

Miami-Dade County Public Schools

Cypress K 8 Center



2021-22 Schoolwide Improvement Plan

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Cypress K 8 Center

5400 SW 112TH CT, Miami, FL 33165

<http://cypress.dadeschools.net/>

Demographics

Principal: Eduardo Alonso L

Start Date for this Principal: 9/20/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (58%) 2016-17: B (59%)
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 Dade County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>87%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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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.

The mission of Cypress K-8 Center is to provide our students with the implementation of the Florida's B.E.S.T. Standards curriculum through a state of the art pedagogy infused with technology.

Provide the school's vision statement.

Our vision is to encourage students' academic and social growth in pursuit of becoming life-long learners and productive citizens.

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
Alonso, Eduardo	Principal	Mr. Alonso, Principal: provides common vision and instructional leadership for data-based decision-making; ensures the implementation of the MTSS/Rtl model; and assesses the MTSS/Rtl processes effectiveness.
Hauser, Janet	Assistant Principal	Ms. Hauser, Assistant Principal: assists the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/Rtl model; and assessing the MTSS/Rtl processes effectiveness.
Casais, Marisol	Reading Coach	Marisol Casais, will facilitate weekly grade level meetings and lesson planning sessions with all grade levels (K-8) focusing on ELA and sharing of best practices to ensure that lesson plans are standard-aligned. Will also facilitate quarterly data chats so that instruction is data-driven and analyze all school data to identify strengths, areas for improvement and trends. Dr. Casais will also provide job-embedded professional development that is relevant to teachers.
Llaguno, Aydyll	Teacher, K-12	Aydyll Llaguno, will facilitate weekly grade level meetings and lesson planning sessions with all grade levels (K-8) focusing on math and sharing of best practices to ensure that lesson plans are standard aligned. Mrs. Llaguno will attend math ICAD meetings and debrief pertinent information with all K-8 math teachers.
De Armas, Vanessa	Teacher, ESE	Vanessa Dearmas, will facilitate monthly ESE department meetings with all grade levels (k-8) focusing on IEP implementation as well as high yield strategies to improve students' performance
Baldwin, Zenaida	Teacher, PreK	Zenaida Baldwin, will hold monthly department meetings with pre-k-second grade and will address any concerns as well as share important information regarding instructional content areas. Zenaida Baldwin will debrief with administration any pertinent information regarding the meetings.
Silva, Omayda	School Counselor	Omayda Silva, Guidance Counselor, provides support to K-8 students who have been recommended for services by teacher, student and/or parent request. Mrs. Silva meets with these students regularly on an individual basis and/or focus groups to provide guidance in academic, personal, and mental health.

Demographic Information

Principal start date

Saturday 9/20/2014, Eduardo Alonso L

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.*

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.*

3

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

320

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

1

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

1

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	28	27	36	33	44	32	45	48	27	0	0	0	0	320
Attendance below 90 percent	3	2	3	2	2	3	1	12	5	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	2	1	1	3	6	0	0	0	0	16
Course failure in Math	0	0	0	1	4	1	1	5	5	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	6	4	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	7	4	0	0	0	0	16
Number of students with a substantial reading deficiency	1	3	16	8	11	5	14	29	14	0	0	0	0	101

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	1	0	0	2	2	1	2	9	6	0	0	0	0	23

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

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	29	37	33	44	30	42	48	28	35	0	0	0	0	326
Attendance below 90 percent	3	3	1	2	4	1	11	3	3	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	1	0	2	3	0	2	4	3	0	0	0	0	15
Course failure in Math	0	0	0	3	3	0	4	3	3	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	6	3	6	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	6	3	5	0	0	0	0	19

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	1	0	0	2	3	1	7	4	5	0	0	0	0	23

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	1	0	2	2	0	0	0	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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				67%	63%	61%	58%	62%	60%
ELA Learning Gains				68%	61%	59%	57%	61%	57%
ELA Lowest 25th Percentile				63%	57%	54%	48%	57%	52%
Math Achievement				71%	67%	62%	63%	65%	61%
Math Learning Gains				73%	63%	59%	57%	61%	58%
Math Lowest 25th Percentile				54%	56%	52%	40%	55%	52%
Science Achievement				61%	56%	56%	55%	57%	57%
Social Studies Achievement				98%	80%	78%	88%	79%	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	76%	60%	16%	58%	18%
Cohort Comparison						
04	2021					
	2019	72%	64%	8%	58%	14%
Cohort Comparison						
05	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison						
06	2021					
		-72%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	58%	-14%	54%	-10%
Cohort Comparison		-58%				
07	2021					
	2019	59%	56%	3%	52%	7%
Cohort Comparison		-44%				
08	2021					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	67%	7%	62%	12%
Cohort Comparison						
04	2021					
	2019	72%	69%	3%	64%	8%
Cohort Comparison		-74%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-72%				
06	2021					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-68%				
07	2021					
	2019	70%	53%	17%	54%	16%
Cohort Comparison		-56%				
08	2021					
	2019	55%	40%	15%	46%	9%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
08	2021					
	2019	67%	43%	24%	48%	19%
Cohort Comparison		-54%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	73%	22%	71%	24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring assessments used for grades K-8 are i-Ready Data from AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.1	45.7	54.3
	Economically Disadvantaged	28.0	36.0	48.0
	Students With Disabilities	0	0	0
	English Language Learners	40.0	20.0	40.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.1	40.0	57.1
	Economically Disadvantaged	36.0	36.0	48.0
	Students With Disabilities	0	0	0
	English Language Learners	40.0	20.0	20.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.8	62.1	79.3
	Economically Disadvantaged	44.0	64.0	80.0
	Students With Disabilities	14.3	14.3	42.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.5	48.3	69.0
	Economically Disadvantaged	32.0	48.0	68.0
	Students With Disabilities	0	28.6	11.1
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.8	55.8	74.4
	Economically Disadvantaged	42.9	51.4	68.6
	Students With Disabilities	44.4	33.3	44.4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.6	34.9	51.2
	Economically Disadvantaged	8.6	31.4	42.9
	Students With Disabilities	11.1	11.1	33.3
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.0	56.7	60.0
	Economically Disadvantaged	55.6	63.0	59.3
	Students With Disabilities	0	0	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.7	53.3	60.0
	Economically Disadvantaged	23.1	55.6	59.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.8	56.1	61.0
	Economically Disadvantaged	43.2	51.4	56.8
	Students With Disabilities	26.7	33.3	26.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.3	39.0	48.8
	Economically Disadvantaged	24.3	32.4	43.2
	Students With Disabilities	6.7	6.7	20.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	26.0	0
	Economically Disadvantaged	0	20.0	0
	Students With Disabilities	0	7.0	0
	English Language Learners	0	0.0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3	31.1	31.8
	Economically Disadvantaged	29.3	26.8	27.5
	Students With Disabilities	20.0	20.0	0
	English Language Learners	11.1	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.6	31.1	44.4
	Economically Disadvantaged	12.1	29.3	41.5
	Students With Disabilities	20.0	20.0	20.0
	English Language Learners	0	22.2	11.1

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.4	42.3	61.5
	Economically Disadvantaged	15.8	42.1	52.6
	Students With Disabilities	0	0	20.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.0	64.0	64.0
	Economically Disadvantaged	16.7	61.1	55.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	70.0	0
	Economically Disadvantaged	0	75.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41.2	35.3	55.9
	Economically Disadvantaged		38.7	32.3	54.8
	Students With Disabilities		20.0	0	0
	English Language Learners		0	13.3	33.3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		20.6	29.4	44.1
	Economically Disadvantaged		19.4	29.0	41.9
	Students With Disabilities		0	0	13.3
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	24.0	0
	Economically Disadvantaged		0	27.0	0
	Students With Disabilities		0	0.0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

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	25	22	5	12	10	5	17				
ELL	49	36	10	42	31	15	31				
HSP	55	45	9	47	36	11	41	84	61		
FRL	50	45	13	43	33	11	38	78	59		
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	31	55	64	31	49	29	29				
ELL	59	66	58	67	71	58	52	93	40		
HSP	66	68	63	70	72	56	60	97	55		
FRL	66	68	64	68	72	52	59	97	57		

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	28	48	52	30	57	48	5				
ELL	44	48	54	59	53	39	43	83			
HSP	57	57	49	63	56	39	56	88			
FRL	57	57	49	61	57	37	55	87			

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	35
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	
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Based on the analysis of the 2019 data, trends emerged in the i-Ready vocabulary domain being the domain that we continuously need to improve with a 32% of students placing below grade level. Based on the analysis of the 2021 data, trends emerged in the i-Ready vocabulary domain where we stayed stagnant throughout the year at 31%. We also noticed that in the Economically Disadvantaged ELA subgroup, every grade level showed growth except 6th grade. In the Economically Disadvantaged math subgroup, we noticed that every grade level showed growth.

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

Based on the analysis of the 2019 data, the greatest need for improvement was math across grade levels. Based on the 2019 data analysis, 12.7% of our third through eighth grade students scored a level 1 on the math FSA/EOC and 17.6% scored a level 2, which is a total of 30.3% of our student body that did not pass the math FSA /EOC. Based on the 2021 data analysis, 30.8% of our third through eighth grade students scored a level 1 on the math FSA/EOC and 23% scored a level two which is a total of 53.8% of our students body who did not pass the math FSA/EOC. The data indicates a 23.8 percentage point increase of students not passing when comparing data from 2019 to 2021. Based on the 2019 i-Ready math data analysis, 38% of our students placed below grade level on the AP3 diagnostic. On the 2021 i-Ready math AP3 diagnostic 46% of our students placed below grade level, which is an increase of 8 percentage points.

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

We found that the contributing factor to this need for improvement was the large number of students receiving little or no face-to-face interaction which led to less interpersonal connections and feeling socially isolated. Social isolation among children is associated with increased mental health struggles, lack of motivation, distractibility which all negatively impact academic performance. We also found that teaching math online was very challenging because of limited resources available to students. The hands-on math approach where students are first explained an abstract concept by giving them the opportunity to learn through a concrete learning experience using manipulatives and real-world connection, was more difficult to execute during online instruction. All students will be receiving instruction in a traditional brick and mortar setting, extended learning opportunities will be provided before and after school, we will hire interventionists to provide additional support and effective use of resources will be utilized during instruction for hands-on learning. Our school guidance counselor will provide students who have been recommended for services by teacher, student and/or parent request by meeting with these students regularly on an individual basis and/or focus groups to provide guidance in academic, personal, and mental health. The Guidance counselor will also monitor student progress by meeting with teachers and curriculum coaches to discuss each students academic and mental health progress

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

Based on the 2019 data analysis, 2.63% of our third through eighth grade students scored a level 5 on the ELA FSA. Based on the 2021 data analysis, 3.72% of our third through eighth grade students scored a level 5 on the ELA FSA, which is a 1.09 percentage point increase. Based on the analysis of the 2021, seventh grade ELA i-Ready scores showed the most improvement from 15% to 62%, which is a 47% increase of students meeting proficiency.

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

We found that giving additional support during classroom instruction and intervention led to this improvement. The classes were divided in order to have less than 20 students per class. As a result, students received more individual attention, increased participation and better communication between instructor and students. All students who were not meeting proficiency in ELA were placed in an intensive reading class to diminish learning gaps and increase student achievement.

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

Extended learning opportunities will be provided before and after school. We will hire interventionists to provide additional support and effective use of resources will be utilized during instruction for hands-on learning.

The Leadership team will facilitate collaborative data chats to ensure instruction is data driven, During this time we will also provide teachers with support and share best practices. We will also focus on students who are receiving interventions to make certain that they are receiving the aligned interventions and on-going progress monitoring. The guidance counselor, will continue to communicate with all stakeholders in regard to students academic and social and emotional needs.

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 will be provided to ensure that there is data driven-instruction, training on the new intervention program, Active Inspire by Promethean, training by i-Ready focusing on data reports, parent and student resources and new updates, Performance Matters focusing on scanning and student item analysis report to drive instruction, reading and math strategies across curriculum and Think Central resources.

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

We will continue to provide additional support during classroom instruction and intervention time. Schoology will be implemented to enhance communication between all stakeholders. Tutoring will be provided before and after school. Administrators and the leadership team will facilitate quarterly data chats with teachers to ensure data is driving instruction. Teachers will conduct data chats with students to ensure students are accountable for their learning and in turn close achievement gaps. Leadership team will facilitate vertical planning sessions to diminish trends.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Data has indicated that the greatest need for improvement was math across grade levels. Based on the 2021 data analysis, 30.8% of our third through eighth grade students scored a level 1 on the math FSA/EOC and 23% scored a level two which is a total of 53.8% of our students body who did not pass the math FSA/EOC. The data indicates a 23.8 percentage point increase of students not passing when comparing data from 2019 to 2021. A large number of our students were receiving little or no face-to-face interaction which led to less interpersonal connections and feeling socially isolated. Students also had little or no time using resources such as manipulatives to enhance instruction and have a concrete understanding of abstract concepts. We did not feel that students' needs were adequately met through this forum.

Measurable Outcome:

If we successfully have all of our students attend school and receive instruction in a traditional brick and mortar setting, hire interventionist to provide aligned support, make data-driven decisions to drive instruction, promote accountable talk, provide extended learning opportunities and ongoing progress monitoring, provide teachers with meaningful job-embedded professional development with a focus in content area, math proficiency will increase by a minimum of 5 percentage points as will be evidenced by the 2022 state assessments.

Monitoring:

The leadership team will facilitate grade level meetings and vertical planning sessions to ensure accountable talk is taking place and lesson plans are standard aligned. Leadership team will also conduct quarterly data chats, adjust groups based on current data in real time, and administrators will follow-up with regular walkthroughs to ensure quality instruction is taking place. We will monitor and analyze i-Ready math and Performance Matters topic assessments to ensure that students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Janet Hauser (jhauser33@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for this area will be data-driven instruction. Data-driven instruction will assist in accelerating the learning of our students as it is a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include i-Ready and Performance Matters assessments. The Math leader will provide teachers with support in how to effectively implement manipulatives during whole and small group instruction to give students the opportunity to understand concepts and skills taught in class. Leadership team will facilitate collaborative data chats to ensure instruction is data-driven. Curriculum coaches will facilitate teachers during lesson planning to ensure that lessons are data-driven and students are receiving the proper support during differentiated instruction and intervention.

Rationale for Evidence-based Strategy:

Data-driven instruction will ensure that teachers are using relevant, current, and aligned data to plan lessons that are customized to students' needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Teachers will participate in vertical planning sessions to allow time for collaboration, participating in accountable talk and creating lessons that focus on diminishing trends across grade levels.

Action Steps to Implement

8/19-Provide teachers with i-Ready and State Assessment data and review strengths and areas for improvement.

Person Responsible Eduardo Alonso (pr1281@dadeschools.net)

8/19-Provide professional development for teachers in analyzing their data and math standards in order to develop standard-aligned lessons. As a result, teachers will develop lesson plans that are standard aligned and data driven.

Person Responsible Aydyll Llaguno (allaguno@dadeschools.net)

8/31-10/11 Facilitate weekly grade level meeting and collaborative planning to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns assuming leadership roles and sharing strategies or resources used in their classroom to target specific math standards.

Person Responsible Janet Hauser (jhauser33@dadeschools.net)

8/31-10/11- Leadership team will facilitate data chat sessions where teachers will collaboratively develop data trackers to monitor student progress and adjust if necessary.

Person Responsible Aydyll Llaguno (allaguno@dadeschools.net)

11/24- Leadership team along with administrators will conduct data chats with each grade levels to analyze data and review current strengths, areas for improvement and identify any trends within the grade level. Teachers will bring data binders and data will be reviewed and discussed as to how they are providing enrichment and remediation.

Person Responsible Eduardo Alonso (pr1281@dadeschools.net)

11/1-12/21-Leadership and curriculum coaches will continue to facilitate grade level meetings and vertical planning sessions to support teachers and ensure that instruction is data driven. Teachers are to continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the analysis of the 2021 data, trends emerged in the i-Ready vocabulary domain where we stayed stagnant throughout the year at 31%. Through our data review, we noticed the students who are English Language Learners and Economically Disadvantaged are also students who struggle with vocabulary. Vocabulary remains an essential component to Reading Comprehension for all students.

Measurable Outcome: If we successfully implement differentiated instruction with a focus on vocabulary and the true meaning of words, vocabulary proficiency will increase by a minimum of 5 percentage points as will be evidenced by the i-Ready AP3 diagnostic vocabulary domain.

Monitoring: The Leadership Team will facilitate planning sessions to ensure that teachers are developing mini lessons for small group instruction with a focus on vocabulary. We will also focus on enhancing those vocabulary mini lessons with virtual field trips to increase student exposure and expand student vocabulary by making real word connections. Administrators will review bi-weekly lesson plans for indication of small group instructions with a focus on vocabulary. Teachers will also have a time to reflect on the lesson and have conversations with their grade level team. We will monitor and analyze i-Ready vocabulary domain to ensure that students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome: Marisol Casais (mcasais@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for this area will be Academic Vocabulary Instruction. Virtual field trips will be used for students to make real world connections and vocabulary notebooks will be used to record students word bank which is a systematic approach to instruction to meet students' needs. Small group instruction will be monitored through the use of i-Ready vocabulary lessons which will assist in the instructional planning. We will provide teachers with job-embedded professional development sessions with a focus on how to effectively implement differentiated instruction. Leadership team will provide teachers support during differentiated instruction planning sessions to ensure lessons are standard aligned and data driven, develop interactive word walls and expose students to real world situations in order to develop students vocabulary and improve reading comprehension. We will provide extended learning opportunities before school for English Language Learners and after school tutoring for students who are struggling.

Rationale for Evidence-based Strategy: Small group instruction with a focus on vocabulary will ensure that teachers are providing students with lessons that are customized to students' needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Teachers will participate in grade level meetings to allow time for collaboration, sharing of best practices and reflection in order to modify any lessons.

Action Steps to Implement

8/19-Provide teachers with i-Ready data and review strengths and areas of improvement based on specific domains.

Person Responsible Eduardo Alonso (pr1281@dadeschools.net)

8/19-Provide professional development for teachers in analyzing their i-Ready data by domains in order to develop small group vocabulary mini lessons. As a result, teachers will develop specific and targeted lesson plans that are standard aligned and data-driven which will lead to explicit instruction.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

8/31-10/11 Facilitate weekly grade level meetings to allow teachers the opportunity to reflect and brainstorm collaboratively new strategies through the sharing of best practices.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

8/31-10/11- Leadership team will provide teacher support during the planning process to ensure that groups are not stagnant and currently being adjusted based on data. Administrators will review data binders and small group instructional rosters to ensure that small groups are being adjusted based on current data in real time.

Person Responsible Janet Hauser (jhauser33@dadeschools.net)

11/1-12/21 Curriculum coaches will continue to monitor and analyze the i-Ready vocabulary domain to ensure that students are demonstrating growth on remediated standards.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

11/1-12/21- During morning announcements we have added a word of the day to enhance student vocabulary. Introducing a new word daily can create a whole new way of thinking that leads to better mastery of a language. Students are encouraged and incentivized to begin thinking of how they can use the word in a sentence and if used correctly the teacher will provide student with a prize.

Person Responsible Vanessa De Armas (msdearmas@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Based on the 2021 School Climate Survey, 75% of teachers feel that their ability to do the best possible job at this school is limited by student deficiencies in basic academic skills. Through our data review, we noticed that some students who were deficient in basic academic skills were receiving instruction via MSO. These students had no physical interaction with their teacher during instructional delivery or with peers to be able to conduct meaningful conversations, which led to less interpersonal connections and feeling socially isolated. Differentiated instruction and intervention was limited since teachers did not feel comfortable or have sufficient training on how to effectively teach small group online using various platforms. We also noticed that students who were receiving instruction via MSO and struggling were not identified early in the school year. The lack of social and emotional interaction between teacher and student was much more difficult to establish while teaching online and impacted teachers decision making process on which students needed immediate remediation.

Measurable Outcome: If we successfully implement the recognition of early warning signs and the implementation of the Multi-Tiered Support System (MTSS), our school will better identify struggling learners and provide effective remediation to avoid or decrease achievement gaps in academic learning. As a result, teachers will see less student deficiencies in basic academic skills and will feel that their ability to do the best possible job will increase by a minimum of 5 percentage points as evidenced by the 2022 School Climate Survey.

Monitoring: The student services support team will assist teachers in identifying struggling students using current and relevant data to identify the individual needs of each struggling student and develop the intervention plan accordingly. The student services support team will monitor intervention data and meet with teachers to discuss student progress to ensure students needs are being addressed.

Person responsible for monitoring outcome: Omayda Silva (osilva@dadeschools.net)

Evidence-based Strategy: Evidence-based strategy implemented for this area will be Response to Early Warning Systems. Response to Early Warning Systems will assist in successfully implementing the recognition of early warning signs and the implementation of the Multi-Tiered Support System (MTSS). As a result, struggling students will receive the additional support needed to make up for academic loss. Our school guidance counselor will provide students who have been recommended for services by teacher, student and/or parent request by meeting with these students regularly on an individual basis and/or focus groups to provide guidance in academic, personal, and mental health. Guidance counselor will also monitor student progress by meeting with teachers and curriculum coaches to discuss student's academic and mental health progress

Rationale for Evidence-based Strategy: Response to Early Warning Systems will ensure that teachers understand the steps to referring struggling students who would benefit from the MTSS process to student services. Student services support team will continue to assist teachers in identifying students and monitor ongoing progress.

Action Steps to Implement

8/19-Provide and review with teachers the Response to Early Warning Systems and Multi-Tiered Support System (MTSS).

Person Responsible Omayda Silva (osilva@dadeschools.net)

8/19-Provide professional development for teachers in the importance of early identification, remediation and monitoring using the Response to Early Warning Systems and Multi-Tiered Support System (MTSS). Intervention programs and resources will be reviewed so that teachers may have a better understanding as to which remediation to use.

Person Responsible Omayda Silva (osilva@dadeschools.net)

8/31-10/11 Student services support team will attend weekly grade level meetings to discuss student progress and remediation strategies to ensure that students' needs are being met. During this time teachers will have an opportunity to discuss concerns of any other student who may be struggling and steps that need to be taken to ensure student success.

Person Responsible Omayda Silva (osilva@dadeschools.net)

8/31-10/11- Leadership team will analyze data and then meet with student services support team to ensure that all students have been identified and receiving remediation.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

11/24- Student services support team will meet with teachers to review current data and consider developing school support plan with interventions, individual student goals and/or consider psycho-educational evaluation.

Person Responsible Omayda Silva (osilva@dadeschools.net)

11/1-12/21- Leadership team will analyze current data with student services support team to identify and support students who exhibit academic deficiencies by providing early systematic assistance and connect them to the appropriate interventions.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the data analysis of the 2021 School Climate Survey, 46% of the staff strongly agreed that staff morale is high at the school. Due to the unforeseen circumstances brought on by the pandemic, teachers did not have ample opportunities to assume various leadership roles, collaborate, share best practices, ideas or concerns traditionally throughout the school year.

Measurable Outcome: If we successfully encourage and inspire our teachers to assume various leadership roles, teachers will be given a voice, therefore, as a school we develop future teacher leaders. Involving all stake holders in school-wide initiatives will promote buy-in from all stake holders. As a result, staff morale will increase by a minimum of 5 percentage points as will be evidenced by the 2022 School Climate Survey.

Monitoring: The Leadership Team will empower teachers to present best practices and material learned from attending Professional Development and ICAD sessions to their colleagues during grade-level/department meetings, PLC's or faculty meetings. By involving all teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher-leader presentations.

Person responsible for monitoring outcome: Janet Hauser (jhauser33@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for this area of focus will be Empowering Others. Teacher volunteer sign-up sheets will give teachers the opportunity to share best practices in the area of their expertise and in hopes of developing additional future leaders. By involving teachers we expect to increase the feeling of shared leadership and increase staff morale. Leadership team will monitor, encourage and provide teachers support.

Rationale for Evidence-based Strategy: Empowering teachers by giving them voice and offering various opportunities to assume leadership roles in their area of expertise will create buy-in and assist in carrying out the vision and mission of the school.

Action Steps to Implement

8/19-At the beginning of the year, administrators will encourage and motivate teachers to assume various leadership roles by setting the tone, creating an environment that is safe to take a risk, recognizing their strengths, and providing support and immediate feedback.

Person Responsible Eduardo Alonso (pr1281@dadeschools.net)

8/31-10/11 Leadership team will facilitate meetings to provide the expert teacher with any support before, during and after their presentation. The leadership team will also allow the expert teacher an opportunity to reflect while providing feedback.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

8/31-10/11- Volunteer sign-in sheets will be available for teachers to present any information given to them at professional development and or ICADS.

Person Responsible Vanessa De Armas (msdearmas@dadeschools.net)

8/31-10/11- Coaches will involve teachers to assist in presenting information during grade level meetings, faculty, data chats and professional development sessions.

Person Responsible Marisol Casais (mcasais@dadeschools.net)

11/4-12/21- We will send specific teachers to attend ICAD meetings and teachers will present information given to them at grade level meetings, faculty meetings or vertical planning sessions.

Person Responsible Janet Hauser (jhauser33@dadeschools.net)

11/1-12/21- Administrators will continue to empower teachers by giving them voice and offering various opportunities to assume leadership roles in their area of expertise.

Person Responsible Eduardo Alonso (pr1281@dadeschools.net)

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.

According to the Safe Schools Alex Data, Cypress k-8 Center ranked #55 out of 313 combination schools statewide, #55 being very low. Data also depicts that we only had 1 incident out of 349 students enrolled at our school. We will continue to host a middle school orientation to review the school code of conduct, student expectations and consequences. We will also continue to post a document link of the student code of conduct on our school website. Teachers will introduce classroom rules and post rules in their classroom so that expectations are clear. School leadership team and administration will assist and provide teachers support to ensure that students are complying with rules. We will monitor any disciplinary concerns by maintaining communication with stakeholders.

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 strengths within School Culture are in the Physical and Emotional Safety domain and the Support Care and Connections domain. Cypress K-8 Center is a public school with a private school feel. Each month we celebrate the community by providing activities for students and parents to attend as well as providing the opportunity for engagement amongst our community partners. At our Family Fun Night Event, students and their families gather in a safe environment to participate in age-appropriate activities. Science Night gives students of all grade levels and their parents an opportunity to spark curiosity by participating with hands-on science activities. Various platforms of communication have been utilized to create a system of clear communication and information disbursement, with the intent to keep our stakeholders informed and involved in the school's decision making process. Our Dade Partners provides our school with support to engage and encourage family and community participation. At Cypress we also ensure the safety and support of all our stakeholders. Throughout the school year our Guidance Counselor teams up with our Mental Health Coordinator and provides counseling request forms for our students and staff to have an open and safe environment to share thoughts and ideas. In addition, assemblies that focus on social issues, such as bullying, are scheduled in order to provide students with necessary information to address bullying and behavior expectations.

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

The stakeholders involved in building a positive school culture and environment is our Leadership Team which is comprised of our Principal, Assistant Principal, Teacher Leaders, and Guidance Counselor. The Leadership Team is responsible for creating and monitoring expectations for ensuring our school is a safe and healthy environment and ensuring all information is shared with stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00