

School District of Osceola County, FL

Cypress Elementary School



2022-23 Schoolwide Improvement Plan

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Cypress Elementary School

2251 LAKESIDE DR, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Libby Raymond

Start Date for this Principal: 7/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: B (56%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Osceola 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

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www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	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.

A School of Excellence for all Learners.

Provide the school's vision statement.:

Cypress Elementary will provide a comprehensive educational experience that results in student gains in all areas, including social and emotional skills.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Raymond, Libby	Principal	To ensure all students make gains and achieve their highest level of potential. Through building teams who collaborate and work towards students success, all teams and students will be positively impacted.
Faust, Megan	Assistant Principal	To ensure all students make gains and achieve their highest level of potential. Through building teams who collaborate and work towards students success. To facilitate and support the school's stocktake meetings to continually analyze our progress towards our SIP goals and action steps.
Bernardo, Tiffany	Math Coach	Will work with all staff to ensure a problem solving culture across content areas for all students. The coach will work with teachers through the coaching cycle based off the teachers growth needs. All instructional personnel will have a focus on meeting the needs of all students while reaching the depth of the standards and increasing student discourse.
Burger, Ashley	Reading Coach	Will work with all staff to ensure a literature rich culture across all content for all students. The coach will work with teachers through the coaching cycle based on the teachers professional growth needs. Coach will help lead teams to having a focus on meeting all needs of the students with high expectations and the depth of the standards.
Duran, Maritza	ELL Compliance Specialist	Will work with students and teachers to utilize ELLevation and ELL strategies to meet the needs of our students and help with achieving learning goals.
Laguerre, Elizabeth	Other	Will work with staff and students to ensure a culture of positive behavior is established in the school.

Demographic Information

Principal start date

Tuesday 7/12/2022, Libby Raymond

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

490

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	77	75	81	64	72	87	0	0	0	0	0	0	0	456
Attendance below 90 percent	27	34	24	17	18	18	0	0	0	0	0	0	0	138
One or more suspensions	5	1	3	1	8	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	1	7	3	7	0	0	0	0	0	0	0	18
Course failure in Math	0	0	1	6	5	4	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	25	24	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	28	27	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	1	25	27	0	0	0	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	0	0	0	0	0	0	0	0	0	4

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	1	12	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/12/2022

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	77	79	75	69	59	79	0	0	0	0	0	0	0	438
Attendance below 90 percent	5	11	7	4	4	7	0	0	0	0	0	0	0	38
One or more suspensions	5	0	6	5	11	19	0	0	0	0	0	0	0	46
Course failure in ELA	0	0	1	19	8	15	0	0	0	0	0	0	0	43
Course failure in Math	0	0	2	21	9	18	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	25	23	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	27	25	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	30	35	30	22	22	0	0	0	0	0	0	0	139

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	9	10	0	0	0	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	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	77	79	75	69	59	79	0	0	0	0	0	0	0	438
Attendance below 90 percent	5	11	7	4	4	7	0	0	0	0	0	0	0	38
One or more suspensions	5	0	6	5	11	19	0	0	0	0	0	0	0	46
Course failure in ELA	0	0	1	19	8	15	0	0	0	0	0	0	0	43
Course failure in Math	0	0	2	21	9	18	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	25	23	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	27	25	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	30	35	30	22	22	0	0	0	0	0	0	0	139

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	9	10	0	0	0	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	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	48%	56%				53%	53%	57%
ELA Learning Gains	50%						65%	56%	58%
ELA Lowest 25th Percentile	43%						60%	51%	53%
Math Achievement	40%	44%	50%				54%	55%	63%
Math Learning Gains	59%						57%	59%	62%
Math Lowest 25th Percentile	64%						45%	45%	51%
Science Achievement	36%	46%	59%				60%	49%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	51%	-12%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	54%	51%	3%	58%	-4%
Cohort Comparison		-39%				
05	2022					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	54%	-8%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	55%	53%	2%	64%	-9%
Cohort Comparison		-46%				
05	2022					
	2019	53%	48%	5%	60%	-7%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	45%	13%	53%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	6	37	43	20	54	58	6				
ELL	30	46	46	34	57	55	23				
BLK	47			44							
HSP	33	48	41	35	55	62	28				
WHT	58	58		68	75						
FRL	33	48	44	34	57	58	29				
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	26	36	28	46	36	17				
ELL	27	46	38	29	35	23	33				
BLK	45			45							
HSP	35	44	55	31	37	38	31				
WHT	50			56							
FRL	28	35	56	29	33	28	18				
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	67	63	33	56	41	18				
ELL	42	58	65	43	52	38	50				
BLK	58	73		53	60						
HSP	52	66	62	51	56	43	58				
WHT	46	50		75	69						
FRL	49	70	66	49	58	48	67				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 FSA data, all areas saw growth from the 2021 assessment, except ELA lowest 25%. ELA growth was not as much growth as math. Achievement levels in all areas did not see the same growth as the learning gains components. Students in ESE and LY categories performed lower than their peers in the most recent testing.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas that need the most improvement are school wide achievement levels in ELA and Science. Learning gains for students in our lowest 25% category needs improvement.

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

ELA interventions were a struggle last year due to constraints due to COVID. This year, ELA interventions will run as usual with specific interventions with specific students based off of their needs. There will be a consistent system for interventions to support all students but specifically our lowest 25%.

The school will also be implementing a program called "Reading Warriors," where students will win prizes for learning and applying their knowledge of important vocabulary words. In science, the school is working on building a culture of hands on, experimental science to help students develop a deep understanding of the concepts. In analyzing the science data, the Big Idea - Nature of Science is where our students struggled. We will be working with teachers to be intentional with using the vocabulary of science during experiments to help increase students understanding.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains in our lowest 25% of math showed the most improvement. In 2021, we had 40% of our students in the lowest 25% make gains in math, in 2022, we had 64%, with a 24% increase.

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

Teachers in their classrooms used the additional 30 minutes of math instruction in their block to work with small groups of students on their specific deficiencies. The leadership team also began a "Math Masters" program, where students could come in before school and work on their math facts for 3rd-5th grade. This will be expanded upon in the upcoming school year.

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

In order to accelerate learning, small group interventions will have to be implemented across all content areas. Intentional planning and focusing on the learning gaps of students and working to address those gaps will be critical.

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.

Teachers will be provided with on the job professional development. We will meet in MTSS meetings and PLCs to identify students, their needs, and to intentionally plan for instructional practices that meets all students needs. We have two mentor teachers who will also be working with new and struggling teachers through the coaching cycle. Our math and ELA coaches will also be using the coaching cycle to support teachers to increase student learning.

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 expand our programs to support learning before school through our "Math Masters" and "Reading Warriors." These are incentive based programs to increase student learning and achievement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Student achievement will increase. According Hattie's research, Professional Learning Communities have an effect size of 0.93, that positively impacts student achievement. (Hattie 2009)

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: By the end of the of 2022-2023 school year Cypress Elementary will increase 80% of all PLC's will be a PLC Stage 5 or greater. This will lead to an increase of 5% in proficiency to ELA, Math, and Science for all groups.

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Administration, leadership team, and PLC leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly.

Monitoring: PLC Seven Stages rubric will be used to measure (beginning, middle, and end of year) progress of the PLC teams. These surveys will be analyzed and feedback will be given to the PLC teams individually and collectively.

Describe how this Area of Focus will be monitored for the desired outcome.

School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on Areas of Focus.

Person responsible for monitoring outcome: Steven Benca (steven.benca@osceolaschools.net)

Evidence-based Strategy: PLC of collective is defined as "...an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavior, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Vertical PLC's will meet quarterly to enhance coherence.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

Each PLC will have a dedicated PLC leadership team member that acts as the activator.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

PLC professional development opportunities will provide further strengthening of teams.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

PLC teams will develop and implement formulated meeting Collective Commitments (NORMs) that are agreed upon and adhered to by all team members.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

School PLC teams will meet four times a month during early release and this dedicated PLC time will be spent focused on working together as a team for student success purposes.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of the PLC processes through the PLC facilitator and PLC administrator.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

Current data will be used by each PLC teach for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Mentoring will be conducted by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

Each grade level or content area team will have an embedded leadership team member to monitor and assist in the process.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

#2. Positive Culture and Environment specifically relating to School wide Climate and culture

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Well-implemented programs designed to foster positive outcomes have been found to generate better test scores and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2021-2022 Panorama survey indicated that 67% of students were able to self manage. This is 1% point below the district average of 68%. By the end of the 2023 school year, Cypress students surveyed will increase by 10% in the area of self management.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. The leadership team will review monthly during their Stocktake meetings PBIS, behavior, and attendance data for subgroups. A plan for interventions will be developed as needed in these areas.

Person responsible for monitoring outcome:

Elizabeth Laguerre (elizabeth.laguerre@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and passions.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

AVID strategies on organization will be utilized in daily lessons as provided by the CUPS. Administration will conduct walkthroughs to identify teachers needs and provided additional support.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

Teachers will build an environment of belonging.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

Teachers will increase student input and voice through collaboration during their PLC planning time.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

Teachers will encourage and facilitate students' shared decision-making through consensus/action planning.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Teachers will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self efficacy, and social awareness. They will utilize SEL portions of the lessons provided in CUPS.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Teachers will facilitate peer learning and teaching - collaborative learning. They will use Kagan and AVID strategies to increase student discourse in learning.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible Elizabeth Laguerre (elizabeth.laguerre@osceolaschools.net)

PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.

Person Responsible Elizabeth Laguerre (elizabeth.laguerre@osceolaschools.net)

Teachers will greet at the door to help students feel a sense of belonging.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

AVID will be utilized to create a post-secondary culture.

Person Responsible Libby Raymond (libby.raymond@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how
it was
identified as a
critical need
from the data
reviewed.**

Given the 2021-2022 school data finding that only 40% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematics achievement for all students.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans
to achieve.
This should
be a data
based,
objective
outcome.**

By the end of 2022-2023 school year, 47% of students will be considered on grade level according to statewide assessments.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

Administrator, leadership team, and math coach will monitor the collaborative teams to ensure time is being used effectively to evaluate the level of each PLC Team weekly. Administrative team will use a walkthrough tool and provide feedback. The walkthrough tool will have look-fors related to standards based instruction, collaboration, questioning, and teacher monitoring. School Stocktake Model will take place every month, and the Math Coach will report progress to the Principal on the Area of Focus.

**Person
responsible
for monitoring
outcome:**

Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

**Evidence-
based
Strategy:
Describe the
evidence-
based
strategy being
implemented
for this Area
of Focus.**

Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.

**Rationale for
Evidence-
based
Strategy:**

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSO, 2010; NCTM, 2000, 2014). All students need to

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

have deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgements about which procedures or strategies are appropriate for use, in particular situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will intentionally plan for appropriate stages of fluency as required by the benchmark for a unit of study.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Morning Math Masters will be continued to support students with their math fluency.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Math talks will be utilized to ensure students have continual exposure to a variety of problems and types of problems throughout the school year.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Professional development will be conducted on the new curriculum to ensure that we are using our CUPS with fidelity as it aligns with the new textbooks series.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

The math coach will co-plan and model lessons with fluency as a focus.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

During small group instruction, a math fluency center will be used that focuses on developing appropriate automaticity within the grade-level benchmarks through game-based learning.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking by utilizing Kagan and AVID strategies.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Teachers will use formative assessment data to identify students needs related to their grade level performance and fluency. Flexible grouping will be utilized for intervention time to close gaps for all students.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematical lessons.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Students will participate in targeted intervention Tier 1, 2, and 3.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Meetings weekly/bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, and 3 students.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible Elizabeth Laguerre (elizabeth.laguerre@osceolaschools.net)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Given the 2021-2022 school data finding that only 38% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of literacy achievement for all students.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, 49% of students will be considered proficient or on grade level according to statewide assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration, leadership team, and ELA coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly. School Stocktake model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. Leadership team will use a walkthrough data and formative assessments to make decisions and monitor student learning.

Person responsible for monitoring outcome:

Ashley Burger (ashley.burger@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning (William, 2007) (Marzano 2003).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Training by the LC on the effectiveness of increase student engagement in relation to student achievement will be offered throughout the year to struggling teachers.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Teachers will utilize the Benchmark curriculum and CUPs with fidelity in all classrooms.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

LC will support monthly planning sessions with teams to look at upcoming standards, lessons, and common assessments.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

1st Grade Open Court implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate, and accuracy, and vocabulary and language development.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

2nd Grade Open Court implementation of phonics/word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Tier 1 and Tier 2 students engage in 20 min on Lexia Core 5 - 1 day/week during station rotation.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

Tier 3 students engage in 20 mins on Lexia Core 5 - 2 day/week during station rotation.

Person Responsible Ashley Burger (ashley.burger@osceolaschools.net)

The ELL and ESE support in the classroom will occur through the collaboration of ESOL Compliance Specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible Maritza Duran (maritza.duran@osceolaschools.net)

Students will participate in targeted Tier 1, 2, and 3 interventions. Meetings weekly/bi-monthly with MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, and 3 students.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support student achievement.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If teachers effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, 43% of students will be proficient or considered on grade level according to statewide assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. Formative assessments, as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre-Mid-End of school year progress of student learning. School Stocktake model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Participate in academic discourse through collaborative structures.
Engage in active learning experiences.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts. WICOR and Kagan strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School will implement Houses of Science in 4th and 5th grade to increase engagement in science content.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Identify team members who will lead needs assessment, planning, learning, and monitoring of science instructional practice.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Increase the use of content area vocabulary during instructional time to support all students.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Integrate ELL strategies to support our second language learners in the classroom.

Person Responsible Maritza Duran (maritza.duran@osceolaschools.net)

Teachers will participate in PD that will use AVID strategies including Kagan, WICOR, and Cornell Notes.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

Work with school and district science team to develop professional learning that addresses areas of need specific to science instructional practice and strategies.

Person Responsible Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Given the 2021-2022 school data, the majority of students are not proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of literacy achievement for all students. Instructional practice in grades K-2 will include programs such as FCRR and Words their Way.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Given the 2021-2022 school data finding that only 38% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of literacy achievement for all students. Instructional practices in grades 3-5 will include explicit vocabulary instruction and RISE/RISE UP accelerated intervention.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, ELA proficiency will increase to 50% in all groups.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, ELA proficiency will increase by 50% in all groups.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration, leadership team, and ELA coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly. School Stocktake model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. Leadership team will use a walkthrough data and formative assessments to make decisions and monitor student learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Burger, Ashley, ashley.burger@osceolaschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Suggestions listed above contain ESSA ratings and/or effect size. All suggestions listed above are aligned to the district's Comprehensive Evidenced Based Reading Plan and aligned to Florida B.E.S.T ELA standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

FCRR and Words Their Way are programs that meet specific skills needed for students to show proficiency in ELA. They show an effect size of .70 for phonics instruction and .63 for vocabulary. They are aligned to our district's Comprehensive Evidenced Based Reading Plan. Using explicit vocabulary instruction and RISE/RISE Up intervention follows our district's Comprehensive Evidenced Based Reading Plan and will support students as proficient readers. Explicit vocabulary instruction shows an effect size of .63, and RISE/RISE Up uses small grup instruction with an effect size of .47.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.	Burger, Ashley, ashley.burger@osceolaschools.net
LC will support monthly planning sessions with teams to look at upcoming standards, lessons, and common assessments.	Burger, Ashley, ashley.burger@osceolaschools.net
Training by the LC on the effectiveness of increase student engagement in relation to student achievement will be offered throughout the year to struggling teachers.	Burger, Ashley, ashley.burger@osceolaschools.net
Students will participate in targeted Tier 1, 2, and 3 interventions. Meetings weekly/bi-monthly with MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, and 3 students.	Burger, Ashley, ashley.burger@osceolaschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Cypress Elementary is a Positive Behavioral Interventions and Support school. We have a school wide program called SOAR - Safe, Organized, Accountable, and Respectful. We encourage and promote our students to SOAR throughout the school day. Students can earn SOAR cash for showing their SOAR expectations to earn prizes and access to special events. We also have a support team including the Principal, Assistant Principal, School Social Worker, and School Guidance Counselor who work with students using problem solving techniques to try to teach appropriate behavior when students are making poor choices.

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

There are lots of stakeholders in promoting a positive school culture and environment and they include:

- Principal - oversees the culture and climate of the school
- AP - helps the Principal oversee the culture and climate of the school
- PBIS Coordinator - facilitates the PBIS rewards and activities, supports teachers and staff within the school in implementing PBIS.
- School Counselor - works with students as a support when they are struggling
- School Social Worker - supports students and families who may need additional support and help

Teachers - implement and use PBIS as means to motivate and teach behavior

Students - follow SOAR to earn SOAR cash

Staff - reward students with SOAR cash when they see students who are following the expectations

Parents - partner with the school and support their child from home