Cypress K 8 Center

2017-18 Schoolwide Improvement Plan

Cypress K 8 Center

5400 SW 112TH CT, Miami, FL 33165

http://cypress.dadeschools.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)
Combination School PK-8	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

*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 Dade 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.

Table of Contents

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 K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Cypress K-8 Center is to provide our students with the Florida State Standards curriculum through state of the art pedagogy infused with technology.

b. Provide the school's vision statement.

Our vision is to encourage students academic and social growth in pursuit of becoming life-long learners and productive citizens.

2. School Environment

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

Cypress K-8 Center is a public school with a private school feel. Each month we celebrate the community by providing activities for students and parents to attend. Cougar Garden Days are another example of an event that unites the community with the common cause of beautifying our school grounds and learning about the environment. Plants and other necessary materials are gathered through donations and children of all ages come to plant and pull weeds. At our Family Fun Night Event students and their families gather in a safe environment to participate in age appropriate activities. During Hispanic Heritage month, we highlight customs and notable community leaders in a school wide celebration. Parents are invited to join in the festivities as each class presents their country in a culminating assembly. The love of reading is instilled during our school wide week Celebration of Literature. This culminates in a Literature Parade in which all students come to school dressed as their favorite story book character. In their classes, they share the rationale for choosing the character with their peers. SWAT (Science With A Twist) is a sensational science experiment night for students of all grade levels and their parents to spark their curiosity by participating in hands on science activities. These are some of the many events Cypress hosts each year to unite and involve our community.

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

School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel
as necessary to improve these conditions.

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.

Physical, social and emotional needs of the students are being met through a clearly defined process that results in the ongoing support of the teacher, assistant, counselor and administration. Services and support are clearly evident in counseling services, assessments, and educational referrals which

are implemented to provide services for the needs of students. This is evident through the RtI process and conference logs.

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.

School personnel implements a process to determine the physical, social, and emotional needs of each student in the school. School personnel provides or coordinates programs (e.g., social classes and services, character building and bullying prevention sessions) to meet the needs of students as necessary. Measures of program effectiveness are in place and school personnel use the data from these measures to evaluate all programs (reduction of referrals, attendance, increase time in class on task, i-Ready and Value Matters). Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

3. Early Warning Systems

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

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

-Attendance will be monitored on a weekly basis; a school wide attendance incentive plan is currently in place.
-Students in danger of failing English and Mathematics are receiving Edgenuity (Course Recovery) early interventions.
- All students that received Level 1 or 2 on the statewide assessments in ELA or Mathematics will receive additional specific content area support with an interventionist.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	0	1	4	2	4	3	2	0	0	0	0	18
Level 1 on statewide assessment	0	2	2	3	5	19	15	6	12	0	0	0	0	64
Level 1 on math statewide assessment	1	2	0	2	5	14	19	11	13	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	

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

Use technology including I-Ready, Mathletics, Topic Assessments using G2D, Coach Digital, MyOn, Inside, Wonders Program and LAFS Task cards to provide individualized instructional support, classroom walk-throughs. Provide informal assessments, data chats, followed by adjustments to instruction as needed. Use substitution expansion and paraphrasing during lessons to expose students to new vocabulary. Flexible groups will be used during differentiated instruction. At Cypress we track attendance daily, utilize connect-ed and convene meetings with the attendance review committee.

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Title I Parent Involvement Plan under separate attachment

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.

Our Dade Partners program continues to expand. Our Dade Partner Liaison solicits interest from local businesses and then follows up with these companies. Potential Dade Partners are invited to come to the school for more information concerning the Dade Partners program and then a meeting is arranged with the Dade Partner Liaison and the Principal. All Dade Partners are linked on the school's social media websites. Furthermore, they are promoted on our monthly calendar and parent informational bulletin board. They are made to feel welcomed at the school and our liaison works closely with each individual partner to assist them in marketing their business with our school.

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
Alonso, Eduardo	Principal
Casais, Marisol	Instructional Coach
Llaguno, Aydyl	Instructional Coach
Rodriguez, Patricia	Instructional Coach
Still, Kimberly	Teacher, ESE
Silva, Omayda	School Counselor
Hauser, Janet	Assistant Principal
Cabrera, Cary	Teacher, K-12
Jalil, Michelle	Teacher, ESE

b. Duties

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

Mr. Alonso, Principal: provides common vision and instructional leadership for data based decision-making; ensures the implementation of the MTSS/RtI model; assesses the MTSS/RtI processes effectiveness. Ms. Hauser, Assistant Principal: assists the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/RtI model; and assessing the MTSS/RtI processes effectiveness. The school leadership team will hold monthly department meetings and will address any concerns as well as share important information regarding instructional content areas. The school leadership team will debrief with administration,

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.

RtI team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, summer school, and Title III after school tutoring. Interventions are provided for all at-risk students. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS) serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Liaisons develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress

monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP–which is provided in two languages at our schools), the school improvement process and the life of the school and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used towards the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected students. At Cypress we implement Project UP-START's Homeless Awareness and Sensitivity Curriculum.

The District uses supplemental funds for improving basic education as follows:
-training to certify qualified mentors for the New Teacher (MINT) Program
-training for add-on endorsement programs, such as Reading, Gifted, ESOL
-training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (3-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials (K-5)

Cypress K-8 Center offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. In addition, we adhere to the Bullying/Harassment Prevention Policy and Procedures.

Cypress K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statue, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Cypress K-8 Center involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding the Annual Measurable Objectives (AMOs), available programs, and their rights regarding other referral services.

The school community involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Our ongoing practices to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Rodriguez	Teacher
Barbara Colominas	Teacher
Kimberly Still	Teacher
Maite Zulueta	Education Support Employee
Alicia Carbot	Teacher
Adaray Rodriguez	Teacher
Zenaida Baldwin	Teacher
Moises Figueroa	Business/Community
Ashley Cabrera	Student
Addamys Lopez	Parent
Barbara Colominas	Teacher
Michelle Jalil	Teacher
Eduardo Alonso	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC meets regularly to review current school data, gives input on the School Improvement Plan goals and strategies, and decides on EESAC fund expenditures.

b. Development of this school improvement plan

The SAC analyzes and discusses the data. Afterwards the SAC provides input of strategies that will meet the needs of our student population.

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

The SAC meets regularly to review current school data, gives input on the School Improvement Plan goals and strategies, and decides on EESAC fund expenditures.

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

Use of technology to support instruction utilizing EESAC Funds totaling $1785.

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
Hauser, Janet	Assistant Principal
Casais, Marisol	Teacher, K-12
Llaguno, Aydyl	Teacher, K-12
Rodriguez, Patricia	Teacher, K-12
Cabrera, Cary	Teacher, K-12
Still, Kimberly	Teacher, ESE
Alonso, Eduardo	Principal

b. Duties

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

The Principal and Leadership Team of Cypress K-8 Center will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional leaders will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading leader will also help with the process of grading, recording, and charting student scores.

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.

School policies, procedures, and practices are followed according to the school policies guide, faculty handbook, student code of conduct, and communication to stakeholders. The community, school leaders, and staff continuously strive for students to achieve high standards through collaboration, shared leadership, and professional growth. Staff evaluations and professional development result in the improvement of student success. The governing body follows school policies and procedures to manage

day-to-day operations of the school. This is evidenced by the continuous Professional Development that the governing body attends that addresses these matters. The Leadership committee includes curriculum liaisons and grade group chairpersons. Through this committee, there is continuous communication with instructional staff and stakeholders; thus creating a culture consistent with the school's purpose and direction. This is evidenced by the PTA meetings, EESAC Agendas, leadership meeting agendas and staff emails.

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

We provide opportunities for common planning and lesson studies, in addition to ongoing professional development. New teachers receive mentors through the MINT program, and second year teachers receive buddy teacher support. Janet Hauser, the Assistant Principal oversees the common planning schedules , mentoring pairs and the school-wide professional development.

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

This year we have three new teachers to the building, one being new to the profession. Teachers that are new are provided with a mentor teacher. Strategies are shared through weekly planning sessions, in-class modeling, and coaching.

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 teachers are provided with applicable materials that are aligned to the Florida Standards.Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida Standard.

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.

Progress monitoring data are collected on all students and disaggregated for instructional planning purposes by PLCs . Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans.

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: 1,360

Students at Cypress K-8 Center have the opportunity to be enrolled in the YMCA After School Care Program. English Language Learners in grades Kindergarten through eighth grades have the opportunity to participate in the ELL Academy tutoring program, through which they are provided with additional support in Reading and Mathematics.

Strategy Rationale

This will ensure that students are provided with additional support in reading or math and will ensure proficiency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Alonso, Eduardo, pr1281@dadeschools.net

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

Data is collected through Assessments, Adaptive Diagnostic Assessments (ie iReady) and Technology programs (ie. Think Central, Mathletics and Coach Digital). Teachers have data chats in grade level/ department meetings to determine effectiveness of strategies and adjust curriculum. Administration meets periodically with teachers to review data and curriculum adjustments.

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.

Title I Administration assists Cypress K-8 Center by providing supplemental funds beyond the State of Florida Funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Cypress K-8 Center, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten with the (FLKRS) Star Early Literacy Assessment and I-Ready in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Voluntary Pre-Kindergarten (VPK) assessment will be used to ascertain oral language skills of incoming students. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Screening data will be collected and aggregated prior to October 1, 2017. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will

include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. These skills will be identified by implementing a teacher created informal checklist which will be re-administered mid-year and at the end of the year. In order to determine student learning gains as well as identify the need for changes to the instructional/ intervention programs.

Cypress K-8 will expand the "Welcome to Kindergarten" program to build partnership with local early education programs including the in-school prekindergarten program. Through this joint venture, parents, and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. The Administration will direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year. Cypress K-8 offers 2 innovative programs to their VPK students. Introduction to EFL allows the VPK students to be introduced to extended foreign language at an early age. Additionally, Echoes program introduces the STEM processes and scientifically investigation skills to the VPK students.

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.

NA

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](https://www.floridacims.org), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we improve core instruction, then student achievement will increase.

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 improve core instruction, then student achievement will increase. 1a

🔑 G096913

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	65.0
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity of implementation of core curriculum materials and resources to develop Differentiated Instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches delineates information from monthly coaches' meetings

- Interventions embedded in master schedule

- District web-based resources

- Core curriculum materials

- Technology

Plan to Monitor Progress Toward G1. 8

Administration will monitor teacher fidelity by visiting grade level/ department meetings and conduct walkthroughs to observe implementation of best practices, data chats , core curriculum materials and district web-based resources.

Person Responsible
Eduardo Alonso

Schedule
Monthly, from 10/2/2017 to 5/10/2018

Evidence of Completion
Formal/informal observational notes, RTI rosters and student work, computer based programming reports, grade level/ department minutes

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 improve core instruction, then student achievement will increase. [1]

🔑 G096913

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources to develop Differentiated Instruction. [2]

🔑 B260710

G1.B2.S1 Teachers will participate in Professional Development courses in order to provide DI with their students. [4]

🔑 S276102

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 [5]

Faculty meeting to review the structures of a professional learning community (PLC).

Person Responsible

Eduardo Alonso

Schedule

Monthly, from 10/7/2017 to 5/11/2018

Evidence of Completion

Attendance sheets, agenda and powerpoint presentations

Action Step 2 [5]

Teachers will have monthly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, unpacking the standards, accessing on-line resources, higher order thinking questioning, explicit whole group instruction framework, STEM questioning, analyzing data to gear instruction, vertical planning, and long range planning).

Person Responsible

Eduardo Alonso

Schedule

Monthly, from 10/7/2017 to 5/11/2018

Evidence of Completion

Attendance sheets, agendas, supporting documentation for specific PLC

Action Step 3 `5`

During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.

Person Responsible

Eduardo Alonso

Schedule

Monthly, from 10/7/2017 to 5/11/2018

Evidence of Completion

Attendance sheets, agenda

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

Administration will monitor by visiting monthly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible

Eduardo Alonso

Schedule

Monthly, from 10/7/2017 to 5/11/2018

Evidence of Completion

Formal/informational observation notes

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

Administrator will monitor by visiting monthly PLCs and conduct walkthroughs to monitor implementation of focus topics.

Person Responsible

Eduardo Alonso

Schedule

Monthly, from 10/7/2017 to 5/11/2018

Evidence of Completion

Formal/Informal observation notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M399791	Administration will monitor teacher fidelity by visiting grade level/ department meetings and...	Alonso, Eduardo	10/2/2017	Formal/informal observational notes, RTI rosters and student work, computer based programming reports, grade level/ department minutes	5/10/2018 monthly
G1.B2.S1.MA1 🔑 M399789	Administrator will monitor by visiting monthly PLCs and conduct walkthroughs to monitor...	Alonso, Eduardo	10/7/2017	Formal/Informal observation notes	5/11/2018 monthly
G1.B2.S1.MA1 🔑 M399790	Administration will monitor by visiting monthly PLCs and conducting walkthroughs to monitor...	Alonso, Eduardo	10/7/2017	Formal/informational observation notes	5/11/2018 monthly
G1.B2.S1.A1 🔑 A371559	Faculty meeting to review the structures of a professional learning community (PLC).	Alonso, Eduardo	10/7/2017	Attendance sheets, agenda and powerpoint presentations	5/11/2018 monthly
G1.B2.S1.A2 🔑 A371560	Teachers will have monthly PLC meetings to target specific topics (i.e. understanding Pacing Guides...	Alonso, Eduardo	10/7/2017	Attendance sheets, agendas, supporting documentation for specific PLC	5/11/2018 monthly
G1.B2.S1.A3 🔑 A371561	During grade level meetings, teachers will debrief on implementation of the PLC focus and request...	Alonso, Eduardo	10/7/2017	Attendance sheets, agenda	5/11/2018 monthly

V. Professional Development Opportunities

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

G1. If we improve core instruction, then student achievement will increase.

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources to develop Differentiated Instruction.

G1.B2.S1 Teachers will participate in Professional Development courses in order to provide DI with their students.

PD Opportunity 1

Faculty meeting to review the structures of a professional learning community (PLC).

Facilitator

Eduardo Alonso, Principal

Participants

Teachers Grades K-6, Guidance Counselor

Schedule

Monthly, from 10/7/2017 to 5/11/2018

PD Opportunity 2

Teachers will have monthly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, unpacking the standards, accessing on-line resources, higher order thinking questioning, explicit whole group instruction framework, STEM questioning, analyzing data to gear instruction, vertical planning, and long range planning).

Facilitator

Eduardo Alonso, Principal

Participants

Teachers Grades K-6, Guidance Counselor

Schedule

Monthly, from 10/7/2017 to 5/11/2018

PD Opportunity 3

During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.

Facilitator

Eduardo Alonso, Prinicipal

Participants

Teachers Grades K-6, Guidance Counselor

Schedule

Monthly, from 10/7/2017 to 5/11/2018

		VII. Budget	
1	G1.B2.S1.A1	Faculty meeting to review the structures of a professional learning community (PLC).	$0.00
2	G1.B2.S1.A2	Teachers will have monthly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, unpacking the standards, accessing on-line resources, higher order thinking questioning, explicit whole group instruction framework, STEM questioning, analyzing data to gear instruction, vertical planning, and long range planning).	$0.00
3	G1.B2.S1.A3	During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.	$0.00
		Total:	$0.00