

Broward County Public Schools

# Cypress Run Alternative Center



2019-20 Schoolwide Improvement Plan

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## Cypress Run Alternative Center

2800 NW 30 AV, Pompano Beach, FL 33069

[ no web address on file ]

### Demographics

**Principal: Karlton Johnson**

Start Date for this Principal: 9/1/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Broward 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](http://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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## Cypress Run Alternative Center

2800 NW 30 AV, Pompano Beach, FL 33069

[ no web address on file ]

### 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)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year

Grade

### School Board Approval

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### SIP Authority

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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>.

### 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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to ensure the welfare and safety of all students and that they are placed in the most appropriate setting, which is conducive to learning and maximizing academic achievement, growth and development

**Provide the school's vision statement.**

The vision of the program is that all students are academically and socially successful. The belief is that all students can learn if give the proper tools, resources, appropriate educational setting and environment.

### 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
Harrigan, Gastrid	Principal	<ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> <li>ORGANIZATIONAL LEADERSHIP:</li> <li>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</li> </ol>



Name	Title	Job Duties and Responsibilities
		<p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p>
Jackson, Janet	Assistant Principal	<p>Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p>

Name	Title	Job Duties and Responsibilities
		<p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and</p>

Name	Title	Job Duties and Responsibilities
		<p>financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p>

**ASSESSMENT**

use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.

**2. COMMUNICATION**

use effective communication techniques with students, parents, and all other stakeholders.

**3. CONTINUOUS IMPROVEMENT**

Teacher (Cont.) JJ-010

engage in planned continuous professional quality improvement for self and school.

**4. CRITICAL THINKING**

use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.

**5. DIVERSITY**

use appropriate instructional strategies and materials that reflect each student's culture, learning

Barber,  
Nordia

Teacher,  
K-12

Name	Title	Job Duties and Responsibilities
		<p>styles, special needs, and socio-economic background.</p> <p>6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.</p> <p>7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.</p> <p>8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>Teacher (Cont.) JJ-010</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p>

Name	Title	Job Duties and Responsibilities
		<p>16. ADDITIONAL RESPONSIBILITIES</p> <p>Teacher (Cont.) JJ-010</p> <ul style="list-style-type: none"> <li>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</li> <li>b. ensure adherence to good safety procedures.</li> <li>c. follow federal and state laws, as well as School Board policies.</li> <li>d. perform other duties as assigned by the principal.</li> </ul>
Belter, Dean	SAC Member	<p>The SAC Chair shall preside at all meetings of the Council and will be an ex-officio member(s) of all committees except the nominating committee. The SAC Chair will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The SAC Chair or designee shall represent SAC at Area Advisory meetings and as a voting member of the school's School Advisory Forum (SAF). The SAC Chair will represent the SAC at District meetings and/or workshops and may choose a designee to attend as necessary. The SAC Chair persons will sign the school's annual budget (per District Budget Guidelines) as an indication of SAC participation in both processes.</p>
Jabouin, Fanya	Attendance/ Social Work	<p>Help clients handle everyday life problems. Assist clients who have issues caused by neglect, abuse, domestic violence, mental health and parental substance abuse. Clinical social workers may also diagnose and treat mental, behavioral, and emotional issues.</p>
Murray, Khalil	Teacher, K-12	<p>ASSESSMENT</p> <p>use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.</p> <p>2. COMMUNICATION</p> <p>use effective communication techniques with students, parents, and all other stakeholders.</p> <p>3. CONTINUOUS IMPROVEMENT</p> <p>Teacher (Cont.) JJ-010</p> <p>engage in planned continuous professional quality improvement for self and school.</p> <p>4. CRITICAL THINKING</p> <p>use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.</p> <p>5. DIVERSITY</p> <p>use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic</p>

Name	Title	Job Duties and Responsibilities
		<p>background.</p> <p>6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.</p> <p>7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.</p> <p>8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>Teacher (Cont.) JJ-010</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES</p>

Name	Title	Job Duties and Responsibilities
		Teacher (Cont.) JJ-010 a. perform and promote all activities in compliance with equal employment and nondiscrimination policies. b. ensure adherence to good safety procedures. c. follow federal and state laws, as well as School Board policies. d. perform other duties as assigned by the principal.

Swider, Teacher,  
Margareta ESE

Exceptional Student Education (ESE) Specialists are responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems.

## 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	0	0	0	0	0	0	0	14	33	41	28	27	18	161	
Attendance below 90 percent	0	0	0	0	0	0	0	7	18	16	14	11	13	79	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	1	4	
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	0	0	0	0	7	14	28	15	7	0	71	

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	0	0	0	0	0	4	5	13	9	11	1	43

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	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	2	2	10	

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

17

Date this data was collected or last updated

Wednesday 8/28/2019



**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

**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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	

**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	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	58%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	50%	51%
Math Achievement	0%	58%	62%	0%	53%	58%
Math Learning Gains	0%	58%	59%	0%	53%	56%
Math Lowest 25th Percentile	0%	51%	52%	0%	47%	50%
Science Achievement	0%	51%	56%	0%	46%	53%
Social Studies Achievement	0%	74%	78%	0%	71%	75%



**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	14 (0)	33 (0)	41 (0)	28 (0)	27 (0)	18 (0)	161 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	7 ( )	18 ( )	16 ( )	14 ( )	11 ( )	13 ( )	79 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	1 (0)	4 (0)
Course failure in ELA or Math	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)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	7 (0)	14 (0)	28 (0)	15 (0)	7 (0)	0 (0)	71 (0)

**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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
07	2019	25%	55%	-30%	52%	-27%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		25%				
Cohort Comparison		25%				
08	2019	13%	59%	-46%	56%	-43%
	2018	11%	60%	-49%	58%	-47%
Same Grade Comparison		2%				
Cohort Comparison		13%				
09	2019	17%	57%	-40%	55%	-38%
	2018	18%	55%	-37%	53%	-35%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	9%	53%	-44%	53%	-44%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		9%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
07	2019	20%	53%	-33%	54%	-34%
	2018	0%	54%	-54%	54%	-54%
Same Grade Comparison		20%				
Cohort Comparison		20%				
08	2019	6%	45%	-39%	46%	-40%
	2018	7%	47%	-40%	45%	-38%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	9%	43%	-34%	48%	-39%
	2018	4%	45%	-41%	50%	-46%
Same Grade Comparison		5%				
Cohort Comparison		9%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	67%	-44%	67%	-44%
2018	0%	62%	-62%	65%	-65%
Compare		23%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	71%	-44%	71%	-44%
2018	5%	70%	-65%	71%	-66%
Compare		22%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	67%	1%	70%	-2%
2018	50%	66%	-16%	68%	-18%
Compare		18%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	61%	-53%	61%	-53%
2018	0%	63%	-63%	62%	-62%
Compare		8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	56%	-36%	57%	-37%
2018	10%	51%	-41%	56%	-46%
Compare		10%			

## 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
BLK											
FRL											
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

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

### 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)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	3
Percent Tested	72%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.**

Algebra EOC levels 3-5 decreased by 36%. Transient population and a high increase of enrollment near the time of testing.

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

Civics EOC level 2s decreased by 20%; History EOC level 2 decreased by 22. Professional development, effective teacher planning and delivery, differentiated instruction in the classroom.

**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.**

ELA had the greatest gap when compared to the state average. Our increase in ELA was not as significant as the state. Transient population and high increase in enrollment at the end of 3rd quarter and the beginning of 4th quarter.

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

History EOC levels 3-5 by 43%. Implementation of project-based learning.

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

African/American below 41%  
Economically Disadvantaged below 41%

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

1. Increase Levels 3-5 in ELA and Math for our ESSA subgroups
2. Decrease Levels 1-2 in ELA and Math for our ESSA subgroups
3. Increase learning gains for the lowest 25th percentile in ELA and Math
4. Increase middle school acceleration
5. Increase Science achievement

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	ELA
<b>Rationale</b>	Students' population lack core academic skills, socio-emotional, and have behavior challenges.
<b>State the measurable outcome the school plans to achieve</b>	10% increase in learning gains for ELA and Math.
<b>Person responsible for monitoring outcome</b>	Gastrid Harrigan (gastrid.harrigan@browardschools.com)
<b>Evidence-based Strategy</b>	Conduct monthly cycle assessments and teacher & student data discussions Pull-out/ push-in for struggling learners Provide academic and behavior support to new teachers Morning Meetings, SEL, and individual counseling
<b>Rationale for Evidence-based Strategy</b>	Students' population lack core academic skills, socio-emotional, and have behavior challenges.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Our instructional focus calendar is designed by cycles. Each cycle is 3 weeks long. At the end of each cycle the students take an assessment for the cycle. Teachers fill out a data sheet and meet with administration for data chats. At the data chats teachers discuss their plan for students scoring at each level.</li> <li>2. Literacy Coach and math teacher leader will identify students for weekly pullouts/ pushins</li> <li>3. All teachers will participate in PLCs designed to incorporate BEST strategies through our school-wide literacy initiative in reading and vocabulary.</li> <li>4. The PLCs that the teachers will participate in will incorporate three main components of our students' special needs. Those components are mental health counseling, behavioral strategies, and our school-wide literacy initiative to improve reading and writing proficiency.</li> <li>5. When students enroll they are assigned a case manager. Students are given a personalized plan and the case manager meet with them bi-weekly to discuss progress academically and behaviorally. Parents will be contacted and made aware of how child doing.</li> </ol>
<b>Person Responsible</b>	Janet Jackson (janet.d.jackson@browardschools.com)

### 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).**

All content area teachers will use grade-level Florida Standards to plan and deliver lessons in the classroom. Each teacher follows the district pacing guide for the respective discipline. Each week teachers participate in PLCs which focus on understanding, unwrapping, and planning using the Florida Standards. Teachers use canvas to share work as well as best practices with colleagues.

## 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.**

Conduct monthly parent meetings as well as partnership meetings.

#### 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.**

All students are exposed to "Morning Meetings" focusing on social skills linked to District's character education and school's PBIS. Morning meetings take place every day for 20 minutes during first period in all classes. Morning meetings open and close with focused breathing, greeting, sharing, group activity, summary and focused breathing to close session out. Also, students participate in a semester long Social Emotional Learning course. Each student is assigned a counselor who meets with them every week.

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

Incoming students receive the following:

1. Intake Meeting
2. Newcomers orientation
3. Assigned counselor
4. Family connected to Boys Town Organization which provides wrap around services

Transitioning students receive the following:

1. Transition Meeting
2. Family connected to Boys Town Organization

**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.**

District academic facilitator and coaches provides ongoing support by meeting with the school's Literacy Coach as well as content area teachers.

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

Counselors conduct quarterly classroom lessons using Naviance. My Future is Now is a partnership organizations that comes in and work with students around building a successful future. Students participate in field trips to colleges, businesses and technical schools. Volunteers from different



businesses come out and conduct lessons on planning a future. Students create career plan projects as the culminating activity. High School students participate in internships as well as receive lessons on employment skills and building healthy relationships.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ELA</b>				<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	520-Textbooks	2123 - Cypress Run Alternative Center	General Fund	162.0	\$400.00
			<i>Notes: Supplemental materials will be purchased to support the pull-out and push-in program for ELA.</i>			
<b>Total:</b>						<b>\$400.00</b>