

Cypress Elementary School



2016-17 Schoolwide Improvement Plan

Cypress Elementary School

851 SW 3RD AVE, Pompano Beach, FL 33060

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 91% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 93% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | F* | F | |

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Cypress Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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 7:30 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 the 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 7:30 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.

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.

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 of 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

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 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

B. Family and Community Engagement

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

- 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.**

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP 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/308380>.

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.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------------|---------------------|
| Schnur, Vanessa | Principal |
| Dunbar-Creary, Claudine | Assistant Principal |
| Dunbar, Claudine | Other |
| Knight, Brittany | 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.

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- Sandy Aversa

Ms. Aversa 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.

Science Coach- Kimberlia Patrick

Ms. Patrick provides support services in the area of science. She provides professional development in the area of science and conducts classroom walk-throughs to provide ongoing feedback to teachers. She monitors the use of Science 4 Us in our primary classrooms (kindergarten-2nd grade).

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 Elementary's leadership team (Vanessa Schnur, Shezette Blue-Small, Claudine Dunbar-Creary, Tiffany Monroe, Jacquelyn Bray, Sandy Aversa, Kimberlia Patrick, Heather Oken, Janelle Gordon) 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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------------------------|--------------------|
| Chairpersons- Tiffany Monroe | Teacher |
| Principal- Vanessa Schnur | Principal |
| Secretary-Allison Salpeter | Teacher |
| Parent- Dominique Salters | Parent |
| After School Program / Jose Alcantra | 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

a. Evaluation of last year's school improvement plan

The 2015-2016 SIP plan was evaluated with SAC, teachers, faculty, staff, and community stakeholders. Its effectiveness was shared during the September SAC meeting with all school stakeholders 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.

b. 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.

c. 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.

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

The \$7,500 line item was allocated to support the district SMART Bond initiative as part of the schools discretionary funds budget.

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 |
|-------------------------|---------------------|
| Schnur, Vanessa | Principal |
| Dunbar-Creary, Claudine | Assistant Principal |
| Knight, Brittany | Instructional Coach |
| Dunbar, Claudine | Other |

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 Teacher Induction for Effectiveness and Retention (TIER) 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.

3. 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 Teacher Induction for Effectiveness and Retention (TIER) program, 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. TIER support is designed to meet the on-going needs of the new educator.

Below is the list of mentee's/mentors for the 2016-2017 school year:

TIF Mentorship Program
Caryn Schwartz-1st grade- Ms. Monroe
Heather Ferreras -1st grade- Ms. Monroe

Judith Patterson- kindergarten- Ms. Dunbar
Natasha Lopez- 2nd grade. Ms Dunbar
Silvia Carrillo- 4th grade- Ms. Bray
Sharon Lopez-3rd grade- Ms. Bray

TIER Instructional Support

Eric Salgado- Timothy Berrieum 4th grade, Ryan Lockett 5th, Katia Goncalves 4th, Elizabeth Smith 4th

District Induction Coach

Toni Washington- Sasha Toldedo -Kindergarten, Carolyn Bazzanella

Angela Guertin- Karoolena Padron-1st, Courtney Martin-1st, Gisselle McClymont-1st, Regine Tertulien-1st.

TIER participants meet on a monthly basis as a group and meet with the mentors weekly. 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

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 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, instruction, and programs to the standards.

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.

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.

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: After School Program

Minutes added to school year: 2,160

Beginning in January, students will be provided the opportunity to participate in Extended Learning Opportunities (ELO) as a means of continual support and enhancement of their academic needs. During this instructional time, the student/teacher ratio is kept small in an effort to provide a more targeted learning experience. Teachers will use research-based instructional materials at the students instructional level to best meet each students individual needs.

Strategy Rationale

The extended learning time will be devoted to providing an extra 2,160 minutes of intensive reading and math instruction and enrichment for our students. The extension of instructional time beyond the normal school day provides our students the opportunity to obtain additional instruction in effort to increase student proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dunbar, Claudine, claudine.dunbar@browardschools.com

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

Data is collected every week and monitored for student achievement. The classroom teacher uses the data as a tool for ongoing lesson planning, progress monitoring, and for enrichment opportunities for students participating in ELO (Extended Learning Opportunities).

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 meth 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.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

G084841

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 63.0 |

Targeted Barriers to Achieving the Goal 3

- Planning instruction based on student data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches (Literacy, Math, Science)
- Instructional programs/materials in English Language Arts (Phonics for Reading, Foundations, Intermediate Rewards, BAS (Benchmark Assessment System), 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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Claudine Dunbar-Creary

Schedule

Monthly, from 9/19/2016 to 5/31/2017

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 8/22/2016 to 5/31/2017

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

 = 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**

 G084841

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

 B225605

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

4

 S237996

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 8/22/2016 to 6/3/2017

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 8/31/2016 to 6/7/2017

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

Claudine Dunbar-Creary

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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 9/19/2016 to 5/26/2017

Evidence of Completion

Grade level minutes, Interactive 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 8/22/2016 to 5/31/2017

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 8/22/2016 to 6/7/2017

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

Person Responsible

Claudine Dunbar-Creary

Schedule

Weekly, from 9/12/2016 to 5/31/2017

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

Claudine Dunbar-Creary

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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 the Literacy Block and the monitoring of reassessment data.

Person Responsible

Vanessa Schnur

Schedule

Weekly, from 9/19/2016 to 6/7/2017

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 8/22/2016 to 5/31/2017

Evidence of Completion

Learning Goals and scales posted in alignment to Florida State Standards

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

Through instructional coaches observations and Administrations use of iObservations

Person Responsible

Claudine Dunbar-Creary

Schedule

Monthly, from 8/22/2016 to 5/31/2017

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 8/22/2016 to 5/31/2017

Evidence of Completion

Effective delivery of instruction leading to increased student achievement.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-------------------------|-------------------------------|--|----------------------|
| 2017 | | | | | |
| G1.B1.S1.A4  A307946 | Grade level teams meet weekly to discuss (R &E) Remediation and Enrichment based of data collected... | Dunbar, Claudine | 9/19/2016 | Grade level minutes, Interactive 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. | 5/26/2017 weekly |
| G1.MA1  M314328 | Student proficiency on standard based summative assessments at the end of each instructional cycle. | Dunbar-Creary, Claudine | 9/19/2016 | Lesson plans aligned to FSA test specifications, student performance on end of cycle summative data. | 5/31/2017 monthly |
| G1.MA2  M314329 | Teacher effectiveness in the delivery of instructional practices to impact student achievement. | Schnur, Vanessa | 8/22/2016 | I-Observation datamarks within developing and higher in Design Questions 1, 2, 3, 4. | 5/31/2017 weekly |
| G1.B1.S1.MA1  M314321 | Through instructional coaches observations and Administrations use of iObservations | Dunbar-Creary, Claudine | 8/22/2016 | End of month Formative Assessments, Student work samples and Datamarks through observations and impact to instructional delivery and student achievement. | 5/31/2017 monthly |
| G1.B1.S1.MA2  M314322 | Observations on team conversations and Student data from instructional cycles | Schnur, Vanessa | 8/22/2016 | Effective delivery of instruction leading to increased student achievement. | 5/31/2017 weekly |
| G1.B1.S1.MA3  M314324 | Frequent collection of Interactive student notebooks | Dunbar-Creary, Claudine | 9/12/2016 | Tasks in student notebooks aligned to standards being remediated and enriched and classroom observations | 5/31/2017 weekly |
| G1.B1.S1.MA6  M314327 | Classroom observations | Schnur, Vanessa | 8/22/2016 | Learning Goals and scales posted in alignment to Florida State Standards | 5/31/2017 weekly |
| G1.B1.S1.A5  A307947 | Unwrapping of the Florida State Standards | Schnur, Vanessa | 8/22/2016 | Learning Goals and Scales aligned to the standards being addressed, i-Observation datamarks in Design Questions 2, 3 and 4, Instructional Coaches (Look-fors). | 5/31/2017 monthly |
| G1.B1.S1.A1  A307943 | Conducting monthly data teams to collaborate on student data and how to utilize data in planning... | Dunbar, Claudine | 8/22/2016 | Summative student data, student interactive journals, student data binders, instructional coaches trend data. | 6/3/2017 monthly |
| G1.B1.S1.MA1  M314323 | Conduct Walkthroughs and provide feedback of implementation | Schnur, Vanessa | 8/22/2016 | Look-for Trend data collection chart | 6/7/2017 weekly |
| G1.B1.S1.MA5  M314326 | Organization of fluid groups for Remediation and Enrichment during the Literacy Block and the... | Schnur, Vanessa | 9/19/2016 | Classroom observations | 6/7/2017 weekly |
| G1.B1.S1.A2  A307944 | Classroom Observations | Schnur, Vanessa | 8/31/2016 | data marks within the IObservation tool on instructional practices | 6/7/2017 weekly |
| G1.B1.S1.MA4  M314325 | Effective collegial conversations | Dunbar-Creary, Claudine | 8/22/2016 | Agenda minutes, walkthroughs, impact on delivery of instruction/instructional practices and grade level alignment | 6/8/2017 weekly |
| G1.B1.S1.A3  A307945 | An hour of Collaborative planning time for teachers every six days to engage in conversations for... | Dunbar-Creary, Claudine | 8/22/2016 | Grade Level agendas/minutes, i-Observation datamarks, lesson plans | 6/8/2017 weekly |

V. 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 8/22/2016 to 6/3/2017

PD Opportunity 2

Classroom Observations

Facilitator

Tiffany Monroe and Jacquelyn Bray

Participants

All faculty

Schedule

Weekly, from 8/31/2016 to 6/7/2017

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, Sandy Aversa, Heather Oken and Kimberlia Patrick.

Participants

Instructional personnel grades K-5

Schedule

Weekly, from 9/19/2016 to 5/26/2017

PD Opportunity 4

Unwrapping of the Florida State Standards

Facilitator

Tiffany Monroe, Jacquelyn Bray, and Claudine Dunbar-Creary

Participants

Faculty

Schedule

Monthly, from 8/22/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|---|--------------------------|-----|-------------|
| 1 | G1.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 | 2016-17 |
| | | 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 | 2016-17 |
| | | 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 | 2016-17 |
| | | 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 |