

Pasco County Schools

Cypress Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	17
Budget to Support Goals	0

Cypress Elementary School

10055 SWEET BAY CT, New Port Richey, FL 34654

<https://ces.pasco.k12.fl.us>

Demographics

Principal: Jeanne Krapfl

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (41%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Pasco 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	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Cypress Elementary School

10055 SWEET BAY CT, New Port Richey, FL 34654

<https://ces.pasco.k12.fl.us>

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)
Elementary School PK-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

This plan is pending approval by the Pasco 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.

All our students achieve success in college, career, and life.

Provide the school's vision statement.

Cypress Elementary School is a learning community dedicated to developing resilient, lifelong learners who will work towards reaching their highest potential.

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
Berryhill, Tammy	Principal	
Tonello, Erika	Assistant Principal	

Demographic Information

Principal start date

Monday 7/19/2021, Jeanne Krapfl

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.*

1

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

563

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

12

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

14

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	94	125	117	99	127	119	0	0	0	0	0	0	0	681
Attendance below 90 percent	19	33	19	24	28	23	0	0	0	0	0	0	0	146
One or more suspensions	2	4	1	2	3	5	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
ELA Course Failures in ELA or Math	3	15	17	21	14	11	0	0	0	0	0	0	0	81
Level 1 ELA or Math State Assessment	0	0	0	8	8	18	0	0	0	0	0	0	0	34
	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	8	19	12	15	11	14	0	0	0	0	0	0	0	79

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	4	1	11	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/12/2021

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	111	134	96	132	116	143	0	0	0	0	0	0	0	732
Attendance below 90 percent	0	350	36	23	18	18	21	0	0	0	0	0	0	466
One or more suspensions	5	6	5	7	7	6	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course Failure in Either ELA or Math	2	23	11	15	17	16	0	0	0	0	0	0	0	84
Level 1 on 2019 Statewide ELA or Math	0	0	0	0	19	18	0	0	0	0	0	0	0	37

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	28	20	19	19	20	23	0	0	0	0	0	0	0	129

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	0	0	0	0	

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	111	134	96	132	116	143	0	0	0	0	0	0	0	732
Attendance below 90 percent	0	350	36	23	18	18	21	0	0	0	0	0	0	466
One or more suspensions	5	6	5	7	7	6	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course Failure in Either ELA or Math	2	23	11	15	17	16	0	0	0	0	0	0	0	84
Level 1 on 2019 Statewide ELA or Math	0	0	0	0	19	18	0	0	0	0	0	0	0	37

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	28	20	19	19	20	23	0	0	0	0	0	0	0	129

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	0	0	0	0	

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				57%	58%	57%	54%	56%	56%
ELA Learning Gains				55%	56%	58%	45%	51%	55%
ELA Lowest 25th Percentile				54%	54%	53%	17%	45%	48%
Math Achievement				56%	60%	63%	58%	59%	62%
Math Learning Gains				53%	61%	62%	42%	57%	59%
Math Lowest 25th Percentile				38%	50%	51%	24%	44%	47%
Science Achievement				49%	53%	53%	50%	56%	55%

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	55%	60%	-5%	58%	-3%
Cohort Comparison						
04	2021					
	2019	63%	59%	4%	58%	5%
Cohort Comparison		-55%				
05	2021					
	2019	49%	55%	-6%	56%	-7%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	59%	-6%	62%	-9%
Cohort Comparison						
04	2021					
	2019	62%	62%	0%	64%	-2%
Cohort Comparison		-53%				
05	2021					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

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
SWD	13	29	36	13	33	46	11				
ELL	38			44							
ASN	50			67							

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
BLK	40			20							
HSP	35			36							
MUL	44			50							
WHT	44	41	36	44	39	42	43				
FRL	35	28	33	35	36	39	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	54	55	25	49	41	21				
HSP	71	80	70	58	60	55	58				
MUL	57			50							
WHT	55	53	53	54	51	35	47				
FRL	50	56	57	45	50	41	42				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	22	14	25	32	19	17				
ASN	69			85							
HSP	50	33		49	35						
MUL	67	54		53	54						
WHT	54	45	17	58	43	22	53				
FRL	45	37	16	47	34	21	40				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
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?

The 2019 Math FSA indicated that the Math Lowest 25th Percentile was our lowest performance. Although this was our lowest performance, it was an increase of 14%.

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

Our overall Math Achievement decreased from 58% to 56% on the FSA 2019. Behavior disruptions.

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

Fifth grade Math FSA 2019 had the greatest gap when compared to the state average. Need to continue intentionally planning for students to grapple with the math standards and do more of the rigorous work.

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

Fourth grade ELA FSA had the greatest improvement.

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

Time was spent on planning for the reading standards and the students' evidence of high expectations.

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

1. High Impact Instruction - Teachers will plan, deliver, assess and monitor standards-based instruction matched to the rigor of the standards in all content areas.
2. Data Driven Instruction – Build a multi-tiered system of support for students to ensure 75% or more of students achieve growth in all content areas.

3. Collaborative Culture – In order to strengthen our collaborative culture, Cypress staff will work together to develop a stronger collective responsibility of all staff.

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.

Professional development on the new B.E.S.T. Standards. Continue to work on evidence of rigorous student work. Deepen our learning and implementation on the Science of Reading.

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

Deepen our work and implementation with Conscious Discipline. Utilize professional learning communities to plan for implementation of rigorous work tied to the standards. Ensure all primary students have strong foundational skills based on the Science of Reading and B.E.S.T. Standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Data indicated that Cypress Elementary School had a less than 50% students proficient on the ELA FSA for the 2021 FSA test administration.
Measurable Outcome:	More than 50% of students in grades 3, 4, and 5 will be proficient on the ELA FSA for the 2022 test administration.
Monitoring:	Grade level teams will analyze data and create action plans for MAPS, DIBELS, and HMH Module Assessments. Tier 3 students will be monitored through the PMP MyStudent Platform and progress will be reported to the parents twice a quarter. Feedback from walkthroughs will be considered and school-wide strategies will be implemented to show growth in our feedback areas.
Person responsible for monitoring outcome:	Tammy Berryhill (tberryhi@pasco.k12.fl.us)
Evidence-based Strategy:	During the summer, administration and learning design coaches provided professional development on the B.E.S.T Standards with connections to the Science of Reading, and our new reading series Houghton Mifflin Harcourt (HMH). All grade level teachers will receive professional development relating to literacy every month during the Early Release Days. An Academic Tutor was hired. ELA data is analyzed to determine which students need extra reading support from the Academic Tutor. Forty minutes, daily, are dedicated to reading intervention for both Tier 3, Tier 2, and enrichment groups. Grade level teams have extended Professional Learning Communities (PLCs) to review ELA data, B.E.S.T. Standards, and action-planning for students who need intervention and students who need enrichment.
Rationale for Evidence-based Strategy:	We are having professional development every month relating to literacy, in order to give our teachers a deeper understanding of rigorous instructional practices, and a clear understanding of the new research within literacy practices. We are using the B.E.S.T. Standards, The Science of Reading, the HMH Reading Program, and the District's Turnkey Monthly ELA Training for Coaches.

Action Steps to Implement

Monthly early release days relating to literacy practices.

Person Responsible Tammy Berryhill (tberryhi@pasco.k12.fl.us)

Work of the Academic Tutor.

Person Responsible Tammy Berryhill (tberryhi@pasco.k12.fl.us)

Work in PLCs around data analysis and the action-planning of intervention and enrichment groups.

Person Responsible Tammy Berryhill (tberryhi@pasco.k12.fl.us)

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.

We had a significant upward trend in violent incidents in the 2019-2020 school year. That was our first year with the Specific Behavior Intervention self-contained unit. We had four units with significant teacher, instructional assistant, and behavior specialist turn over. The program has been resolved and students are served at their home schools in inclusive settings. We will deepen our learning of Conscious Discipline. We will continue our monthly meetings to review our behavior/discipline data and create action plans based on areas of concern school wide. Teachers will review expectations throughout the school year and professional development will be offered to support teachers.

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 Elementary School send weekly phone calls to the families.

Cypress has a Facebook page and school website.

Parents and community members are part of our School Advisory Council and Parent Teacher Organization. Every Friday is school spirit day.

Every morning is started with a Smart Start morning meeting.

Staff provided input to our way of work which includes core beliefs, commitments and norms.

May parent volunteer opportunities.

Several night activities where families come to school for collaboration and community building.

Local women's group supports our tier 3 students with weekly food for the weekend, Christmas presents and school supplies.

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

Cypress Staff - Actively support each other, students, families and school community and participate in school events.

Cypress Students - Actively engage in their learning and participate in school events.

Cypress Families - Participate and partner with students' education and school events both during and after school hours.

Cypress Community - Provides support and supplies to the school community and we support their business through promoting it and through the "Arts".