

Broward County Public Schools

Cypress Run Alternative Center



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	17
Planning for Improvement	32
Positive Culture & Environment	33
Budget to Support Goals	33

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	17
Planning for Improvement	32
Title I Requirements	0
Budget to Support Goals	33

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)	2020-21 Title I School	2020-21 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

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 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>.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Harrigan, Gastrid	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 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. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 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. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 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. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when

Name	Position Title	Job Duties and Responsibilities
		<p>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>1.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	Position 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 financial</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
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>
Barber, Nordia	Teacher, K-12	<p>ASSESSMENT</p> <p>use assessment strategies (traditional and alternative) which are aligned with the curriculum</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 background.</p> <p>6. ETHICS AND REGULATIONS</p> <p>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</p> <p>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</p> <p>demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS</p> <p>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</p> <p>plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER</p> <p>work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p>

Name	Position Title	Job Duties and Responsibilities
		<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 Teacher (Cont.) JJ-010</p> <p>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</p> <p>b. ensure adherence to good safety procedures.</p> <p>c. follow federal and state laws, as well as School Board policies.</p> <p>d. perform other duties as assigned by the principal.</p>
Murray, Khalil	Teacher, K-12	<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.</p> <p>2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders.</p> <p>3. CONTINUOUS IMPROVEMENT Teacher (Cont.) JJ-010 engage in planned continuous professional quality improvement for self and school.</p> <p>4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.</p> <p>5. DIVERSITY use appropriate instructional strategies and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>materials that reflect each student's culture, learning 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES</p> <p>Teacher (Cont.) JJ-010</p> <p>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</p> <p>b. ensure adherence to good safety procedures.</p> <p>c. follow federal and state laws, as well as School Board policies.</p> <p>d. perform other duties as assigned by the principal.</p>
Noel, Irene	Teacher, ESE	<p>This position does not have any supervisory responsibilities.</p> <ul style="list-style-type: none"> • Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. • Coordinate required ESE meetings. • Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. • Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. • Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. • Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. • Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. • Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. • Shall report all compliance concerns directly to the school-based leadership. • Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. • Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. • Utilize the electronic management system to generate IEP documents. • Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School

Name	Position Title	Job Duties and Responsibilities
		<p>Board of Broward County, Florida.</p> <ul style="list-style-type: none"> • Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies.

Demographic Information

Principal start date

Monday 9/1/2014, Karlton Johnson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

32

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	8	18	18	17	22	19	102	
Attendance below 90 percent	0	0	0	0	0	0	0	7	14	15	15	16	13	80	
One or more suspensions	0	0	0	0	0	0	0	4	7	9	0	3	2	25	
Course failure in ELA	0	0	0	0	0	0	0	2	5	12	7	14	5	45	
Course failure in Math	0	0	0	0	0	0	0	2	5	8	3	10	5	33	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	6	7	11	7	11	12	54	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	5	9	11	3	2	4	34	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	8	16	1	0	0	0	25	

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	8	17	15	11	18	12	81	

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	1	3	2	0	1	4	11	

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	11	26	23	23	26	19	128	
Attendance below 90 percent	0	0	0	0	0	0	0	18	18	25	22	19	18	120	
One or more suspensions	0	0	0	0	0	0	0	20	22	34	24	21	13	134	
Course failure in ELA	0	0	0	0	0	0	0	8	7	10	12	6	9	52	
Course failure in Math	0	0	0	0	0	0	0	8	7	10	12	6	9	52	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	6	14	14	12	13	3	62	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	6	16	15	11	10	6	64	

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	13	17	20	20	18	12	100	

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	5	0	1	0	8	14
Students retained two or more times	0	0	0	0	0	0	0	1	4	7	5	3	1	21

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	11	26	23	23	26	19	128	
Attendance below 90 percent	0	0	0	0	0	0	0	18	18	25	22	19	18	120	
One or more suspensions	0	0	0	0	0	0	0	20	22	34	24	21	13	134	
Course failure in ELA	0	0	0	0	0	0	0	8	7	10	12	6	9	52	
Course failure in Math	0	0	0	0	0	0	0	8	7	10	12	6	9	52	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	6	14	14	12	13	3	62	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	6	16	15	11	10	6	64	

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	13	17	20	20	18	12	100	

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	5	0	1	0	8	14
Students retained two or more times	0	0	0	0	0	0	0	1	4	7	5	3	1	21

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	25%	55%	-30%	52%	-27%
Cohort Comparison		0%				
08	2021					
	2019	13%	59%	-46%	56%	-43%
Cohort Comparison		-25%				
09	2021					
	2019	17%	57%	-40%	55%	-38%
Cohort Comparison		-13%				
10	2021					
	2019	9%	53%	-44%	53%	-44%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	20%	53%	-33%	54%	-34%
Cohort Comparison		0%				
08	2021					
	2019	6%	45%	-39%	46%	-40%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	9%	43%	-34%	48%	-39%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	67%	-44%	67%	-44%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	71%	-44%	71%	-44%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	67%	1%	70%	-2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	61%	-53%	61%	-53%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	56%	-36%	57%	-37%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

FSA ELA, FSA Math, FSA Science, EOC Civics, EOC Algebra, EOC Biology, EOC US History

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0/0	0/0	3/0%
	Economically Disadvantaged	0/0	0/0	1/0%
	Students With Disabilities	0/0	0/0	1/0%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	0/0	2/0%
	Economically Disadvantaged	0/0	0/0	1/0%
	Students With Disabilities	0/0	0/0	1/0%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0/0	0/0	1/0%
	Economically Disadvantaged	0/0	0/0	1/0%
	Students With Disabilities	0/0	0/0	1/0%
	English Language Learners	0/0	0/0	0/0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	12/8%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	6/0%
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	7/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	4/0%
	English Language Learners	0/0	0/0	0/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	5/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	3/0%
	English Language Learners	0/0	0/0	0/0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	10/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	2/0%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	0/0	3/33%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	1/0%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/0%
Biology	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	0/0
	Economically Disadvantaged	0/0	0/0	0/0
US History	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	0/0
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	6/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	0/0	2/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/0%
Biology	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/0%
	Economically Disadvantaged	0/0	0/0	0/0
US History	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/25%	0/0	3/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	0/0	4/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/0%
Biology	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/100%
	Economically Disadvantaged	0/0	0/0	0/0
US History	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/100%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/0%	0/0	3/0%
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	3/0%	0/0	1/0%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	0/0	0/0
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	0/0
Biology	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	0/0
	Economically Disadvantaged	0/0	0/0	0/0
US History	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	0/0
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL										30	

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	25
Total Components for the Federal Index	1
Percent Tested	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Low scores in ELA and Algebra emerge across grade levels and subgroups. Transient population is the contributing factor to the low performance. Also, many students are dealing with trauma in their personal lives.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the 2019 state assessments the ELA and Algebra components demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our transient student population is the contributing factor and students dealing with trauma. The action that we need to be taken to address this need for improvement includes professional development, effective teacher planning and delivery. There is a need for staff to know how to deal with students who has experienced trauma in their lives. Also, implement pullouts and pushins for more one-on-one with students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

History EOC showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Implementation of digital tools and project-based learning were some contributing factors and new actions we implemented in this area.

What strategies will need to be implemented in order to accelerate learning?

Strategies on how to provide effective differentiated instruction to our transient student population will need to be implemented to accelerate learning. One-on-one instruction with students. All staff participated in "Courageous Conversations on Race" and Diversity training so staff will need to implement strategies presented in both trainings. This year all classrooms will have libraries that the students can check book out from. This provides access to books for our economically disadvantaged students. In order for our students to learn they must feel good about themselves. Our Black African American students will build their confidence by participating in mentoring sessions lead by black members from the community who are doctors, mayors, business owners,

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Some of the professional development opportunities that will be provided is Gradual Release, Digital Tools, Effective Strategies for At-Risk Students, and Differentiated Instruction. Academic coaches will model teaching lessons in the classrooms. Diversity training and Trauma-Informed professional development will be provided to support teachers and leaders.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability, our academic coaches will conduct ongoing monthly professional development through a tiered approach to meet the needs of the teachers. Also, observations and modeling of instruction by academic coaches for our classroom teachers. Students in all subgroups will have the opportunity to participate in the Chief Recovery Academy afterschool. This program will provide ongoing academic support via one-on-one and small group instruction. By June of 2022 all staff will participate in trauma-informed training to ensure sustainability.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Students' population lack core academic skills, socio-emotional, and have behavior challenges.
Measurable Outcome:	10% of the subgroup will increase in learning gains for ELA.
Monitoring:	This Area of Focus will be monitored through cycle assessment data and FSA data.
Person responsible for monitoring outcome:	Janet Jackson (janet.d.jackson@browardschools.com)
Evidence-based Strategy:	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
Rationale for Evidence-based Strategy:	Students' population lack core academic skills, socio-emotional, and have behavior challenges.

Action Steps to Implement

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.

Person Responsible Janet Jackson (janet.d.jackson@browardschools.com)

2. Literacy Coach and Math Coach will identify students for weekly pullouts/pushins and create a schedule.

Person Responsible Gastrid Harrigan (gastrid.harrigan@browardschools.com)

3. All teachers will participate in PLCs designed to incorporate BEST strategies through our school-wide literacy initiative in reading and vocabulary.

Person Responsible Janet Jackson (janet.d.jackson@browardschools.com)

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.

Person Responsible Gastrid Harrigan (gastrid.harrigan@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Cypress Run is a Positive Behavior Interventions and Supports model school. To build a positive school culture we have implemented many programs to recognize and celebrate students and stakeholders. Students get shout-outs and rewards on a daily basis and a student of the month is selected to participate in monthly celebration. Students are nominated for displaying positive character traits identified during each month. Staff members are recognized weekly, monthly, and quarterly for outstanding performance or for going above and beyond. Stakeholders are also celebrated on their birthdate with our monthly celebrations.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration is responsible for recognizing staff with the monthly shoutouts and rewards. Also, quarterly awards ceremonies are held and semester field day events for all students to enjoy. Support Staff is responsible for nominating students for displaying appropriate behavior and for going above and beyond in the hallways and cafeteria. Teachers are responsible for acknowledging and rewarding students in the classroom for positive behavior and for those students who go above and beyond. Our Sunshine committee plans monthly afterschool events for staff such as game night, bowling night and skating night. All staff begin each morning with mindfulness activities in staff meetings and in the classrooms with students.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	520-Textbooks	2123 - Cypress Run Alternative Center	General Fund	130.0	\$400.00
			<i>Notes: Supplemental materials will be purchased to support the pullout and pushin program for ELA.</i>			
Total:						\$400.00