

School District of Osceola County, FL

Cypress Elementary School



2017-18 Schoolwide Improvement Plan

Cypress Elementary School

2251 LAKESIDE DR, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Cypress Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

A School of Excellence for all Learners.

b. Provide the school's vision statement.

Cypress Elementary will outperform all other schools in the state of Florida.

2. School Environment

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

Cypress Elementary has a variety of opportunities for parents and staff to collaborate and form personal relationships. We have parent nights where teachers form relationships with parents and students through academic activities. Parents are given an opportunity to meet with teachers and learn about the curriculum, share information that is important to the teacher and build relationships with staff. Newsletters are posted monthly as a medium for connecting home and school and to keep parents updated on school activities and events. We have a strong Oasis program that connects parents to the classroom through volunteering. Our Arts department conducts annual cultural events and programs. This gives students an opportunity to express their cultural heritage and teach, learn and share with each other about other cultures. We also have a strong teacher/student mentor program which includes all students who have had at least one referral in the previous school year. Furthermore Cypress Elementary has implemented a Positive Behavior Intervention and Supports program to highlight positive behaviors and allow opportunities for students, faculty and staff to build positive relationships.

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

Cypress Elementary teachers work diligently to make sure all students feel safe and respected. By implementing the PBIS framework, Cypress Elementary provides students with opportunities to learn and share in a positive school environment. In addition Cypress Elementary implements weekly assemblies with the student body. These assemblies teach students about their rights and expectations within the school in order to provide a safe place to learn.

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.

1. Identify Expectations

This plan should be explained to all parents and reviewed during Open House. Copies of the classroom rules, consequences and goals will be posted in a visible location in every classroom. These goals should be reflected in classroom goals.

The following classroom rules are used in all classrooms.

1. Listen to and follow directions the first time given.
2. Use kind words and tone of voice.
3. Keep hands, feet, and objects to oneself.
4. Handle property and materials with responsibility.
5. Remain on task to complete assigned work honestly.

2. Teach Expectations

Teachers teach the expectations for the first 10 days of school and reinforce expectations by holding monthly Awards Ceremonies to recognize students. Classrooms receive Positive Shout Outs from other staff members and they are recognized on the morning announcements. Cypress staff members use Cypress Cash to reinforce expectations.

All grade levels implement a positive behavior recognition activity to recognize students making good choices as identified by the classroom behavior chart. This might be Preferred Activity Time, a daily pick from a treasure box, a pencil, positive call home, or lunch with the teacher.

All classrooms also use the same color coded behavior chart. Students start on blue. If they break a class rule they are moved to the next color. Each day the chart is recorded and reset, to blue for all students. Teachers may assign the recording of student behavior charts to a student helper, or record the behavior in the daily agenda. This will allow teachers to track student behavior with a numeric value for data (RTI) purposes and parent discussions.

Consequences for color changes will be determined by the grade levels, consistent among everyone on the team. Consequences may include: detention, time out, warning, loss of privilege, call home, parent notification (Minor infraction). A student should never be forced to stand or sit on the floor as a consequence. Students in time out must be under supervision and not left alone in the hallway. The class behavior charts will use the following colors and levels: Blue (4) Green (3) Yellow (2) Red (1)

After a student has gone through all colors, (depending on the situation) they will receive a minor infraction which must be signed and returned by the parent. One copy will go to a digital folder. These folders are pulled by Admin when a referral is sent to the office.

Students need to have good behaviors taught and modeled for them throughout the entire year. Cypress Elementary will use a variety of methods to teach and model good behavior for students. Students will be taught good behavior through class meetings, weekly and daily classroom instruction, morning announcements, or guidance counselor lessons.

Procedures, not rules, are the most important factor in managing a successful classroom. Before school starts, procedures must be developed by teachers. Starting on the first day of school these procedures must be taught to students. The procedures must be reinforced, explained, modeled and consistently practiced for the students. Procedures will continue to be taught and reinforced throughout the entire school year.

Disciplinary consequences do not impact students not following procedures. When a student or group of students fails to follow a procedure correctly, the procedure must be re-taught and practiced correctly.

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.

Our Guidance Counselor and Social Worker forms group sessions for students with different social/emotional needs. They work closely with teachers and parents to assure all students needs are met. Selected groups meet weekly and in some cases more often depending on the needs of the individual child. The Guidance Counselor works closely with parents and teachers in the development and implementation of 504 plans for students. The MTSS team meets weekly, where teachers can discuss students in need of emotional/behavioral interventions. Teachers come to these meetings

with the express intent to identify concerns and work closely with the MTSS coach to develop/ implement/ monitor plans for student success. Finally, Cypress is implementing student mentoring program. This program matches students, who are experiencing difficulty in the classroom for any reason, with a teacher as a trusted adult in the building to process and promote academic success.

3. Early Warning Systems

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

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

Cypress Elementary looks at several early warning indicators including attendance, suspensions and referrals, failure in ELA and Math, and level 1 students on statewide assessments.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	17	16	12	14	18	0	0	0	0	0	0	0	100
One or more suspensions	0	2	4	5	7	0	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	52	53	0	0	0	0	0	0	0	151

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	6	13	10	0	0	0	0	0	0	0	29

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

Our MTSS team meets weekly to analyze data and put interventions in place for all students identified in need including students identified by the early warning system. We conduct progress monitoring meetings with each teacher every nine weeks and look at each students academic achievements as a team. At that time we look at students identified by the early warning system and put interventions in place for academics, behavior and attendance.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/466201>.

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.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

In addition, Cypress Elementary has entered into partnerships with many local business. These partnerships provide opportunities to engage with families outside the normal school day in order to stimulate dialogues between the students, families, the school and the community. All in effort to improve student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Raymond, Libby	Principal
Dwyer, Bill	Assistant Principal
Markley, Diane	Instructional Media
Nicholson, Randa	Instructional Coach
Phillips, Leah	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: Establishes a focus on data-driven decision making, ensures that the school based team is implementing MTSS, conducts assessments of skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support implementation..

Two coaches: Evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based intervention strategies; assists with the whole school screening using STAR Reading and Star Math and analyzes reports and provides early intervention services for children considered "at risk"; assists in progress monitoring, data collection, and data analysis

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; conducts team meetings; manages paperwork;

RTI Coach: MTSS facilitator; participates in collection and analysis of data; facilitates meetings; keeps intervention summary folders; manages MTSS paperwork.

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.

We have weekly MTSS meeting where we discuss individual students needs and placement in the Tier's. We hold quarterly progress monitoring meetings with each teacher to discuss all children and make decisions based on data and discussion. We hold weekly meetings to discuss students who appear on our Early Warning Systems Report.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-

based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Dodd	Teacher
Christine Olson	Teacher
Libby Raymond	Principal
Bill Dwyer	Teacher
Caryn Taylor	Parent
Maria Lingwall	Parent
Carole Hardeman	Parent
Jeanette Fritch	Parent
Lourdes Walker	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC committee meets and discusses the School Improvement Plan and discussed the goals and achievements of our school, students and staff. Additional discussions took place about updated goals for the plan were discussed.

b. Development of this school improvement plan

Sac was invited to attend a planning meeting. We then went back to the SAC committee to review the information discussed by staff and asked for additional input. Additional input was added.

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

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

No funds received from DOE

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
Phillips, Leah	Instructional Coach
	Instructional Coach
Raymond, Libby	Principal
Dwyer, Bill	Assistant Principal

b. Duties

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

Planning family nights such as Pig Out On Reading, Dr. Suess Night, FSA Night, Book fairs and other Reading activities to expose Cypress Elementary students to literature. The team also discusses the iReady Reading data to determine the needs of our students and develops activities that meet those needs and develop curriculum to supplement those needs.

D. Public and Collaborative Teaching

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

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

Team building events are planned throughout the year and the Cheer committee meets monthly to plan activities to encourage positive relationships between teachers. PLC's are in place and teachers meet weekly to support each other in the implementation on lessons, tests, and reteaching. One leadership team member will be assigned a grade level to attend all PLC meetings and be a part of the team. Collaborative planning meetings are scheduled every nine weeks with instructional coaches to develop lessons, assessments and scales.

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

Administrators are responsible for scanning resumes to interview, hire and retain highly qualified teachers. The district has a plan for recruiting highly qualified teachers. Two personnel are responsible at the district level to recruit highly qualified teachers.

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

Administration designated two teachers, one coach and one administrator for each new hire. These people are responsible for making sure new teachers are informed, supported and aware of information needed to be successful. . Monthly events are planned to meet with mentors to discuss any issues they are having and to provide assistance when needed.

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.

All grade levels are included in PLC meetings. At these meetings teachers align the standards to lessons and assessments with the use of the district curriculum maps. Agenda notes are sent to the Principal and Assistant Principal weekly and all leadership team members are assigned a grade level to support. Collaborative planning meetings are conducted with the aid of Instructional Coaches to assure alignment of the Standards in each grade level

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.

Teachers use iready data, Unit assessments, and benchmark assessments and progress monitoring data to differentiate instruction in the classroom daily. During team PLC meetings, teachers analyze data looking for strengths and weaknesses. Smart goals are written and teams focus on areas of weakness for differentiation of instruction and reteach.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,920

60 minutes of supplemental reading time has been added to the total minutes weekly; utilizing identified, research-based interventions.

Strategy Rationale

According the state measurement for 2016-17 school year, Cypress Elementary was identified as one of the lowest 300 elementary schools for ELA learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Raymond, Libby, libby.raymond@osceolaschools.net

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

iReady Data is collected monthly to monitor the progress of students. Research based materials with built in progress monitoring will be utilized.

Strategy: After School Program

Minutes added to school year: 1,920

We offer before school tutoring in Math and Reading in grades 3,4 and 5

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Raymond, Libby, libby.raymond@osceolaschools.net

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

Star data will be collected and analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Cypress has a kindergarten visit day for all in house pre-k students. We also hold a Kidergarten Round Up night to invite local Pre-K students and their parents to learn about Kindergarten's expectations. The Pre-K department also works with local Pre-K programs to ensure a successful

transition. Outgoing 5th grade students meeting with feeder schools and discuss school culture, scheduling and planning. Monday meetings with all students reinforce school cultural expectations.

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.

Planned multiple STEM nights and summer camps to provide students with skills and awareness needed to explore career and college fields related the sciences, mathematics and engineering.

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.

Planned multiple STEM nights and summer camps to provide students with skills and awareness needed to explore career and college fields related the sciences, mathematics and engineering.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 we increase engagement of all students during instructional delivery through collaborative planning and the use of purposeful rigorous instruction, then all students will increase achievement in all content areas.
- G2.** If we establish and consistently implement school-wide behavior policies through the PBIS Model, then we will impact instructional time and increase student academic performance.

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 we increase engagement of all students during instructional delivery through collaborative planning and the use of purposeful rigorous instruction, then all students will increase achievement in all content areas. 1a

G095428

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	44.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement - ELL	28.0
FSA ELA Achievement - SWD	10.0
FSA Math Achievement - SWD	25.0
FSA Math Achievement - ELL	40.0
Math Lowest 25% Gains	37.0
Math Gains	45.0
ELA Achievement District Assessment	52.0
Math Achievement District Assessment	60.0
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of ESE accommodations and strategies
- Lack of knowledge of ELL strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELL and ESE District Instructional coaches to support classroom and sheltered teachers
- k-5 sheltered ELA Classrooms
- ESOL Para push in
- Research based ELL and ESE Instructional Materials

Plan to Monitor Progress Toward G1. 8

fidelity and effectiveness data

Person Responsible

Libby Raymond

Schedule

Semiannually, from 12/13/2017 to 5/30/2018

Evidence of Completion

Marzano walkthrough data, iready, FSA, progress monitoring tools

G2. If we establish and consistently implement school-wide behavior policies through the PBIS Model, then we will impact instructional time and increase student academic performance. 1a

G095429

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	45.0

Targeted Barriers to Achieving the Goal 3

- No buy in for consistent school wide behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS adoption phase 1
- Professional Development

Plan to Monitor Progress Toward G2. 8

fidelity and effectiveness data

Person Responsible

Bill Dwyer

Schedule

Semiannually, from 12/13/2017 to 5/30/2018

Evidence of Completion

Marzano walkthrough data, referral data, attendance, iready

Plan to Monitor Progress Toward G2. 8

Discipline data will be collected to compare week to week.

Person Responsible

Bill Dwyer

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Weekly discipline referral reports.

Plan to Monitor Progress Toward G2. 8

Attendance

Person Responsible

Bill Dwyer

Schedule

Daily, from 9/6/2016 to 5/31/2017

Evidence of Completion

Daily absence reports to evidence that the positive climate of the school promotes increased attendance.

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 we increase engagement of all students during instructional delivery through collaborative planning and the use of purposeful rigorous instruction, then all students will increase achievement in all content areas. **1**

 G095428

G1.B1 Lack of knowledge of ESE accommodations and strategies **2**

 B256926

G1.B1.S1 Calibration walkthroughs with the leadership team and the ESE Department Resource teachers to identify effective practices. **4**

 S271807

Strategy Rationale

It has been proven that monitoring and immediate feedback increases teacher efficacy.

Action Step 1 **5**

Walkthroughs with ESE department to provide feedback

Person Responsible

Bill Dwyer

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Marzano walkthrough observation, iReady data, progress monitoring

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

Continue walkthroughs with feedback discussions with ESE department and Cypress Leadership team

Person Responsible

Libby Raymond

Schedule

Monthly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Marzano walkthrough observation tool, iready data, progress monitoring data from Research based resources

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

Calibration meeting-quarterly

Person Responsible

Libby Raymond

Schedule

Quarterly, from 8/16/2017 to 5/30/2018

Evidence of Completion

The leadership team will meet quarterly to analyze data to check effectiveness of the strategy.

G1.B1.S2 Provide training by District ESE Resource teachers to VE and ESE classroom teachers. 4

 S271808

Strategy Rationale

Additional professional development with follow up has proven to increase teachers knowledge.

Action Step 1 5

Professional Development with VE teachers and ESE classroom teachers provide by ESE department/Resource teachers

Person Responsible

Bill Dwyer

Schedule

Quarterly, from 8/1/2017 to 5/30/2018

Evidence of Completion

Follow up walkthrough data/check list to identify PD to practice

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walkthroughs with ESE District personnel and Cypress Leadership team with feedback discussions

Person Responsible

Bill Dwyer

Schedule

Monthly, from 8/9/2017 to 5/30/2018

Evidence of Completion

Marzano observation tool, iready data, progress monitoring data,

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Calibration meetings quarterly

Person Responsible

Libby Raymond

Schedule

Quarterly, from 10/24/2017 to 5/30/2018

Evidence of Completion

Marzano walkthrough data, iready data, progress monitoring data,

G1.B2 Lack of knowledge of ELL strategies 2

 B256927

G1.B2.S1 Calibration walkthroughs with the leadership team and the ELL Department Resource teachers to identify effective practices. 4

 S271809

Strategy Rationale

It has been proven that walkthroughs with immediate feedback increase teacher efficacy.

Action Step 1 5

Calibration of look fors in ELL sheltered classrooms with District and leadership team members.

Person Responsible

Libby Raymond

Schedule

Weekly, from 8/1/2017 to 5/30/2018

Evidence of Completion

Checklist of ELL strategies implemented in classrooms to measure PD to practice.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Continued walkthroughs with ELL Department and Cypress leadership team with monitoring of data collected

Person Responsible

Libby Raymond

Schedule

Monthly, from 8/1/2017 to 5/30/2018

Evidence of Completion

iready, Access 2.0 and progress monitoring data review

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

calibration meetings

Person Responsible

Libby Raymond

Schedule

Quarterly, from 8/16/2017 to 5/30/2018

Evidence of Completion

The leadership team will meet quarterly to analyze data to check effectiveness of the strategy.

G1.B2.S2 Provide training/Modeling by District ELL Resource teachers to all Sheltered classroom teachers. 4

S271810

Strategy Rationale

Additional training and modeling with the gradual release model has been proven to be effective in increasing teacher effectiveness.

Action Step 1 5

Provide training of research based materials selected for ELL students.

Person Responsible

Libby Raymond

Schedule

Semiannually, from 8/1/2017 to 1/30/2018

Evidence of Completion

Agenda, sign in sheet, iready and ACESS 2.0 data for implementation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Wlakthrough observations to identify PD to practice model

Person Responsible

Libby Raymond

Schedule

Semiannually, from 8/1/2017 to 1/17/2018

Evidence of Completion

iready data analysis, progress monitoring of research based resources, access 2.0

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

quarterly Calibration meetings

Person Responsible

Libby Raymond

Schedule

Quarterly, from 8/16/2017 to 5/30/2018

Evidence of Completion

The leadership team will meet quarterly to analyze data to check effectiveness of the strategy.

G2. If we establish and consistently implement school-wide behavior policies through the PBIS Model, then we will impact instructional time and increase student academic performance. 1

 G095429

G2.B1 No buy in for consistent school wide behavior 2

 B256929

G2.B1.S1 Implementation of the PBIS Model in order to maximize teacher buy in for a consistent school wide behavior system. 4

 S271811

Strategy Rationale

It is proven that a consistent, positive behavior plan will enable to mitigate off task and disruptive behaviors thereby increasing students instructional time.

Action Step 1 5

Training provided by USF in July

Person Responsible

Bill Dwyer

Schedule

On 7/28/2017

Evidence of Completion

Agenda handouts, manual, and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly meetings with PBIS team

Person Responsible

Bill Dwyer

Schedule

Monthly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Development of PBIS Cypress plan, discipline referral monthly data iready data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Quarterly meetings

Person Responsible

Bill Dwyer

Schedule

Quarterly, from 8/16/2017 to 5/30/2018

Evidence of Completion

referral data, iready data, progress monitoring data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA2 M389995	Discipline data will be collected to compare week to week.	Dwyer, Bill	9/6/2016	Weekly discipline referral reports.	5/31/2017 weekly
G2.MA3 M389996	Attendance	Dwyer, Bill	9/6/2016	Daily absence reports to evidence that the positive climate of the school promotes increased attendance.	5/31/2017 daily
G2.B1.S1.A1 A364471	Training provided by USF in July	Dwyer, Bill	7/26/2017	Agenda handouts, manual, and notes	7/28/2017 one-time
G1.B2.S2.MA1 M389990	Walkthrough observations to identify PD to practice model	Raymond, Libby	8/1/2017	iready data analysis, progress monitoring of research based resources, access 2.0	1/17/2018 semiannually
G1.B2.S2.A1 A364470	Provide training of research based materials selected for ELL students.	Raymond, Libby	8/1/2017	Agenda, sign in sheet, iready and Access 2.0 data for implementation	1/30/2018 semiannually
G1.MA1 M389991	fidelity and effectiveness data	Raymond, Libby	12/13/2017	Marzano walkthrough data, iready, FSA, progress monitoring tools	5/30/2018 semiannually
G2.MA1 M389994	fidelity and effectiveness data	Dwyer, Bill	12/13/2017	Marzano walkthrough data, referral data, attendance, iready	5/30/2018 semiannually
G1.B1.S1.MA1 M389983	Calibration meeting-quarterly	Raymond, Libby	8/16/2017	The leadership team will meet quarterly to analyze data to check effectiveness of the strategy.	5/30/2018 quarterly
G1.B1.S1.MA1 M389984	Continue walkthroughs with feedback discussions with ESE department and Cypress Leadership team	Raymond, Libby	8/16/2017	Marzano walkthrough observation tool, iready data, progress monitoring data from Research based resources	5/30/2018 monthly
G1.B2.S1.MA1 M389987	calibration meetings	Raymond, Libby	8/16/2017	The leadership team will meet quarterly to analyze data to check effectiveness of the strategy.	5/30/2018 quarterly
G1.B2.S1.MA1 M389988	Continued walkthroughs with ELL Department and Cypress leadership team with monitoring of data...	Raymond, Libby	8/1/2017	iready, Access 2.0 and progress monitoring data review	5/30/2018 monthly
G1.B2.S1.A1 A364469	Calibration of look fors in ELL sheltered classrooms with District and leadership team members.	Raymond, Libby	8/1/2017	Checklist of ELL strategies implemented in classrooms to measure PD to practice.	5/30/2018 weekly
G2.B1.S1.MA1 M389992	Quarterly meetings	Dwyer, Bill	8/16/2017	referral data, iready data, progress monitoring data	5/30/2018 quarterly
G2.B1.S1.MA1 M389993	Monthly meetings with PBIS team	Dwyer, Bill	8/16/2017	Development of PBIS Cypress plan, discipline referral monthly data iready data	5/30/2018 monthly
G1.B1.S2.MA1 M389985	Calibration meetings quarterly	Raymond, Libby	10/24/2017	Marzano walkthrough data, iready data, progress monitoring data,	5/30/2018 quarterly
G1.B1.S2.MA1 M389986	Walkthroughs with ESE District personnel and Cypress Leadership team with feedback discussions	Dwyer, Bill	8/9/2017	Marzano observation tool, iready data, progress monitoring data,	5/30/2018 monthly
G1.B1.S2.A1 A364468	Professional Development with VE teachers and ESE classroom teachers provide by ESE...	Dwyer, Bill	8/1/2017	Follow up walkthrough data/check list to identify PD to practice	5/30/2018 quarterly
G1.B2.S2.MA1 M389989	quarterly Calibration meetings	Raymond, Libby	8/16/2017	The leadership team will meet quarterly to analyze data to check effectiveness of the strategy.	5/30/2018 quarterly
G1.B1.S1.A1 A364467	Walkthroughs with ESE department to provide feedback	Dwyer, Bill	8/1/2017	Marzano walkthrough observation, iReady data, progress monitoring	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If we increase engagement of all students during instructional delivery through collaborative planning and the use of purposeful rigorous instruction, then all students will increase achievement in all content areas.

G1.B1 Lack of knowledge of ESE accommodations and strategies

G1.B1.S2 Provide training by District ESE Resource teachers to VE and ESE classroom teachers.

PD Opportunity 1

Professional Development with VE teachers and ESE classroom teachers provide by ESE department/Resource teachers

Facilitator

Alma Leitzsey, Elaine Centeno

Participants

VE teachers and ESE classroom teaches

Schedule

Quarterly, from 8/1/2017 to 5/30/2018

G1.B2 Lack of knowledge of ELL strategies

G1.B2.S2 Provide training/Modeling by District ELL Resource teachers to all Sheltered classroom teachers.

PD Opportunity 1

Provide training of research based materials selected for ELL students.

Facilitator

Charisse

Participants

ELL sheltered teachers.

Schedule

Semiannually, from 8/1/2017 to 1/30/2018

G2. If we establish and consistently implement school-wide behavior policies through the PBIS Model, then we will impact instructional time and increase student academic performance.

G2.B1 No buy in for consistent school wide behavior

G2.B1.S1 Implementation of the PBIS Model in order to maximize teacher buy in for a consistent school wide behavior system.

PD Opportunity 1

Training provided by USF in July

Facilitator

Sheri Weretka

Participants

Bill Dwyer, Diane Markley, Headley Oliver, Marcia Waller, Gio Delgado

Schedule

On 7/28/2017

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	Walkthroughs with ESE department to provide feedback	\$0.00
2	G1.B1.S2.A1	Professional Development with VE teachers and ESE classroom teachers provide by ESE department/Resource teachers	\$0.00
3	G1.B2.S1.A1	Calibration of look fors in ELL sheltered classrooms with District and leadership team members.	\$0.00
4	G1.B2.S2.A1	Provide training of research based materials selected for ELL students.	\$0.00
5	G2.B1.S1.A1	Training provided by USF in July	\$0.00
Total:			\$0.00