

Broward County Public Schools

Cypress Elementary School



2021-22 Schoolwide Improvement Plan

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Cypress Elementary School

851 SW 3RD AVE, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Vanessa Schnur

Start Date for this Principal: 9/15/2021

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)	100%
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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (50%) 2016-17: C (50%)
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.

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Cypress Elementary School

851 SW 3RD AVE, Pompano Beach, FL 33060

[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)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cypress Elementary is dedicated to meeting the educational needs of all students in a safe learning environment.

Provide the school's vision statement.

Cypress Elementary is committed to educating today's students to succeed in tomorrow's world.

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
Schnur, Vanessa	Principal	Mrs. Schnur is the school's instructional leader. She monitors student achievement and teacher performance through formal and informal classroom visits and one-on-one meetings with students and teachers to review data. She provides regular updates and is an active member of all school functions.
Dunbar-Creary, Claudine	Assistant Principal	Mrs. Dunbar-Creary assists with monitoring and the implementation of the schools instructional programs. She assist with student discipline and assist with classroom walkthroughs to give regular feedback to students and teachers. She uses data to monitor referrals and also to assess the needs of students and teachers.
Aversa, Sandra	Math Coach	Ms. Aversa provides supportive services in the area of mathematics as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents and all stake holders.
Bray, Jacquelyn	Reading Coach	Intermediate Literacy- Ms. Bray provides supportive services in the area of English Language Arts (ELA) as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers and students. She works closely with the faculty, staff, parents and all stake holders. She's also the SAC Co-Chair.
Peters, Heather	Other	ESE Specialist- Ms. Oken coordinates our CPST Meetings and serves as one of our main RTI contacts. She make sur that we are incompliance with IEPs and EPs. She supports our ESE teachers and students. She collaborates with teachers to make sure her students with disabilities are getting the skills needed to make learning gains and growth in academics and behavior. She is part of the Support Team and works collaboratively with the team to make decisions for the school.
Patrick, Kimberlia	Science Coach	Ms. Patrick provides support services in the area of science. She provides professional development in the area of science and conducts classroom walk-throughs to provide ongoing feedback to teachers. She monitors the use of science programs in K-5 classrooms.
Rucker, Cathy	Reading Coach	Primary Literacy Coach- Ms. Rucker provides supportive services in the area of English Language Arts (ELA) as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers and students. She works closely with the faculty, staff, parents and all stake holders.
Spiteri, Fabiana	Instructional Coach	ELL Coordinator- Ms. Spiteri provides supportive services to our English Language Learners (ELL) as needed to improve their academic performance.

Name	Position Title	Job Duties and Responsibilities
		She conducts classroom walk-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents and all stake holders.
Knight, Brittany	Other	ASD Coach and SAC Co Chair
Gordon, Jenelle	School Counselor	Ms. Gordon works diligently with all teachers and staff to provide counseling and emotional and social support to our students as well as training to our staff. She is part of our CPST and she's also our RTI contact. Ms. Gordon is a member of the Support Team and works with the team to help make decisions for the school.

Demographic Information

Principal start date

Wednesday 9/15/2021, Vanessa Schnur

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.*

6

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.*

4

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

673

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

11

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

10

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	96	122	85	120	94	98	0	0	0	0	0	0	0	615
Attendance below 90 percent	45	49	34	39	38	36	0	0	0	0	0	0	0	241
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	6	24	42	13	27	0	0	0	0	0	0	0	112

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	10	16	24	11	37	0	0	0	0	0	0	0	98

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	13	8	16	3	1	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/15/2021

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	100	110	114	99	99	109	0	0	0	0	0	0	0	631
Attendance below 90 percent	27	31	25	17	34	20	0	0	0	0	0	0	0	154
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	34	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	25	0	0	0	0	0	0	0	27

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	2	3	2	27	10	14	0	0	0	0	0	0	0	58

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	1	4	6	1	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	100	110	114	99	99	109	0	0	0	0	0	0	0	631
Attendance below 90 percent	27	31	25	17	34	20	0	0	0	0	0	0	0	154
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	34	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	25	0	0	0	0	0	0	0	27

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	2	3	2	27	10	14	0	0	0	0	0	0	0	58

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	1	4	6	1	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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				42%	59%	57%	37%	56%	56%
ELA Learning Gains				59%	60%	58%	55%	57%	55%
ELA Lowest 25th Percentile				63%	54%	53%	53%	51%	48%
Math Achievement				60%	65%	63%	48%	62%	62%
Math Learning Gains				71%	66%	62%	60%	60%	59%
Math Lowest 25th Percentile				60%	53%	51%	51%	47%	47%
Science Achievement				36%	46%	53%	48%	49%	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	32%	60%	-28%	58%	-26%
Cohort Comparison						
04	2021					
	2019	42%	62%	-20%	58%	-16%
Cohort Comparison		-32%				
05	2021					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-52%				
05	2021					
	2019	61%	64%	-3%	60%	1%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	49%	-18%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready data was used to progress monitor reading and mathematics. Data from School City assessments was used to compile the science data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/24%	23/24%	33/33%
	Economically Disadvantaged	19/23%	21/25%	27/31%
	Students With Disabilities	2/13%	1/7%	3/20%
	English Language Learners	5/14%	5/14%	9/23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/20%	18/19%	18/18%
	Economically Disadvantaged	17/21%	15/18%	13/15%
	Students With Disabilities	3/21%	1/7%	1/7%
	English Language Learners	6/18%	4/11%	2/5%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/21%	35/31%	45/39%
	Economically Disadvantaged	21/24%	29/33%	38/42%
	Students With Disabilities	6/19%	7/22%	9/27%
	English Language Learners	6/11%	9/17%	15/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/14%	21/19%	33/30%
	Economically Disadvantaged	13/15%	16/18%	27/31%
	Students With Disabilities	4/13%	6/19%	6/19%
	English Language Learners	4/8%	7/13%	11/20%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/28%	35/35%	43/43%
	Economically Disadvantaged	23/30%	31/39%	36/46%
	Students With Disabilities	4/11%	5/14%	9/26%
	English Language Learners	5/14%	6/16%	7/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/8%	15/16%	21/21%
	Economically Disadvantaged	7/9%	12/16%	17/23%
	Students With Disabilities	2/6%	2/6%	4/11%
	English Language Learners	2/6%	3/8%	4/11%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/18%	31/31%	38/38%
	Economically Disadvantaged	15/19%	22/27%	29/36%
	Students With Disabilities	0	2/14%	1/8%
	English Language Learners	2/5%	8/19%	10/23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/12%	24/24%	39/39%
	Economically Disadvantaged	8/10%	17/21%	31/37%
	Students With Disabilities	1/7%	1/7%	1/8%
	English Language Learners	3/8%	9/21%	13/30%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/15%	23/21%	39/34%
	Economically Disadvantaged	17/18%	21/22%	36/36%
	Students With Disabilities	0	1/3%	4/13%
	English Language Learners	2/5%	3/8%	9/24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/10%	23/21%	42/37%
	Economically Disadvantaged	10/11%	22/24%	36/37%
	Students With Disabilities	1/3%	1/3%	2/7%
	English Language Learners	1/3%	3/9%	13/36%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			51/25%
	Economically Disadvantaged			50/26%
	Students With Disabilities			11/27%
	English Language Learners			19/21%

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	8	17	21	13							
ELL	31	38	33	25	18		26				
BLK	25	33	18	21	8		13				
HSP	34	36	43	29	23		31				
MUL	60										
WHT	30			40							
FRL	31	37	32	25	15	5	24				
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	15	59	54	29	58	53	6				
ELL	40	58	69	64	70	68	33				
BLK	40	53	50	54	74	57	38				

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
HSP	42	61	70	63	67	65	31				
WHT	47	64		67	90						
FRL	41	56	60	60	70	58	36				
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	16	38	33	25	50	38	33				
ELL	27	49	51	41	55	58	15				
BLK	32	57	62	46	61	37	49				
HSP	39	55	49	50	60	58	40				
WHT	43	40		43	53						
FRL	37	57	54	48	61	50	49				

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	20
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	35
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	60
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
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?

Trends that emerge across grade levels, subgroups, and core content areas include lack of reading comprehension and mathematics proficiency. Based on 2019 data, only 42% of students in grades 3-5 were proficient on ELA and 60% of students were proficient in Math.

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

Based off progress monitoring and 2019 state assessments, the greatest need for improvement is in Mathematics Number Sense and Data. Improvements are also necessary in ELA Key Ideas and Details and Integration of Knowledge.

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

The contributing factors for this need for improvement in the lack of foundational skills acquired by students. Additionally, during the pandemic, students lacked resources such as manipulatives and extended learning opportunities to aid in decreasing the achievement gap.

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

Based on 2019 data, Math learning gains improved by 11 points. Acaletics was a new program initiated in 2109 and it continued in 2021. It consisted with front loading and reviewing of standards. Students were rewarded for making gains monthly. Reflex was used to build fluency. Small group reteach and interventions was used as needed and with low 25. Calendar Math was used as a focus in primary grades K-3. Calendar math front loaded and reviewed math standards. Ongoing progress monitoring and formative assessment were helpful with knowing exactly students needs and strengths.

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

Contributing factors to this improvement was small group instruction coupled with computer-based programs such as iReady and Reflex Math. Students also received direct instruction with math programs such as Accaletics and Calendar Math. These resources provided standards-based instruction and remedial strategies to assist with student deficiencies.

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

Strategies to accelerate learning include the use of small group instruction within the classroom. Also, our school has an ESSER teacher that instructs specific students on math content and strategies necessary to increase their academic achievement. Extended Learning Opportunities such as After-School Tutoring and Saturday Camp will also be available to accelerate learning.

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 opportunities are provided through our school-based PD calendar titled Curriculum Thursdays. The time is allotted to train instructional personnel on the various programs, strategies, standards, and content specific to curriculum areas. iReady also provides program professional development that focuses on program usage, data analysis, and planning to ensure student progression. Instructional staff also has access to district provided professional development that focuses on new curriculum initiatives.

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

Additional services that will be implemented to ensure sustainability of improvement include data analysis and data conversations with administrative personnel, support services, and instructional staff. Funding of Extended Learning Opportunities will also ensure that students are provided access to the resources and instruction necessary to continue closing the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

This action plan will ensure increase in student achievement in proficiency and learning gains in all students.

Measurable Outcome: Proficiency levels will increase by 5 points in each grade level. 65% of the students will have learning gains by the end of they year as measured by the district/state formula.

Monitoring: We will use BAS Data, iReady diagnostic data, School City cycle assessments, and Classroom Walkthroughs to monitor student progress.

Person responsible for monitoring outcome: Vanessa Schnur (vanessa.schnur@browardschools.com)

Evidence-based Strategy: We will use a balanced approach to literacy instruction.

Rationale for Evidence-based Strategy: Balanced Literacy is a curricular methodology that integrates various modalities of literacy instruction, which are aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and by the use of authentic texts. Teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning. There are five different components of balanced literacy: The read aloud, guided reading, shared reading, independent reading, and Word study. Balanced Literacy follows a gradual release model and allows the teacher to differentiate instruction.

Action Steps to Implement

PLCs will be enhanced to improve teaching and learning in reading to increase student performance. PLCs will focus on Balanced Literacy components through the use of the literacy continuum. During our collaborative Thursdays, teachers will analyze data, plan instruction, and gather appropriate resources aligned to the Florida Standards.

Person Responsible Jacquelyn Bray (jacquelyn.bray@browardschools.com)

The RTI process will be enhanced to ensure all students are provided the appropriate interventions. Teachers and the school Leadership Team will meet biweekly to monitor student progress and make adjustments as necessary. Teachers will receive support from grade level facilitators to ensure that students needs are met.

Person Responsible Heather Peters (heather.oken@browardschools.com)

Staff training will align to student achievement data and teacher need. Professional development will be provided to teachers to improve and support the quality of teaching and learning in order to increase performance. Professional development will focus on literacy. Teachers will attend district training that will support the school's literacy initiative.

Person Responsible Jacquelyn Bray (jacquelyn.bray@browardschools.com)

The Literacy coaches will also model for teachers needing specialized assistance in the Literacy block.

Person Responsible Cathy Rucker (cathy.rucker@browardschools.com)

Classroom walkthroughs by administration, district, staff, and Instructional Coaches allows us to determine if there is proper implementation of the balanced literacy components.

Person Responsible Claudine Dunbar-Creary (claudine.dunbar-creary@browardschools.com)

Students will participate in extended learning opportunities. Staff will contact parents and explain the benefits of participating in extended learning opportunities that are offered by the school

Person Responsible Claudine Dunbar-Creary (claudine.dunbar-creary@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus**

Description and Rationale: This action plan will ensure increase in student achievement in ESE students.

Measurable Outcome: Our Federal Index for Students With Disabilities will increase by 5 points.

Monitoring: We will use BAS Data, iReady diagnostic data, School City cycle assessments, and Classroom Walkthroughs to monitor student progress.

Person responsible for monitoring outcome: Vanessa Schnur (vanessa.schnur@browardschools.com)

Evidence-based Strategy: Small group instruction which includes differentiated groups and guided reading groups.

Rationale for Evidence-based Strategy: Students will receive small group guided instruction based on their needs. Balanced Literacy is a curricular methodology that integrates various modalities of literacy instruction, which are aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and by the use of authentic texts. Teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning. There are five different components of balanced literacy: The read aloud, guided reading, shared reading, independent reading, and Word study. Balanced Literacy follows a gradual release model and allows the teacher to differentiate instruction.

Action Steps to Implement

Use BAS data to determine reading levels

Person Responsible Heather Peters (heather.oken@browardschools.com)

Monitor lesson paths in iReady.

Person Responsible Jacquelyn Bray (jacquelyn.bray@browardschools.com)

Progress monitor standards based instruction using School City

Person Responsible Heather Peters (heather.oken@browardschools.com)

Students will participate in extended learning opportunities-ESE Staff will contact parents and explain the benefits of participating in extended learning opportunities that are offered by the school

Person Responsible Heather Peters (heather.oken@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.

State data reports there were 2.5 incidents for every 100 students. Cypress data indicates that there were 0.1 incidents for every 100 students.

Primary area of concern: In 2020 There were 78 student incidents for unruly/disruptive behavior. The number of these incidents is vastly higher than other types of behaviors

Secondary area of concern: Teachers are not implementing the Hoot Credit reward system with fidelity. If the students are positively motivated by the reward system, they will be less likely to exhibit unruly/disruptive behavior.

Each classroom will have a display of the guidelines that clearly define how the students are able to earn HOOT Credits. Hoot credits can be earned by being helpful to their peers, organized with their supplies, respectful towards their teachers, and completing class assignments. These credits can be spent on rewards that are selected by the student such as McDonald's lunch, shopping spree, ice cream day, movie day or game day.

The difference between this year's system for monitoring school-wide behavioral data and last year's system is that each teacher will share their plan to implement the school's positive behavior initiative. Each referral will be reviewed carefully to ensure that there was proper proactive protocol in place. Monthly reviews of the referral data, professional development as well as classroom support will ensure that the school is maintaining a culture that is conducive to learning.

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.

Our school is committed to ensuring that Cypress Elementary is a welcoming, equitable, and inclusive environment for all stakeholders. Establishing connections and partnerships with students and parents is of paramount importance to ensure that everyone feels valued and supported. Through the use of culturally responsive strategies and materials our teachers are dedicated to making sure that students feel represented, accepted, and respected. We have developed clear expectations and procedures to promote the academic and social emotional development of our students. Our focus on student and staff

achievement by creating a motivating and celebratory environment has attributed to our positive school culture and morale.

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

Our stakeholders include our district and school staff, parents, and community members. District and school staff members plan events to promote a positive culture and environment. for example, parent trainings and student showcases. Our school strongly believes in leading by example and being a mentor for students and staff through collaboration and working across grade levels and departments. We maintain student engagement through the daily integration of creative and motivating activities that reflects our high expectations for student achievement. By providing them with opportunities to develop qualities such as empathy, reliability, respect, and kindness has attributed to our positive school culture. Furthermore, our frequent and positive interaction with parents have allowed us to establish meaningful connections with our families. We host a variety of school activities throughout the school year to encourage parent and community involvement. In addition, our relationships with our community partners has been essential to building and sustaining a positive school culture by helping engage our families in community events. As well as help celebrate student achievement through quarterly incentives which allows the students to not only feel celebrated in the school but also valued in the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$52,133.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	1781 - Cypress Elementary School	Title, I Part C		\$4,349.00
			Notes: Instructional Materials -Acaletics/LAFS			
	5100	120-Classroom Teachers	1781 - Cypress Elementary School	Title, I Part C		\$15,000.00
			Notes: Extended Learning Opportunities-Salary/Stipend for Teachers			
	5100	200-Employee Benefits	1781 - Cypress Elementary School	Title, I Part C		\$1,503.00
			Notes: Extended Learning Opportunities – fringe			
	5100	360-Rentals	1781 - Cypress Elementary School	Title, I Part C		\$3,795.00
			Notes: Reflex			
	5100	500-Materials and Supplies	1781 - Cypress Elementary School			\$3,339.00
			Notes: ELA Success Coach			
	5100	360-Rentals	1781 - Cypress Elementary School	Title, I Part C		\$6,460.00
			Notes: iReady Toolbox			
	5100	530-Periodicals	1781 - Cypress Elementary School	Title, I Part C		\$3,076.00

			Notes: Scholastic Classroom Magazines ·			
	5100	500-Materials and Supplies	1781 - Cypress Elementary School	Title, I Part C		\$1,068.00
			Notes: Wilson Reading ·			
	6400	120-Classroom Teachers	1781 - Cypress Elementary School	Title, I Part C		\$3,817.00
			Notes: Salary/Stipend for teachers to attend training ·			
	6400	200-Employee Benefits	1781 - Cypress Elementary School	Title, I Part C		\$383.00
			Notes: Fringe Benefits for teachers to attend training			
	6400	140-Substitute Teachers	1781 - Cypress Elementary School	Title, I Part C		\$5,000.00
			Notes: ELA/Balanced Literacy/BEST Standards – Substitutes for Teacher Training ·			
	6400	200-Employee Benefits	1781 - Cypress Elementary School	Title, I Part C		\$502.00
			Notes: ELA/Balanced Literacy/BEST Standards – Substitutes for Teacher-fringe ·			
	5100	360-Rentals	1781 - Cypress Elementary School	Title, I Part C		\$3,841.00
			Notes: Site License for School City-Progress Monitoring ·			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$52,133.00