Cypress K 8 Center

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 8/15/2014

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
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (68%) 2017-18: B (58%)
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	N/A
* 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.

Table of Contents

Cypress K 8 Center

5400 SW 112TH CT, Miami, FL 33165

http://cypress.dadeschools.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)
Combination School PK-8	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	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Cypress K-8 Center is to move towards excellence through the 3 R's Rigor, Relevance, and Relationships. The Cypress faculty and staff members are dedicated to providing a rigorous curriculum, implementing the Florida's B.E.S.T. Standards through a state of the art pedagogy infused with technology. . Students are encouraged to learn, think, comprehend, and communicate analytically. Relevance is reinforced at Cypress by making curricular connections between learning objectives and real-life experiences. Positive relationships are the foundation for all learning experiences at our school site.

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. Students, staff, parents, and community members will collaborate to create and foster a safe environment where respect for others and tolerance of individual differences are modeled and expected.

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
Alonso, Eduardo	Principal	Email: pr1281@dadeschools.net Mr. Alonso's role as principal of Cypress K-8 Center includes providing a common vision and instructional leadership for data-based decision making, ensuring the implementation of the MTSS model, and assess the effectiveness of the MTSS model. Mr. Alonso also influences our overall student achievement through supporting and developing of effective teachers and the implementing a modernized education organizational process.
Hauser, Janet	Assistant Principal	Email: jhauser33@dadeschools.net Mrs. Hauser's role as the assistant principal of Cypress K-8 Center includes assisting the principal with providing common vision and instructional leadership for data-based decision making, ensuring the implementation of the MTSS model, and assessing the effectiveness of the MTSS process. Mrs. Hauser focuses on facilitating the day-to-day procedures at Cypress K-8 Center. She works directly with staff to ensure the safety of students, in addition to the fulfillment of federal and state student and teacher performance guidelines.
Llaguno, Aydyl	Teacher, K-12	Email: allaguno@dadeschools.net Mrs. Llaguno's role as a teacher and leader at Cypress K-8 Center includes facilitating grade-level meetings to support instructional staff in lesson planning and data-driven decision making, and sharing best practice to ensure instruction is standards aligned. Additionally, Mrs. Llaguno will attend ICAD meetings and will debrief pertinent information will pertaining staff.
Casais, Marisol	Reading Coach	Email: mcasais@dadeschools.net 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. Casais will also provide job-embedded professional development that is relevant to teachers.
Baldwin, Zenaida	Teacher, K-12	Email: zbaldwin@dadeschools.net Mrs. Baldwin's role as a teacher and leader at Cypress K-8 Center is to 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. Baldwin will attend math ICAD meetings and debrief pertinent information with all K-8 math teachers.
Silva, Omayda	School Counselor	Email: osilva@dadeschools.net Mrs. Silva's role as Guidance Counselor and leader include providing 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.

Name	Position Title	Job Duties and Responsibilities
De Armas, Vanessa	Teacher, ESE	Email: msdearmas@dadeschools.net Mrs. De Armas' role as an ESE Teacher and leader at Cypress K-8 Center includes facilitating monthly ESE department meetings with all grade levels (k-8) focusing on IEP implementation as well as high yield strategies to improve students' performance

Demographic Information

Principal start date

Friday 8/15/2014, Eduardo Alonso L

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.*

23

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.*

2

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

361

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

0

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

0

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	37	28	40	37	44	34	54	45	26	0	0	0	0	345
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	0	5	0	0	0	1	0	0	0	0	8
Course failure in Math	0	1	0	0	0	1	0	3	1	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	7	8	8	5	5	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	11	11	11	7	7	0	0	0	0	57
Number of students with a substantial reading deficiency	0	4	8	7	6	9	16	20	10	0	0	0	0	80
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	1	0	4	5	8	8	3	0	0	0	0	29

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

Date this data was collected or last updated

Thursday 8/18/2022

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	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

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	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

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	63%	62%	55%				67%	63%	61%
ELA Learning Gains	67%						68%	61%	59%
ELA Lowest 25th Percentile	55%						63%	57%	54%
Math Achievement	59%	51%	42%				71%	67%	62%
Math Learning Gains	70%						73%	63%	59%
Math Lowest 25th Percentile	74%						54%	56%	52%
Science Achievement	68%	60%	54%				61%	56%	56%
Social Studies Achievement	83%	68%	59%				98%	80%	78%

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	76%	60%	16%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	58%	14%
Cohort Comparison		-76%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-72%				
06	2022					
	2019	44%	58%	-14%	54%	-10%
Cohort Comparison		-58%				
07	2022					
	2019	59%	56%	3%	52%	7%
Cohort Comparison		-44%				
08	2022					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-59%				

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	74%	67%	7%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	72%	69%	3%	64%	8%
Cohort Comparison		-74%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-72%				
06	2022					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-68%				
07	2022					
	2019	70%	53%	17%	54%	16%
Cohort Comparison		-56%				
08	2022					
	2019	55%	40%	15%	46%	9%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-54%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	67%	43%	24%	48%	19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	73%	22%	71%	24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	36	55	45	26	50	67	20	64			
ELL	53	67	55	55	69	70	65	79			
HSP	63	67	56	59	70	73	67	82	59		
FRL	62	68	57	60	72	73	67	81	58		

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		

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	668
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	65
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
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 analysis of the Florida Standardized Assessment (FSA) 2022 ELA data, trends emerged in our level 2 and 3 students (bubble students) in which these students have stayed stagnant. Our lowest 25% continue to show improvement in both ELA and Math with a 35 point increase in ELA and a 48 point increase in Math.
53% of fourth grade ELA students did not show an increase or stayed at a level 2 or 3. In fifth and sixth grade 61% of our students stayed at a level 2 or 3.
Science showed an increase of 27 points as compared to 2021.

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

Based on the analysis of the Florida Standardized Assessment (FSA) 2022 data, the greatest need for improvement was ELA, since there was not a significant increase as compared to the 2021 school year. Based on the 2022 data 63% of students showed proficiency in ELA compared to 2021 where 55% of the students were proficient. Showing only an 8% increase.

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 were the new ELA resources and intervention program. Grades K-2 had full inclusion of the new B.E.S.T standards, however grades 3-8 had a blend of the LAFS and the B.E.S.T standards. During the 2022-2023 school year, grades 3-8 will have the full inclusion of the B.E.S.T standards. Teachers will be given a B.E.S.T ELA handbook along with a training during the opening of schools meeting, where they will be exposed to clarifications listed for the benchmarks. Teachers will also be given extra PD on the intervention program in order for it to be done with fidelity.

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

Based on the analysis of the Florida Standardized Assessment (FSA) 2022 data, Math showed the most improvement. Based on the 2022 data 60% of the students showed proficiency in Math as compared to 2021 data where 47% of the students showed proficiency. Showing a 13% increase.

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

The contributing factors for this improvement came from teachers understanding of the MAFS standards and using them in conjunction with the pacing guide. Teachers use of the i-Ready math teacher toolbox and Performance Matters topic assessments helped with the remediation of the standards and closed gaps on lowest performing benchmarks. Teachers were also exposed to quarterly data chats using Topic Assessments and iReady data. This year, with the implementation of the new math book Big Ideas, teachers will attend and participate in PD opportunities to understand the resources available to them. Vertical planning sessions will be utilized where teachers will see the standards and how they progress between grade levels.

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

Interventionists will continue to provide additional support and effective use of resources will be utilized during instruction for hands-on learning. We will focus on students who are receiving interventions to make sure they are receiving the aligned interventions and on-going progress monitoring. Before and after school tutoring will continue to provide additional learning opportunities to close learning gaps. Data chats will continue to be facilitated by the leadership team to ensure data driven instruction and provide teachers with support and share best practices. The guidance counselor will continue to communicate with all stakeholders in regards to student academic and social and emotional needs. B.E.S.T standards trainings for both ELA and Math will be incorporated during PLC's and or Faculty meetings to ensure they are being used while planning for instruction.

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 using the new B.E.S.T standards in conjunction with the new math and reading resources, training on the new intervention program, new Big Ideas Math book, training on the implementation of Schoology, training by i-Ready focusing on new resources provided on the teacher toolbox, training on the new F.A.S.T. assessment for both math and reading, and B.E.S.T standards.

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

Schoology will be implemented to enhance communication between all stakeholders. Tutoring will be provided before and after school and additional support will be facilitated during classroom instruction and intervention time. Vertical planning sessions will be facilitated to ensure the closing of achievement gaps and diminish trends. Administrators and the leadership team will conduct quarterly data chats with teachers to ensure data driven instruction. Teachers will conduct data chats with students to ensure students are accountable for their learning and in turn close achievement gaps.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021-2022 school year Florida Standardized Assessment (FSA) data, Cypress K-8 Centers' school-wide ELA scores indicate an increase in ELA proficiency reflecting 8 percent increase compared to the 2020-2021 school year FSA scores. In the 2020-2021 school year, students demonstrated 55% proficiency in ELA. In the 2021-2022 school year, student proficiency in ELA improved to 63%. Compared to the progress made in other instructional areas, the ELA proficiency was insignificant and should be improved on. Our target population for this area is our high level two and lower level three students (bubble students) which make up a large percentage of our grade-levels and have shown little to no growth or regression.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement differentiated instruction and intervention along with the training, support, and guidance in the implementation of the new B.E.S.T standards, our school will increase our overall proficiency in ELA by two percentage points (65%) on the 2023 statewide ELA assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through the course of the 2022-2023 school year, the leadership team will facilitate grade level meetings and vertical planning sessions to ensure lessons plans are aligned to the new B.E.S.T standards. Leadership team will facilitate data-driven curricular planning and guidance to select appropriate instructional strategies and appropriate instructional tools to implement in the classroom. The leadership team will also conduct progress monitoring data chats to review Performance Matters and i-Ready data, support teachers in the adjustment of groups based on current data in real time, and will schedule follow-up walkthroughs to ensure that differentiation is aligned to current data.
Person responsible for monitoring outcome:	Janet Hauser (jhauser33@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Data driven instruction along with the use of the item specifications and the new B.E.S.T standards will be reviewed to ensure the teaching of the assessed benchmarks. Data driven instruction will be monitored through the use of data trackers to drive instruction and conversations using i-Ready and Performance Matters assessments. Curriculum Coaches along with the Leadership Team will facilitate teachers during lesson planning to ensure that the lessons are data driven and students are receiving the proper support during differentiated instruction and intervention.

for this Area of Focus.

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

Conducting data-chats will provide clarity for teachers regarding student progress, encourage reflection of instructional practices, and support the collaboration between the leadership team and school teachers. Progress monitoring will be utilized to monitor student progress or regression and provides an opportunity for educators to adjust instruction based on student performance. Walkthroughs will provide accountability in regard to teaching practices and decisions made during data chats.

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.

8/12/22 Provide staff and faculty a review of the i-Ready data tools available and discuss the newly acquired ELA B.E.S.T standards during the opening of schools meeting.

Person Responsible   Janet Hauser (jhauser33@dadeschools.net)

8/15/22 Provide teachers with the 2022 state assessment data in ELA and provide a review of analyzing data in order to develop standard-aligned lessons.

Person Responsible   Eduardo Alonso (pr1281@dadeschools.net)

8/15/22-10/11/22 Facilitate bi-weekly grade level and collaborative planning to provide teachers the opportunity collaborate and share best practices on the data driven instruction. Teachers will develop data trackers and monitor student progress and adjust when necessary.

Person Responsible   Aydyl Llaguno (allaguno@dadeschools.net)

8/15/22-10/11/22Leadership team along with administrators will conduct data chats to analyze and review areas for improvement, identify trends within grade-levels and review current strengths. Teachers will continue to make adjustments to their instruction and plans as well as differentiated instruction and interventions as new data becomes available.

Person Responsible   Janet Hauser (jhauser33@dadeschools.net)

10/31/22-12/16/22 - Reading contact will attend tutoring training sessions to be able to provide the new hired tutors support. Tutors will be trained on how to effectively implement the ELA reading tutoring program , to provide tier 2 and 3 students with additional support. Tutoring scheduled will be provided to homeroom teachers and will be adhered to with fidelity. Reading contact will conduct informal walk throughs and assist during teacher planning time to assure effectiveness and fidelity.

Person Responsible   Marisol Casais (mcasais@dadeschools.net)

10/31/22-12/16/22 - New counselor position was filled to assist with the early identification stage and the identification of early warning signs to provide the necessary support within an adequate time frame.

Person Responsible	Janet Hauser (jhauser33@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021-2022 school year Florida Standardized Assessment (FSA) data, Cypress K-8 Centers' school-wide ELA scores indicate an increase in ELA proficiency reflecting 8 percent increase compared to the 2020-2021 school year FSA scores. In the 2020-2021 school year, students demonstrated 55% proficiency in ELA. In the 2021-2022 school year, student proficiency in ELA improved to 63%. Compared to the progress made in other instructional areas, the ELA proficiency was insignificant and should be improved on. Our target in this Area of Focus is the professional readiness of our teachers regarding the implementation of the B.E.S.T standards and sharing of best practices through the utilization of Professional Learning Communities (PLC's).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, 50% of Cypress K-8 Center teachers will participate in ongoing Professional Learning Communities (PLC's) pertaining to the ELA shift to Florida's B.E.S.T standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be conducted through PLC agendas, PLC attendance, and participant engagement.
Person responsible for monitoring outcome:	Vanessa De Armas (msdearmas@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Professional Learning Communities provide educators with a collaborative opportunity to share best practices and work with in a teachers in a teacher-centered and teacher-lead environment.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The selection of these strategies is based on a teacher-centered support system. Teachers will engage with colleagues to receive support regarding their instructional practices. The utilization of the "Pineapple Observations" will provide teachers with an opportunity to collaborate and share their best practices regarding ELA. The "Help Me Observations" will provide struggling educators with the opportunity to observe best practices being implemented and bring those strategies into their instruction.

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.

8/12/22- At the opening of school meeting, administrators will review the structures of a professional learning community (PLC).

Person Responsible	Eduardo Alonso (pr1281@dadeschools.net)

9/1/22- 9/30/22- Teachers will have registered for monthly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, unpacking the B.E.S.T. standards, accessing on-line resources, higher order thinking questioning, explicit whole group instruction framework, STEM questioning,
analyzing data to gear instruction, vertical planning, and long range planning).

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

Monthly from 10/1/22- 5/26/23- During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.

Person Responsible	Marisol Casais (mcasais@dadeschools.net)

Monthly from 10/1/22- 5/26/23- Administration will monitor by visiting monthly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible	Janet Hauser (jhauser33@dadeschools.net)

10/31/22-12/16/22- Teachers are being sent to ICAD and being tasked with disseminating information to the staff via PLCs.

Person Responsible	Marisol Casais (mcasais@dadeschools.net)

10/31/22-12/16/22- Utilizing the new F.A.S.T. assessments, the leadership team will conduct quarterly sessions to assist teachers in analyzing and interpreting data so their differentiated instruction groups will be ever changing.

Person Responsible	Eduardo Alonso (pr1281@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Morale	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey, only 32% of staff participants felt that staff morale was high at Cypress K-8 Center, which points out that 58% of staff believe staff morale is not high at Cypress K-8 Center. In the 2020-2021 School Climate Survey data reflected that 85% of staff that participated in the survey felt that staff morale was high at Cypress K-8 Center. This indicates a 53% decrease in staff morale at Cypress K-8 Center has occurred during the 2021-2022 school year as compared to the 2020-2021 school year. Our target in this Area of Focus is to increase the staff morale at our school by 18%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we encourage and inspire our teachers to assume leadership roles in the school, teachers will feel that their voice is heard and will therefore create future teacher leaders. As a result, 50% of Cypress K-8 Center teachers will respond that staff morale has increased, on the 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership team will empower teachers to implement presented material and strategies that are learned through their attendance of Professional Development sessions and or ICADS during grade-level, department, or faculty meetings. Involving all teachers will create an environment of shared leadership. This will be evident by teacher-leader presentations.
Person responsible for monitoring outcome:	Vanessa De Armas (msdearmas@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy implemented is Empowering Others. Teachers will be given sign-up sheets where they will have the opportunity to share best practices in the area of expertise and in return create future leaders. Involving teachers will increase the feeling of shared leadership and in turn increase staff morale. The leadership team will monitor, encourage, and provide the teachers support. The school leadership team will plan staff events to encourage participation, practice collaborative data-based decision making, and ensure clear communication and transparency amongst teachers and leadership.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The selection of these strategies is based on an evidence-based employee morale and engagement practices . Teachers will have a plethora of opportunities to engage in teacher centered events. Teachers will be included in the decision making process as it pertains to school-wide regulations and clear communication and transparency will provide teachers with a more supportive environment built on trust and open-communication.

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.

8/12/22 At the opening of school's meeting administrators will encourage and motivate teachers to assume leadership roles.

Person Responsible	Eduardo Alonso (pr1281@dadeschools.net)

8/12/22-10/11/22 Leadership team will facilitate meetings and provide teacher expert with support. The leadership team will also allow teacher experts the opportunity to reflect while providing feedback.

Person Responsible	Aydyl Llaguno (allaguno@dadeschools.net)

8/12/22-10/11/22 Volunteer sign-up sheets will be available for teachers to present any information given at professional development trainings and or ICADS.

Person Responsible	Janet Hauser (jhauser33@dadeschools.net)

8/12/22-10/11/22 Leadership team will involve teachers to assist them in presenting information during grade level meetings, faculty meetings, data chats, and professional development sessions.

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

10/31/22-12/16/22 - Teachers are being impowered by attending subject specific ICAD meetings and being provided with the opportunity to disseminate information in PLC's.

Person Responsible	Eduardo Alonso (pr1281@dadeschools.net)

10/31/22-12/16/22- Teachers will engage in team building activities, facilitated by the leadership team, during staff meetings to boost staff morale and develop cohesive and collaborative team.

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

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data analysis of the 2022 School Climate Survey, 63% of the teachers indicated that they needed more support from their administration.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Data on the 2023 School Climate Staff survey will show show a 5% decrease in the number of teachers requesting more support from the administration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will continue to implement an open-door policy and increase informal walk-throughs while providing positive reinforcement during their visits. Quarterly data chats will also be conducted in order to analyze data with teachers and provide support where needed. Administrators will also attend grade-level and department meetings to ensure that all teachers and staff have all the necessary tools and resources to promote student achievement.
Person responsible for monitoring outcome:	Eduardo Alonso (pr1281@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Providing the staff and faculty with clear expectations of the school's vision and mission will create a community where all stakeholders are heard and will motivate buy in in the school's future goals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we successfully implement the practice of Leadership Visibility and Accessibility by continuing to foster an open-door policy, consistent informal walk-throughs and provide positive reinforcement during visits, then our school will have a positive increase in the overall culture of our school by all stakeholders.

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.

8/12/22 Discuss the mission and vision of the school as well as discuss data and the School Improvement Plan.

Person Responsible   Eduardo Alonso (pr1281@dadeschools.net)

8/12/22 Administrators will encourage and the motivate teachers to assume various leadership roles by creating an environment that is safe to take risks, recognize their strengths, and provide support and immediate feedback.

Person Responsible   Eduardo Alonso (pr1281@dadeschools.net)

8/12/22-10/11/22 Administrators will have conversations after walk-throughs to give immediate feedback on strengths and areas for improvement and quarterly surveys will be given to address any concerns or assess the effectiveness of the walk-throughs and data chats.

Person Responsible   Eduardo Alonso (pr1281@dadeschools.net)

8/12/22-10/11/22 Administrators will attend grade-level meetings and address any needs for additional support in student behaviors and or academics.

Person Responsible   Janet Hauser (jhauser33@dadeschools.net)

10/31/22-12/16/22- Teachers will be given the opportunity to observe teachers at similarly structured school for colleague collaborations. During this time teachers will have opportunities to collaborate, debrief, and receive support.

Person Responsible   Eduardo Alonso (pr1281@dadeschools.net)

10/31/22-12/16/22- Administrators will facilitate grade-level data chats to ensure teachers are receiving adequate support and are being provided with the adequate resources to efficiently instruct students.

Person Responsible   Eduardo Alonso (pr1281@dadeschools.net)

#5. -- Select below -- specifically relating to

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

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

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

Person responsible for monitoring outcome: [no one identified]

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

Rationale for Evidence-based Strategy:
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.

No action steps were entered for this area of focus

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.

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 school culture and environment.

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.