futures and career planning.

Positive or negative Gallup trends over three years:
Same as above for the 2 years with new administration.

2. Briefly discuss student engagement strengths and areas for growth (Consider Gallup, EWS behavior and attendance, and Cognia tools)
Response rate for Gallup Student Poll: 102 Respondents
Response rate for Cognia Student Engagement: N/A
Response rate for Cognia Student Inventory: N/A
Areas of strength area: In the last seven days, someone has told me I have done good work at school. The adults at my school care about me.
Areas for growth area: Enter areas of growth here
Positive or negative trends over three years: Enter trends here

Parent Engagement Data (Parent Survey) -
Title I Schools must also collect parent and community feedback on the CNA, Parent and Family Engagement Plan, the Home School Compact, how to spend Title I funds on Parent Engagement, barriers to parent engagement and how parents can assist in the learning process.   The document and supporting details regarding all the required areas can be found in SharePoint and Title I Crate. Documentation that input has been gathered in all the required areas is due in Title I Crate by April 14.

Response rate for Cognia Parent Survey: 72 Respondents
Briefly discuss parent engagement strengths and areas for growth
Areas of strength area:
- Our school's purpose statement is clearly focused on student success.
- Our school has high expectations for students in all classes.
- Our school provides students with access to a variety of information resources to support their learning.
- All of my child's teachers use a variety of teaching strategies and learning activities.
- Our school provides a safe learning environment.
Areas for growth area:
- My child sees a relationship between what is being taught and his/her everyday life.
- All of my child's teachers keep me informed regularly of how my child is being graded.
- Our school provides opportunities for students to participate in activities that interest them.

Trends over time from various tools used to gather input from parents:
Strengths: School has a family culture with high expectations for students. Active and dedicated group of parents and volunteers.

Growth:
Age of the building and the need for the building to be remodeled to improve learning outcomes and a sense of pride and opportunities for students to participate in activities that interest them (such as clubs before and after school).

Implementation Data

Observation Data: Getting students to work collaboratively has always been a high yielding strategy and this year those practices are on pause. We plan to go back to actively engaging students in cooperative learning strategies.

Artifacts/Products from the District Key Priorities Guide
Check any that are developed at your building:
- [ ] RtI at Work Pyramid
- [ ] Gallup survey action plan
- [ ] List of students needing support at each tier (academic and behavior)
- [ ] Action plans to provide support at each tier (academic and behavior)
- [ ] Essential standards/learning charts
- [ ] PLC Team response to common formative assessments (CFAs)
- [ ] MyGrad Success Action Plan (HS only)
- [ ] Student Leadership Group and Goal Setting Plans

Focus Areas for Next Year

In this section, consider strengths and challenges from all your data sources. You must include strategies and/or PD that elevate *collaborative*, *equitable instructional*, *inclusive*, and *high leverage* practices for all populations of students.

1. What are your draft goals for the 2021-22 school year based upon the data you describe?
   Understanding and then implementing the B.E.S.T. Standards into our newly adopted ELA curriculum.
   Using MAP data to inform interventions, instruction, and enrichment.
2. For each goal, what strategies and PD will you coordinate and/or facilitate to these goals?
   Summer Professional Development day around the B.E.S.T. Standards.
   School year implementation ongoing professional development on the reading adoption.
   Ongoing MAP trainings and analyzing data to impaction instructional implications.
   Ongoing PD in B.E.S.T. Standards and MAP for teachers.
3. How will your school coaches facilitate your draft goals?
   Coaching Cycles, PEERS goals, facilitating PD around new reading series and B.E.S.T. Standards, and MAP. Eureka assessments and supports for Tier I, II, and III.
4. What district supports will you need for your draft goals?
   We would like some district support with implementing the new reading series and the B.E.S.T. Standards. Math support and ELA support with our new programs. Continue to support allocations for behaviorally challenged students to intervene with Conscious Discipline strategies for Tier II & Tier III behavior supports.