

Broward County Public Schools

# Cypress Elementary School



2015-16 School Improvement Plan

## Cypress Elementary School

851 SW 3RD AVE, Pompano Beach, FL 33060

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	D

*\*Preliminary 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 Broward County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Cypress Elementary is dedicated to meeting the educational needs of all students in a safe learning environment.

##### Provide the school's vision statement

Cypress Elementary is committed to educating today's students to succeed in tomorrow's world.

#### School Environment

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

At Cypress Elementary School, we value the diversity in our students and recognize their culture directly affects the way in which students receive information and learn. Relationships are cultivated among student and teacher by respecting students' cultural experiences, and encouraging students to have enriching conversations. We recognize that when students share their diverse perspective as it relates to their personal experiences, it in turn enhances the learning environment for all students. We also plan interactive multicultural curriculum nights where students and teachers work together.

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

Cypress Elementary School is a safe learning environment where students feel safe and are respected throughout the school day. Procedures are in place in order to maintain a safe learning environment where students are respected during the school day. Below are the procedures we implement to assure all students' safety:

##### Supervision Responsibilities:

1. All supervisors (i.e., teachers, paraprofessionals) are responsible for supervising in a warm friendly manner while moving throughout the cafeteria.
2. If a student violates a rule, inform the student of the rule being broken and state the appropriate behavior in a respectful tone. If behavior does not improve, supervisor will follow guidelines and write-up infraction.
3. Supervisors (in cafeteria) will complete a referral BEFORE leaving for the day. Referrals will be entered into the DMS (Discipline Management System) and followed up by an administrator.

##### Before School and After School

Goal: Students will arrive and depart school in a safe and orderly manner.

##### Rules and Expectations

1. Students who eat breakfast at school should not arrive before 7:50 AM.
2. Upon arrival at school all students should either go to the cafeteria to eat breakfast or their designated area (hallway) to wait for the 1st bell. While waiting for their teachers students will read a book from tub by the classroom.
3. Teachers/staff must provide a hall pass or note for any students who are to be in the building prior to 7:50 AM.
4. When entering the school building, students will walk on the line to the right, in a quiet and orderly manner.
5. When exiting the building after school all students will walk to their designated exit. Students in the after school program (ASP) will report to their designated area.

6. Students and parents will not be allowed to reenter classrooms. Once dismissed they must first report to the office so the teacher may be contacted.

Consequences for infractions of the above rules:

1. Give a verbal reprimand
2. Redirect the student
3. Notify the student's teacher
4. Contact the parents
5. For repeated infractions, student will talk to administration

Teacher Responsibilities:

1. Lunch rules and expectations will be reviewed with the class.
2. Conference with students for misbehavior.
3. Use a reward system (if applicable)

Hallways

Goal: The hallways will be a safe and clean environment where people interact with courtesy and respect.

Rules and Expectations:

1. when moving from one place to another, students will move safely through the hallways, staying on the right side, on the gray line where applicable.
2. Students will walk quietly, with hands behind their back and/or a finger over their lip.
3. During class time, student must carry a hall pass.
4. Students will treat everybody with respect. If an adult speaks to a student, the student is required to answer politely.
5. If an adult asks student to correct a behavior, student will follow directions in a respectful manner.

Consequences for Infractions:

1. Verbal reprimand
2. Redirection. For Example, have student go back and walk if caught running through the hall.
3. Briefly delay the student and inform the student's teacher.
4. Use administrative referral only if excessive insubordination or for dangerous or illegal situations.

Reinforcement Procedures:

1. Friendly interaction from adults.
2. Compliments to individual students on their safety, courtesy, and respect.
3. Compliments to a teacher (so students can hear) on the degree to which teacher's class is following the rules.

Supervision Responsibilities:

1. All staff members are responsible for supervising in a warm friendly manner while moving throughout the hallways.
2. Provide compliments when appropriate. Accentuate the positive.
3. If a student violates a rule, inform the student of the rule being broken and state the appropriate behavior in a respectful tone.
4. If a student refuses to follow your instruction, inform the student that he/she can choose to follow your direction or be referred to the office for insubordination. If the student refuses to accompany you to the office, simply notify administration.

Teacher Responsibilities:

1. Teachers are responsible for escorting their classes into the cafeteria for lunch and coming into the café to pick them up and reflecting (when applicable).
2. Review hallway expectations and consequences with the students at the beginning of each school year and review as necessary.
3. Use a reward system for receiving compliments. For example, marble jars, links etc.
4. Teachers are responsible to have passes available for students for travel to media, bathrooms, office, etc.
5. Teachers are responsible to be out in the hallways (designated time) on a rotation schedule each morning during arrival and escort students to designated hallway locations for dismissal until they exist safely.

#### Administration and other Support Staff Responsibilities:

1. Providing support for habitual behavioral infractions.
2. Compliments to a class on the degree to which the class is following the rules.

#### Playground

Goal: Students will play in a safe manner during all games and on all equipment.

#### Rules and Expectations

1. Students will play in a safe manner on the playground.
2. Students will show respect for others and follow instructions given by staff members.
3. Students will stay out of trees, off fences, parking lots, streets, puddles, mud and/or construction equipment.
4. Students are to stop what they are doing and line up when the teacher signals.
5. Students will leave rocks, sticks, and other dangerous objects alone.
6. Students will show pride in their school by keeping the building and grounds free of litter.
7. Students will take turns on the equipment and use equipment properly.
8. Students will settle differences peacefully.
9. Students will not throw sand.

#### Consequences for Infractions

1. Verbal reprimand
2. Redirection. For example, have the student do it the right way.
3. Practice conflict resolution when needed.
4. Time out at a teacher designated area.

#### Reinforcement Procedures

1. Friendly interaction from adults.
2. Extra recess time.

#### Supervision Responsibilities

1. Each of the supervisors is expected to roam about the playground and avoid standing in one place. Be visible and circulate. Encourage students who want to hang on to you to get involved with other students.
2. Interact positively and personally with many different students.
3. When a student violates a rule, try a verbal reprimand first. Use a respectful but firm voice.
4. If crisis occurs, such as need for the bathroom, medical injury, physically dangerous acts or insubordination, send two responsible students to the office for assistance or call the front office from the nearest classroom (if applicable).

#### Teacher Responsibilities

Review playground expectations and consequences with the students in the beginning of each school year and review as necessary. Assume supervisor responsibilities. Ensure an incident report is completed in the event of any incident on the playground and notify parent before the child leaves school.

#### Restrooms:

Goal: The restrooms at Cypress Elementary will be clean and safe.

#### Rules and Expectations

1. Uses restrooms appropriately and leave them clean.
2. Put toilet paper in the toilet.
3. Flush the toilet.
4. Leave stalls unlocked after use.
5. Wash your hands.
6. Turn off the water before leaving restroom.

#### Consequences

1. Verbal reprimand
2. Inform the student's classroom teacher
3. Parent notification
4. Administrative referral for insubordination, dangerous behavior or destructive acts

#### Staff Responsibilities

1. If a student violates a rule the teacher should remind them of the correct way it should be done.
2. For repeated infraction, the teacher r administration will contact the parents and consequences will be enforced.

**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**

One of Cypress Elementary Schools goal is to have students develop into lifelong learners and achieve at the highest standards while remaining strong in character. We have a positive school-wide behavioral system in placed that aids in minimizing distractions to keep students engaged during the instructional day. Every staff member contributes to making Cypress Elementary the B.E.S.T. that we can be. We set the tone. The staff at Cypress Elementary School are consistent, encouraging, and supportive because we know students will put forth their best efforts when in an engaging learning environment with minimal distractors. The two most important procedures are to: develop a means of rewarding students when they are meeting expectations and provide calm, consistent reprimands or consequences when students are not meeting expectations. Rules, consequences and incentives must be clearly posted in each classroom and throughout the schools campus.

Below details our school wide behavioral system:

Teacher Responsibilities:

1. Behavior rules, consequences, and incentives are posted and clearly visible to all students.
2. A designated time-out area should be predetermined with expected behaviors of how to serve a time-out clearly posted in that location to redirect inappropriate behavior towards appropriate behavior outcomes.
3. A designated "teacher buddy" location for outside the classroom time should be predetermined in attempt to redirect inappropriate behavior towards appropriate behavior expected by teacher.
4. Interact positively and personally with many different students.
5. Appropriate use of administration referral for illegal, physically dangerous and fighting behaviors to align with the School Board of Broward County's Discipline Matrix. Referrals must be entered into the Discipline Management System for attention from an administrator. (EX: Students are hitting each other where they can hurt themselves in a fight or others. Non-EX: Used hands to move a child over in a line)

Student Responsibilities:

1. Students will be on time and prepared to learn.
2. Students will show respect for the rights and properties if others.
3. Students will follow directions from all staff members.
4. Students will keep their hands and feet to themselves.

Consequences for Infractions:

1. Loss of privilege
2. Time out in a classroom
3. Time out in buddy teacher classroom for de-escalation
4. Phone call home
5. Behavior contract
6. Appropriate referral

Reinforcement Procedures:

1. Compliments or positive interactions from the classroom teacher
2. Positive notes or phone calls home
3. Hoot Dollars earned for school wide rewards.
4. Visits to teacher buddy for special reward
5. Selection for Kid of Character (Monthly)

Referrals

Student referrals are used for serious problems. Some of these are:

1. Physical aggression
2. Inappropriate Language
3. Stealing
4. Threatening verbal/sexual/bodily harm
5. Leaving school grounds
6. Destruction of school property
7. Bringing a weapon (Class A or B) to school

**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 Elementary school ensures the social-emotional needs of all students are being met by fostering a positive learning environment. We will have strong academic gains, and prepare students for college and career readiness by meeting the needs of the whole student. The school guidance counselor provides individual and group counseling services. Chrysalis services, and other outside agencies are utilized for students in need of additional emotional support. Having these programs in place maintains a healthy school culture for students and creates a learning environment conducive for student success

### Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

### Family and Community Involvement

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

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

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

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

Yes

### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172347>.

### **Description**

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

### **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**

We actively seek community partnerships. Our community liason and guidance counselor work closely with local community organizations. We hold an annual volunteer partnership orientation and also a volunteer partnership appreciation breakfast. Through our partnerships, we have been able to have events off site. For example, we host a math Publix night and McDonald report card night. Our partnerships with Christ Church allows us to provide students with backpacks, school supplies and weekend snacks for students who have few resources at home.

## **Effective Leadership**

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

### **School Leadership Team**

#### **Membership:**

<b>Name</b>	<b>Title</b>
Schnur, Vanessa	Principal
Blue-Small, Shezette	Assistant Principal
Dunbar, Claudine	Other
Monroe, Tiffany	Instructional Coach

#### **Duties**

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

Principal- Vanessa Schnur

Mrs. Schnur is the school's instructional leader. She monitors student achievement and teacher performance through formal and informal classroom visits and one-on-one meetings with students and teachers to review data. She provides regular updates and is an active member of all school functions.

Assitant Principal- Shezette Blue-Small

Mrs. Blue-Small assist with monitoring and the implementation of the schools instructional programs. She assist with student discipline and assist with classroom walk-throughs to give regular feedback to students and teachers. She uses data to monitor referrals and also to assess the needs of students and teachers.

ELL Coordinator- Claudine Dunbar-Creary

Ms. Creary provides supportive services to our English Language Learners (ELL) as needed to improve their academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents and all stake holders.

Primary Literacy Coach- Tiffany Monroe

Ms. Monroe provides supportive services in the area of English Language Arts (ELA) as needed to

improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers and students. She works closely with the faculty, staff, parents and all stake holders.

Intermediate Literacy Coach- Jacqueline Bray

Ms. Bray provides supportive services in the area of English Language Arts (ELA) as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers and students. She works closely with the faculty, staff, parents and all stake holders.

Math Coach- Maria Koval

Ms. Koval provides supportive services in the area of mathematics as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents and all stake holders.

***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 Elementary's leadership team (Vanessa Schnur, Shezette Blue-Small, Claudine Dunbar-Creary, Tiffany Monroe, Jacquelyn Bray, Maria Koval, Kimberlia Patrick, Heather Oken, Lakenya Robins) identifies and aligns available resources in order to meet the needs of all students by providing on going professional development, establishing Professional Learning Communities designed as professional rounds that focus on core elements. Instructional staff is allotted on-going professional development after school utilizing Title 1 funding ( Claudine DUnbar-Creary, Title 1 Liaison) and teacher incentive funds (TIF) (Vanessa Schnur, Principal). Additionally, we identify students who are not making academic gains at the Tier 1 level and Leadership Team meets bi-weekly with Instructional staff to discuss needs. Once students are identified by the classroom teacher, this is the beginning of the RTI process. In addition to addressing students in need of remediation, Instructional staff also focuses on enriching our high performing students through academic games, project based learning (PBL), utilize depth of knowledge complexity levels to engage in collegial socratic conversations among students, and use authentic assessments to track and monitor student progress. Grade level facilitators (see leadership names above) meet every six days and monthly in PLC's with grade levels ensuring continuous improvement.

### **School Advisory Council (SAC)**

#### **Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Chairpersons- Tiffany Monroe	Teacher
Principal- Vanessa Schnur	Principal
Secretary-Allison Salpeter	Teacher
Parent- Dominique Salters	Parent
After School Program / Jose Alcantra	Business/Community

#### **Duties**

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

*Evaluation of last year's school improvement plan*

The 2014-2015 SIP plan was evaluated with SAC, teachers, faculty, staff, and community stake holders. Its effectiveness was shared during the September SAC meeting with all school stake

holders and the schools leadership team. The SAC assisted the SIP committee by reviewing previous year student data. Stakeholders provided input on supplemental programs and decisions were made on ways to enhance student achievement.

*Development of this school improvement plan*

SAC collaborated with administration and SIP committee chairperson to develop, review, and provide feedback on the proposed plan. Adjustments were made as needed upon review of each SAC member.

*Preparation of the school's annual budget and plan*

This year Cypress Elementary will utilize SAC money to purchase additional instructional materials aligned to Florida Standards.

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

The \$6000 line item was utilized for instructional materials to improve teachers instructional delivery model as well as increase students academic achievement. DRA (Diagnostic Reading Assessment) were purchased using \$4,500.00. The data obtained from this assignment aids in meeting the individual instructional needs of our students. Additionally, \$1,500 was used to implement a school wide behavior incentive program.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Schnur, Vanessa	Principal
Blue-Small, Shezette	Assistant Principal
Monroe, Tiffany	Instructional Coach
Dunbar, Claudine	Other

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT Team meets regularly in a professional learning community to dis- aggregate data, making it meaningful for our instructional staff. The team uses data collected from various summative assessments, formative assessments, district assessments, and running records to assure students needs are being met. This data also determines placements of students for small reading group instruction and appropriate response to intervention (RTI) grouping. The LLT team also facilitates ELA district initiatives such as Read for the Record, and utilizes Accelerated Reader to encourage reading for all students.

**Public and Collaborative Teaching**

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

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

In effort to encourage positive working relationships between teachers, we have regularly scheduled collaborative planning hours where each team meets during the instructional day to plan. Teachers continue the collaborative planning process aligned to the districts CARE and BEST plans each Tuesday and Thursday.

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

In order to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school, the principal will attend district sponsored teacher recruitment fair and review resumes of highly qualified applicants only. The New Educator Support System (NESS) facilitator will assign all teachers with less than 3 years of teaching experience or new teachers to the school with a mentor to ensure teachers are supported, thus retaining highly qualified educators.

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

Cypress Elementary School provides support to all educators through the New Educator Support System (NESS) for teachers new to the district, for those teachers returning to the classroom after several years, and transferring from another site with different grade level experiences. New teachers are paired with experienced mentors who meet with the mentee to provide feedback for improvement and observe/ model classroom instruction. NESS support is designed to meet the on-going needs of the new educator.

Below is the list of mentee's for the 2015-2016 school year:

Allegra Wagner-4th

Fabra Katia-4th

Amy Senior- 5th

Vanessa Maass- 2nd

Lakenya Robins- Guidance

TIF Mentorship Program

Ortal Moshe-Kindergarten- Monroe

Esther Green-3rd -Dunbar

Timothy Berrieum- 4th- Monroe

Sandra Aversa-5th- Dunbar

Rebecca Seidmon

NESS participants meet on a monthly basis as a group and meet with the mentors regularly. This year Cypress Elementary has the following planned activities to support new educators:

1. RTI Processes
2. Implementation of CARE/BEST plan
3. IObservation/Marzano
4. Implementation of Florida Standards
5. Depths of Knowledge (DOK)
6. Positive School Wide Discipline
7. Beginning/End of year Protocol

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Cypress Elementary assures that our core instructional programs and materials are aligned to Florida Standards by utilizing state adopted instructional materials in core content areas. Cypress Elementary uses Go Math and Journeys as instructional resources to meet students academic needs. Furthermore, all supplemental materials used by the instructional staff are focused on Florida Standards to meet the high expectations of the standards. Teachers receive professional development relating to Florida Standards to understand how to align instructional materials and programs to the standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Cypress Elementary schools is a data driven school and aligns instruction to the academic needs to each individual student. Students having difficulty attaining proficiency academically will receive additional supportive services provided by the classroom teacher and support staff when warranted. Cypress Elementary School utilizes the Multi Tiered System of Support/MTSS and the RTI process (response to intervention) to meet the diverse educational needs of our students. All student not finding academic successful at the Tier 1 level, will have interventions put in place for the students specific deficiency. The classroom teacher will implement researched based intervention program and monitor student gains within the intervention as compared to Tier 1 instruction. If students are making minimal gains with the intervention implemented, the classroom teacher will move forward to Tier 3. With this, the intervention program will increase in frequency, and/or an additional researched based intervention will be used in effort to meet the students academic needs. Data will continuously drive this process. If this process fails to yield adequate progress for the student, the student is then referred to CPST for additional support. Additionally, we regularly use small group settings for students specifically designed to hone in on students area(s) of needs.

***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**

Teachers receive planning time aligned to the districts C.A.R.E plan during the collaborative planning times. Each team meets 2 times a month during the school day to lesson plan. Teachers also meet each week after school to further plan.

**Strategy Rationale**

Providing time for teachers to plan collaboratively results in instruction that is data driven and aligned to high expectations for all students.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Blue-Small, Shezette, shezette.blue-small@browardschools.com

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

Data is collected every 3 weeks and monitored for student achievement. Data is shared with the classroom teacher and used as a tool for ongoing lesson planning, RTI, and enrichment opportunities for students.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

To ensure school readiness, Head Start and Place teachers use creative curriculum. Parents are invited to participate in transitional meetings and kindergarten round-up in the spring. Incoming students are assessed in the spring and summer so the students are placed in the best environment. This testing results in more instructional days and less assessment days at the beginning of the school year. Our principal met with local preschools and shared curriculum materials and incoming expectations.

Fifth grade students participate in middle school orientation. Our guidance counselor and the middle school counselors work together to make sure that both parents and students are less anxious about entering middle school.

**College and Career Readiness**

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

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

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

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers use data to plan rigorous lessons and differentiate instruction, then student proficiency will increase in all academic areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If teachers use data to plan rigorous lessons and differentiate instruction, then student proficiency will increase in all academic areas. **1a**

 G074628

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

Indicator	Annual Target
ELA/Reading Gains	63.0

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

- Coaches ( Literacy, Math, Science)
- Instructional programs/materials in English Language Arts (Phonics for Reading, Foundations, Intermediate Rewards, DRA Kits (2 per grade level in K-5), Rigby, Elements of Reading (Vocabulary), Super QAR, Common Core I-Ready Cosumable, Journey's Tool Kits, Write-in Readers, Leveled Readers, Six Minute Solution, Lexile passages
- Technology programs: I-Station ( Reading and Math), I-Ready (Reading and Math) , Reflex (Math)
- Instructional programs/materials in core content areas
- Grade Level PLC's
- Grade Level Collaboration Planning Hour
- Science Special
- Computer Lab
- Book Resource Room

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

- Planning instruction based on student data

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

Student proficiency on standard based summative assessments at the end of each instructional cycle.

**Person Responsible**

Shezette Blue-Small

**Schedule**

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

**Evidence of Completion**

Lesson plans aligned to FSA test specifications, student performance on end of cycle summative data.

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

Teacher effectiveness in the delivery of instructional practices to impact student achievement.

**Person Responsible**

Vanessa Schnur

**Schedule**

Weekly, from 8/31/2015 to 6/8/2016

***Evidence of Completion***

I-Observation datamarks within developing and higher in Design Questions 1, 2, 3, 4.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** If teachers use data to plan rigorous lessons and differentiate instruction, then student proficiency will increase in all academic areas. **1**


 **G074628**

**G1.B1** Planning instruction based on student data **2**

 **B194905**

**G1.B1.S1** Analysis of student data and teachers instructional practices during monthly data team chats

**4**

 **S206501**

### Strategy Rationale

Teachers will disaggregate data regularly to drive instruction for rigorous lesson implementation.

### Action Step 1 **5**

Conducting monthly data teams to collaborate on student data and how to utilize data in planning for instruction.

#### Person Responsible

Claudine Dunbar

#### Schedule

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

#### Evidence of Completion

Summative student data, student interactive journals, student data binders, instructional coaches trend data.

## Action Step 2 5

### Classroom Observations

#### **Person Responsible**

Vanessa Schnur

#### **Schedule**

Weekly, from 9/2/2015 to 5/29/2016

#### **Evidence of Completion**

data marks within the IObservation tool on instructional practices

## Action Step 3 5

An hour of Collaborative planning time for teachers every six days to engage in conversations for planning instruction using student data to make curriculum decisions.

#### **Person Responsible**

Shezette Blue-Small

#### **Schedule**

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

#### **Evidence of Completion**

Grade Level agendas/minutes, i-Observation datamarks, lesson plans

## Action Step 4 5

Grade level teams meet weekly to discuss (R & E) Remediation and Enrichment based of data collected from instructional cycles.

#### **Person Responsible**

Claudine Dunbar

#### **Schedule**

Weekly, from 9/17/2015 to 5/26/2016

#### **Evidence of Completion**

Grade level minutes, Interactive "Intensive Reading" student notebooks with evidences of tasks completed, creation of student groups for teachers who remediate and enrich, formative assessment data on the remediation and enrichment.

## Action Step 5 5

Unwrapping of the Florida State Standards

### **Person Responsible**

Vanessa Schnur

### **Schedule**

Monthly, from 8/24/2015 to 5/26/2016

### **Evidence of Completion**

Learning Goals and Scales aligned to the standards being addressed, i-Observation datamarks in Design Questions 2, 3 and 4, Instructional Coaches (Look-fors).

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

Conduct Walkthroughs and provide feedback of implementation

### **Person Responsible**

Vanessa Schnur

### **Schedule**

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

### **Evidence of Completion**

Look-for Trend data collection chart

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

Frequent collection of Interactive student notebooks ( Intensive Hour)

### **Person Responsible**

Shezette Blue-Small

### **Schedule**

Weekly, from 9/21/2015 to 5/27/2016

### **Evidence of Completion**

Tasks in student notebooks aligned to standards being remediated and enriched and classroom observations

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

Effective collegial conversations

**Person Responsible**

Shezette Blue-Small

**Schedule**

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

**Evidence of Completion**

Agenda minutes, walkthroughs, impact on delivery of instruction/instructional practices and grade level alignment

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

Organization of fluid groups for Remediation and Enrichment during Intensive reading hour and monitoring of reassessment data.

**Person Responsible**

Vanessa Schnur

**Schedule**

Weekly, from 9/17/2015 to 5/27/2016

**Evidence of Completion**

Classroom observations

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

Classroom observations

**Person Responsible**

Vanessa Schnur

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Learning Goals and scales posted in alignment to FSS

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Through instructional coaches observations and Administrations use of iObservations

**Person Responsible**

Shezette Blue-Small

**Schedule**

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

**Evidence of Completion**

End of month Formative Assessments, Student work samples and Datamarks through observations and impact to instructional delivery and student achievement.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Observations on team conversations and Student data from instructional cycles

**Person Responsible**

Vanessa Schnur

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Effective delivery of instruction leading to increased student achievement.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Broward - 1781 - Cypress Elementary School - 2015-16 SIP**  
*Cypress Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conducting monthly data teams to collaborate on student data and how to utilize data in planning for instruction.	Dunbar, Claudine	8/24/2015	Summative student data, student interactive journals, student data binders, instructional coaches trend data.	6/3/2016 monthly
G1.B1.S1.A2	Classroom Observations	Schnur, Vanessa	9/2/2015	data marks within the iObservation tool on instructional practices	5/29/2016 weekly
G1.B1.S1.A3	An hour of Collaborative planning time for teachers every six days to engage in conversations for planning instruction using student data to make curriculum decisions.	Blue-Small, Shezette	8/24/2015	Grade Level agendas/minutes, i-Observation datamarks, lesson plans	6/8/2016 weekly
G1.B1.S1.A4	Grade level teams meet weekly to discuss (R & E) Remediation and Enrichment based of data collected from instructional cycles.	Dunbar, Claudine	9/17/2015	Grade level minutes, Interactive "Intensive Reading" student notebooks with evidences of tasks completed, creation of student groups for teachers who remediate and enrich, formative assessment data on the remediation and enrichment.	5/26/2016 weekly
G1.B1.S1.A5	Unwrapping of the Florida State Standards	Schnur, Vanessa	8/24/2015	Learning Goals and Scales aligned to the standards being addressed, i-Observation datamarks in Design Questions 2, 3 and 4, Instructional Coaches (Look-fors).	5/26/2016 monthly
G1.MA1	Student proficiency on standard based summative assessments at the end of each instructional cycle.	Blue-Small, Shezette	8/24/2015	Lesson plans aligned to FSA test specifications, student performance on end of cycle summative data.	6/6/2016 monthly
G1.MA2	Teacher effectiveness in the delivery of instructional practices to impact student achievement.	Schnur, Vanessa	8/31/2015	i-Observation datamarks within developing and higher in Design Questions 1, 2, 3, 4.	6/8/2016 weekly
G1.B1.S1.MA1	Through instructional coaches observations and Administrations use of iObservations	Blue-Small, Shezette	8/24/2015	End of month Formative Assessments, Student work samples and Datamarks through observations and impact to instructional delivery and student achievement.	6/6/2016 monthly
G1.B1.S1.MA7	Observations on team conversations and Student data from instructional cycles	Schnur, Vanessa	8/24/2015	Effective delivery of instruction leading to increased student achievement.	5/27/2016 weekly
G1.B1.S1.MA8	[no content entered]			one-time	
G1.B1.S1.MA1	Conduct Walkthroughs and provide feedback of implementation	Schnur, Vanessa	8/24/2015	Look-for Trend data collection chart	6/6/2016 weekly
G1.B1.S1.MA3	Frequent collection of Interactive student notebooks ( Intensive Hour)	Blue-Small, Shezette	9/21/2015	Tasks in student notebooks aligned to standards being remediated and enriched and classroom observations	5/27/2016 weekly
G1.B1.S1.MA4	Effective collegial conversations	Blue-Small, Shezette	8/24/2015	Agenda minutes, walkthroughs, impact on delivery of instruction/instructional practices and grade level alignment	6/8/2016 weekly
G1.B1.S1.MA5	Organization of fluid groups for Remediation and Enrichment during Intensive reading hour and monitoring of reassessment data.	Schnur, Vanessa	9/17/2015	Classroom observations	5/27/2016 weekly
G1.B1.S1.MA6	Classroom observations	Schnur, Vanessa	8/24/2015	Learning Goals and scales posted in alignment to FSS	5/27/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If teachers use data to plan rigorous lessons and differentiate instruction, then student proficiency will increase in all academic areas.

### **G1.B1** Planning instruction based on student data

#### **G1.B1.S1** Analysis of student data and teachers instructional practices during monthly data team chats

##### **PD Opportunity 1**

Conducting monthly data teams to collaborate on student data and how to utilize data in planning for instruction.

##### **Facilitator**

Claudine Dunbar-Creary and Heather Oken

##### **Participants**

All faculty

##### **Schedule**

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

##### **PD Opportunity 2**

Classroom Observations

##### **Facilitator**

Tiffany Monroe and Jacquelyn Bray

##### **Participants**

All faculty

##### **Schedule**

Weekly, from 9/2/2015 to 5/29/2016

### **PD Opportunity 3**

Grade level teams meet weekly to discuss (R &E) Remediation and Enrichment based of data collected from instructional cycles.

#### **Facilitator**

Instructional Coaches: Tiffany Monre, Jacquelyn Bray, Claudine Dunbar-Creary, Maria Koval, Heather Oken and Kimberlia Patrick.

#### **Participants**

Instructional personnel grades K-5

#### **Schedule**

Weekly, from 9/17/2015 to 5/26/2016

### **PD Opportunity 4**

Unwrapping of the Florida State Standards

#### **Facilitator**

Tiffany Monroe, Jacquelyn Bray, and Claudine Dunbar-Creary

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 8/24/2015 to 5/26/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Conducting monthly data teams to collaborate on student data and how to utilize data in planning for instruction.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1781 - Cypress Elementary School	Title I Part A		\$2,500.00
			Notes: Substitute teachers for conducting of data chats			
2	G1.B1.S1.A2	Classroom Observations				\$0.00
3	G1.B1.S1.A3	An hour of Collaborative planning time for teachers every six days to engage in conversations for planning instruction using student data to make curriculum decisions.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1781 - Cypress Elementary School	School Improvement Funds		\$6,000.00
			Notes: Science Boot Camp instructional materials			
4	G1.B1.S1.A4	Grade level teams meet weekly to discuss (R &E) Remediation and Enrichment based of data collected from instructional cycles.				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1781 - Cypress Elementary School	School Improvement Funds		\$500.00
			Notes: Interactive student notebooks			
		120-Classroom Teachers	1781 - Cypress Elementary School	School Improvement Funds		\$5,000.00
			Notes: DRA Kits and LLI Kits			
5	G1.B1.S1.A5	Unwrapping of the Florida State Standards				\$0.00
Total:						\$14,000.00