

School District of Osceola County, FL

Cypress Elementary School



2019-20 Schoolwide Improvement Plan

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Cypress Elementary School

2251 LAKESIDE DR, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Libby Raymond

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (52%) 2016-17: C (44%) 2015-16: C (46%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

A School of Excellence for all Learners.

Provide the school's vision statement.

Cypress Elementary will provide a comprehensive educational experience that results in student gains in all areas.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Raymond, Libby	Principal	To ensure all students make gains and achieve their highest level of potential. Through building teams who collaborate and work towards student success.
Nicholson, Randa	Assistant Principal	To ensure all students make gains and achieve their highest level of potential. Through building teams who collaborate and work towards student success. To take ownership of the school's stocktake meetings and ensure all stakeholders know: who, what, when, why, and how they are meeting the needs of their specified areas. If areas are not making gains or being accountable, an edit of the stocktake plan for that area will need to be adjusted and monitored closely for positive results.
Waller, Marcia	Instructional Coach	Will monitor the MTSS process ensure students work through the Tiers to achieve success at an appropriate pace. Identify students who are regressing and create a plan with the MTSS team to put in place for the student to be successful.
Becerra, Helayne	Instructional Coach	Will work with all staff to ensure a literature rich culture cross-curricular for all students. The coach will work co teach, model, and give feedback to all instructional personnel to have a laser focus on meeting the needs of the students while hitting the depth of knowledge of the standards.
Kaplan, Danielle	Instructional Coach	Will work with all new teachers and new-to-Cypress teachers to ensure they develop a good foundation to classroom management and all teaching duties to be successful in the classroom. Assist teachers in their classroom roles and ensure teachers are compliant with their certifications.
Duran, Maritza	Instructional Coach	Will work with students and teachers to utilize ELlevation and ELL strategies to meet the needs of our students and help with achieving learning gains.
Bernardo, Tiffany	Instructional Coach	Will work with all staff to ensure a problem solving culture cross-curricular for all students. The coach will work co teach, model, and give feedback to all instructional personnel to have a laser focus on meeting the needs of the students while hitting the depth of knowledge of the standards and increasing discourse.
Lewis, Stephanie	Teacher, ESE	PLC Lead

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	81	67	105	107	117	0	0	0	0	0	0	0	552
Attendance below 90 percent	11	16	9	13	15	12	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	24	16	5	16	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	18	10	17	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	15	4	14	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

37

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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	19	17	14	29	14	12	0	0	0	0	0	0	0	105
One or more suspensions	0	7	2	5	6	11	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	18	47	22	32	0	0	0	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	31	9	27	0	0	0	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	29	17	25	0	0	0	0	0	0	0	74

Prior Year - Updated

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	19	17	14	29	14	12	0	0	0	0	0	0	0	105
One or more suspensions	0	7	2	5	6	11	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	18	47	22	32	0	0	0	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	31	9	27	0	0	0	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	29	17	25	0	0	0	0	0	0	0	74

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	53%	57%	47%	53%	55%
ELA Learning Gains	65%	56%	58%	39%	55%	57%
ELA Lowest 25th Percentile	60%	51%	53%	45%	53%	52%
Math Achievement	54%	55%	63%	56%	57%	61%
Math Learning Gains	57%	59%	62%	40%	58%	61%
Math Lowest 25th Percentile	45%	45%	51%	32%	49%	51%
Science Achievement	60%	49%	53%	52%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	81 (0)	67 (0)	105 (0)	107 (0)	117 (0)	552 (0)
Attendance below 90 percent	11 (19)	16 (17)	9 (14)	13 (29)	15 (14)	12 (12)	76 (105)
One or more suspensions	0 (0)	0 (7)	0 (2)	1 (5)	0 (6)	0 (11)	1 (31)
Course failure in ELA or Math	0 (0)	0 (0)	24 (18)	16 (47)	5 (22)	16 (32)	61 (119)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (31)	10 (9)	17 (27)	45 (67)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	51%	-12%	58%	-19%
	2018	44%	51%	-7%	57%	-13%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	54%	51%	3%	58%	-4%
	2018	56%	48%	8%	56%	0%
Same Grade Comparison		-2%				
Cohort Comparison		10%				
05	2019	56%	48%	8%	56%	0%
	2018	40%	50%	-10%	55%	-15%
Same Grade Comparison		16%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	54%	-8%	62%	-16%
	2018	45%	51%	-6%	62%	-17%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	55%	53%	2%	64%	-9%
	2018	57%	53%	4%	62%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		10%				
05	2019	53%	48%	5%	60%	-7%
	2018	45%	52%	-7%	61%	-16%
Same Grade Comparison		8%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	45%	13%	53%	5%
	2018	36%	49%	-13%	55%	-19%
Same Grade Comparison		22%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	67	63	33	56	41	18				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	42	58	65	43	52	38	50				
BLK	58	73		53	60						
HSP	52	66	62	51	56	43	58				
WHT	46	50		75	69						
FRL	49	70	66	49	58	48	67				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	35	52	17	45	56	19				
ELL	36	58	67	37	52	56	30				
BLK	44	57		48	43						
HSP	49	58	60	51	48	49	42				
WHT	61	69		70	69						
FRL	47	57	61	49	51	46	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	28	29	22	18	20					
ELL	31	38	45	46	36	33	26				
BLK	40	33		52	28						
HSP	44	40	46	54	40	36	48				
WHT	76	45		76	45						
FRL	46	42	47	49	40	32	44				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Out of the seven components FSA Math lowest quartile scored the lowest with 45% overall for the 2018-2019 school year. This is not a trend from the previous two years scores

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was FSA Math lowest quartile with a decline of 2% points, from a 47 to a 45%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the biggest gap compared to the state average was Math learning gains with a difference of 2%. The state average was a 59% and Cypress earned a 57%.

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the most improvement is the FCAT science with a 60% proficiency, compared to the year before with a 44%. This is an increase of 16% points. This is the first year for this component to show the most improvement, therefore it is not a trend.

All students were placed in flexible groups by achievement level into one of 4 research based literacy programs for an extra hour per day in addition to the ELA block. In intermediate grade levels, students were placed in flexible groups and participated in a boot camp from January- May.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

29 3rd graders that have two or more EWSR indicators. Compile and list and identify which areas and a plan for them.

16 1st grade students who have an attendance issue, need to be identified and a plan in place.
15 4th graders students who have an attendance issue, need to be identified and a plan in place.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3rd graders who have two or more EWSR indicators
2. Attendance in 1st grade
3. Attendance in 4th grade

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High levels of learning for all students in literacy
Rationale	According to Hattie's research, research based comprehension programs have a positive effect size of 0.56 on student achievement.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year literacy scores on the ELA FSA in 3rd, 4th and 5th grades will increase by five percent (5%).
Person responsible for monitoring outcome	Helayne Becerra (helayne.becerra@osceolaschools.net)
Evidence-based Strategy	Small group instruction with monitoring.
Rationale for Evidence-based Strategy	Flexible grouping builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Flexible grouping increases rich discourse and student engagement.
Action Step	
Description	<p>1.The literacy coach will flexible group all students based on previous year's FSA, NSGRA or iReady score. After grouping the students, teachers and paraprofessionals will be trained in the appropriate research based literacy intervention, i.e. SRA Corrective Reading or Next Step Guided Reading Literacy Intervention. Students will be assigned by group to one of the interventions models for at least fifty (50) minutes per day in addition to ELA instruction.</p> <p>2. Multiple planning periods will be provided to plan with literacy coach to design lessons to facilitate small group differentiated instruction in core academic classes, utilizing district formative assessment and fluid grouping of students to show mastery in a particular intervention.</p> <p>3.The ELL task force lead by Cypress EES,will conduct quarterly professional development in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness</p> <p>4. Professional Development for interventions as well as Next Step Guided Reading will be chunked and offered through out the year. Varying Exceptionality Teachers and the General Education Partnered Teachers they support will attend a district designed Collaborative Teaching Model professional development to improve team efficacy.</p> <p>5. Leadership team will monitor professional development efficacy through weekly walkthroughs with specific feedback to each teacher. In addition, the leadership team will conduct quarterly progress monitoring for each student by meeting with each core academic teacher and intervention paraprofessional.</p>
Person Responsible	Randa Nicholson (randa.nicholson@osceolaschools.net)

#2	
Title	High levels of learning for all students in Math
Rationale	According to Hattie's research, Meta cognitive mathematics instruction (multi stepped problem solving) has a desired effect size of 0.69.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, Cypress Elementary will increase in overall mathematics proficiency by three percent (3%).
Person responsible for monitoring outcome	Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)
Evidence-based Strategy	Monitoring of small group differentiated instruction with feedback.
Rationale for Evidence-based Strategy	Flexible grouping builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Flexible grouping increases rich discourse and student engagement.
Action Step	
Description	<p>1.The math coach will flexible group all students based on previous year's FSA or iReady score. Additional time on Wednesdays will be added to overall mathematics instruction in the master schedule to facilitate small group and differentiated instruction. During this additional time, teachers will focus on Tier 1 mathematics fundamentals that students demonstrate weakness in via district formative assessments and iReady data. Additional time was added to overall mathematics instruction in the master schedule to facilitate small group and differentiated Tier 1 instruction.</p> <p>2. Quarterly planning days will be provided to plan with math coach to design lessons to facilitate small group differentiated instruction in core academic classes, utilizing district formative assessment and fluid grouping of students to show mastery in a particular intervention.</p> <p>3. The ELL task force lead by Cypress EES,will conduct quarterly professional development in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness.</p> <p>4. Professional Development will be ongoing throughout the year, the Cypress Elementary Varying Exceptionality Teachers and the General Education Partnered Teachers they support will attend a district designed Collaborative Teaching Model professional development to improve team efficacy</p> <p>5. Leadership team will monitor professional development efficacy through weekly walkthroughs with specific feedback to each teacher. In addition, the leadership team will conduct quarterly progress monitoring for each student by meeting with each core academic teacher and intervention paraprofessional.</p>
Person Responsible	Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

#3	
Title	Strengthen collaborative process to ensure that the learning needs of all students are met through the active use of Professional Learning Communities
Rationale	le According Hattie's research, Professional Learning Communities have an effect size of 0.93, that positively impacts student achievement.
State the measurable outcome the school plans to achieve	By the end of the of 2019-2020 school year Cypress Elementary will increase learning gains in ELA and Math by 5%.
Person responsible for monitoring outcome	Stephanie Lewis (stephanie.lewis@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <ol style="list-style-type: none"> 1.Administration, PLC Lead, and PLC Guide Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven stages rubric will be used to measure Pre-Mid-End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal of the Area of Focus.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction student achievement will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1.Via OCEA collective bargaining agreement, PLC's will meet monthly during early release days and on two (2) planning periods a month in order to assess, analyze, reflect and revise plans on course progression of individual student needs as a collaborative team. PLC professional development will be provided monthly throughout the school year to the school PLC lead via the school district , who will in turn disseminate to Cypress faculty. Each grade level team will have an embedded Cypress leadership team member to monitor and assist in the process. Any teams that are struggling will receive mentoring through the school PLC lead and leadership team. Each grade level team will utilize district supplied formative assessments and GradeCam assessment software. 2. Monthly Stocktake meetings will discuss data analysis of the PLC stages and provide feedback to the PLC school lead and the Leadership team for next steps to include but not limited to : Professional Development effectiveness, Grade Level team support, etc

3. The ELL task force will provide support to PLC teams during meetings. Professional Development will be provided by the school EES, Mrs. Duran quarterly in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness

Person Responsible Stephanie Lewis (stephanie.lewis@osceolaschools.net)

#4

Title High levels of learning for all students in Science

Rationale According to Hattie's research, research based comprehension programs have a positive effect size of 0.56 on student achievement.

State the measurable outcome the school plans to achieve By the end of the 2019-2020 school year literacy scores on the Science FSA in 5th grades will increase by five percent (5%).

Person responsible for monitoring outcome Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Evidence-based Strategy Small group instruction for learning hands on tasks with monitoring

Rationale for Evidence-based Strategy Small grouping builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Small grouping increases rich discourse and student engagement.

Action Step

Description

1. Tiffany Markley the Science Coach will use beginning of the year benchmark tests to plan hands on tasks for small groups.
2. Teachers will teach mini lessons and students will break into small groups to work on Science tasks aligned to the Essential Standards and Fair Game items.
3. Science Formative assessments will be given to monitor progress and plan next steps for instruction
4. Question of the day will start each science class to give students time to have meaningful discourse.
5. Grades 4 and 5 will partake in "House of Science" which is geared towards 5th grade science achievement and knowledge of fair game items.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

#5	
Title	Post Secondary
Rationale	Hattie's research states that Career Education Programs have a .38 effect size.
State the measurable outcome the school plans to achieve	Students in 5th grade ELA and Math FSA scores will improve by 5% from college and career programs that promote education.
Person responsible for monitoring outcome	Libby Raymond (libby.raymond@osceolaschools.net)
Evidence-based Strategy	Through the use of the College and Career Program students will identify similarities and differences in career paths to clarify understandings.
Rationale for Evidence-based Strategy	Examining similarities and differences in career paths builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Flexible grouping increases rich discourse and student engagement
Action Step	
Description	<ol style="list-style-type: none"> 1. Headley Oliver, the guidance counselor will plan lessons for 5th grade students with a curriculum. 2. Students will examine career paths and look at how school impacts post secondary education. 3. Quarterly planning days will be provided to plan with coaches to design lessons to incorporate Post Secondary Education 4.. Leadership team will monitor ongoing topics through weekly walkthroughs with specific feedback to each teacher. In addition, the leadership team will conduct quarterly progress monitoring for each student by meeting with each core academic teacher and intervention paraprofessional. 5. Dr. Oliver will monitor students progress throughout the year through meetings and lessons in classrooms. 6. Cypress will promote college days to encourage students to attend a post secondary option. 7. Career Day will highlight a variety of careers and local stakeholders to educate students about possible career paths. 8. STEM/Maker Space Days will highlight the variety of STEM careers students can take.
Person Responsible	Randa Nicholson (randa.nicholson@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

- 1.Cypress Elementary will monitor the effectiveness utilizing district supplied formative assessment data as well as district diagnostic test results.
- 2.School Stocktake Model will take place monthly or bi monthly to report

progress to the Principal on the Area of Focus.

3. Principals will update Assistant Superintendent of Elementary Curriculum during their monthly check-ins.

4. Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress the Area of Focus through the School Stocktake Model.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Cypress plans to build positive relationships with parents, families and other community stakeholders by collaborating with all stakeholders to host parent involvement nights and during the day events to highlight student achievement towards our mission, of a school of excellence for all learners. Through out these events our goal will be addressed and steps towards that progression will be highlighted and explained to outside of the school stakeholders.

PFEP Link

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

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.

KG lead teacher and Assistant principal attended the district initiative to inform upcoming KG parents the options of KG and what our district as well as school has to offer. 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. School wide implementation of WIN WIN discipline to help students become aware of their decisions and replacement behaviors for their actions. Teachers will conduct regular team builders to assist in building relationships with their students as well as the students building relationships with their peers.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

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.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers

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

Staff will work together to address STEM careers through daily science units within the classroom. Our business partner liason will work on reaching out to our business partners to work with them in unison for our family nights and school events to expose students to the variety of jobs and skill sets needed for future employment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: High levels of learning for all students in literacy				\$7,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	511800-BOOKS AND OTHER LIBRARY RESOURCES-TRAINING	0851 - Cypress Elementary School	Title, I Part A		\$1,550.00

			Notes: Books For PD on Guided Reading			
	6400	120-Classroom Teachers	0851 - Cypress Elementary School	Title, I Part A		\$6,400.00
			Notes: Subs for PLC work in ELA			
2	III.A.	Areas of Focus: High levels of learning for all students in Math				\$0.00
3	III.A.	Areas of Focus: Strengthen collaborative process to ensure that the learning needs of all students are met through the active use of Professional Learning Communities				\$0.00
4	III.A.	Areas of Focus: High levels of learning for all students in Science				\$0.00
5	III.A.	Areas of Focus: Post Secondary				\$0.00
Total:						\$7,950.00