Cypress Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Cypress Elementary School

851 SW 3RD AVE, Pompano Beach, FL 33060

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Schnur, Vanessa	Principal	Mrs. Schnur is the school's instructional leader. She monitors student achievement and teacher performance through formal and informal classroom observations and individual meetings with students and teachers to review data. She provides regular updates and is an active participant of all school functions.
Dunbar-Creary, Claudine	Assistant Principal	Mrs. Dunbar-Creary assists with monitoring and the implementation of the school's instructional structure. She facilitates and monitors student discipline. Mrs. Dunbar-Creary also assists with classroom walkthroughs/ observations and provides feedback to teachers and students. She uses data to monitor and assess needs of students and teachers.
Aversa, Sandra	Math Coach	Ms. Aversa provides supportive services in the area of mathematics as needed to improve academic performance. She conducts classroom wall-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents, and all stakeholders.
Rucker, Cathy	Reading Coach	Intermediate Literacy- Ms. Rucker provides supportive services in the area of English Language Arts (ELA) as needed to improve academic performance. She conducts classroom walk-throughs to provide ongoing feedback to teachers and students. She works closely with the faculty, staff, parents, and all stakeholders. She's also the SAC Chair and the Title I contact.
Salpeter-Thomas, Allison	Reading Coach	Primary Literacy Coach - Ms. Thomas provides supportive services in the area of English Language Arts (ELA). She conducts classroom walk-throughs to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents, and all stakeholders.
Spiteri, Fabiana	Other	ELL Coordinator- Ms. Spiteri provides supportive services to our English Language Learners (ELL) as needed to improve their academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents and all stake holders.
Patrick, Kimberlia	Science Coach	Ms. Patrick provides support services in the area ofscience. She provides professional development in the area of science and conducts classroom-walkthroughs to provide ongoing feedback to teachers. She monitors the use of science programs in K-5 classrooms.
Peters, Heather	Other	ESE Specialist - Ms. Peters coordinates our CPST Meetings and serves as our RTI Contact. She ensures that we are in compliance with IEPs and EPs. She supports our ESE teachers and students. She also collaborates with teachers to

Name	Position Title	Job Duties and Responsibilities
		make ensure that our ESE population are receiving the necessary instructional exposure to make growth in academics. She is apart of the Support Team and works collaboratively with the team to make schoolwide decisions.
Gordon, Jenelle	School Counselor	Ms. Gordon works diligently with all teachers and staff to provide counseling and emotional and social support to our students as well as training to our staff. She is part of our CPST and she's also our RTI contact. Ms. Gordon is a member of the Support Team and works with the team to help make decisions for the school.
Leon, Beatriz	School Counselor	Ms. Leon works diligently with all teachers and staff to provide counseling and emotional and social support to our students as well as training to our staff. She is part of our CPST and she's also our RTI contact. Ms. Gordon is a member of the Support Team and works with the team to help make decisions for the school.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders in the development of the School Improvement Plan (SIP) occurs during the School Advisory Council (SAC) meetings. All stakeholders are invited and given the opportunity to discuss and provide input on the various components of the SIP. Stakeholder input and feedback is then utilized to create the School Improvement Plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be regularly monitored and discussed during the School Advisory Council (SAC) meetings. Ongoing data analysis will be conducted and reviewed for effective implementation will be highlighted in the Principal's Report and presented during SAC meetings. Revisions, as necessary, will be discussed during these meetings and agreed upon with all stakeholders.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	62	65	63	42	35	42	0	0	0	309
One or more suspensions	1	1	1	1	6	3	0	0	0	13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	32	58	55	64	36	36	0	0	0	281
Level 1 on statewide Math assessment	0	36	48	49	34	39	0	0	0	206
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	37	46	92	78	72	0	0	0	360

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	38	63	64	80	59	56	0	0	0	360

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	17	13	0	1	0	0	0	40
Students retained two or more times	0	3	7	1	0	1	0	0	0	12

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	23	61	48	27	23	37	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	34	43	42	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	28	47	43	0	0	0	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	37	53	58	28	17	0	0	0	197

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	0	9	21	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	16	17	18	1	0	0	0	0	57
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	23	61	48	27	23	37	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	34	43	42	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	28	47	43	0	0	0	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	37	53	58	28	17	0	0	0	197

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	0	9	21	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	16	17	18	1	0	0	0	0	57
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	56	53	37	58	56	31		
ELA Learning Gains				56			38		
ELA Lowest 25th Percentile				50			32		
Math Achievement*	42	62	59	41	54	50	27		
Math Learning Gains				65			16		
Math Lowest 25th Percentile				58			4		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	41	48	54	42	59	59	26		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	55			48		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT				
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	50			
AMI				
ASN				
BLK	47			
HSP	52			
MUL				
PAC				
WHT				
FRL	48			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			42			41					60
SWD	15			24			21				5	50
ELL	30			41			37				5	60
AMI												
ASN												
BLK	28			34			33				5	59
HSP	33			44			44				5	61
MUL												
PAC												
WHT												
FRL	32			41			37				5	62

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	56	50	41	65	58	42					55
SWD	18	48	43	20	55	55	0					29
ELL	31	54	57	39	68	61	38					55
AMI												
ASN												
BLK	34	58	35	33	59	50	45					64
HSP	35	54	63	43	69	64	36					52
MUL												
PAC												
WHT												
FRL	36	54	43	42	62	50	40					58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	38	32	27	16	4	26					48
SWD	8	17	21	13	0	0	0					26
ELL	31	38	33	25	18	0	26					48

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	25	33	18	21	8	0	13					45
HSP	34	36	43	29	23		31					48
MUL	60											
PAC												
WHT	30			40								
FRL	31	37	32	25	15	5	24					49

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	56%	-13%	54%	-11%
04	2023 - Spring	43%	61%	-18%	58%	-15%
03	2023 - Spring	22%	53%	-31%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	62%	-27%	59%	-24%
04	2023 - Spring	54%	65%	-11%	61%	-7%
05	2023 - Spring	39%	58%	-19%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	46%	-10%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA. Based off 2023 data, only 36% of students in grades 3-5 demonstrated proficiency in ELA. The contributing factors for last year's low performance is the lack of foundational skills. Additionally, the implementation of newly adopted ELA curriculum, state standards, and standardized assessments were contributing factors.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Student performance on the statewide ELA assessment showed the greatest decline in 3rd grade. Based on prior year's data, compared to current school year data, 3rd grade had the greatest number of students identified with a substantial reading deficiency. Factors that contributed to this decline was lack of foundational instruction during prior school years due to online/hybrid learning models.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state average was 3rd grade English Language Arts (ELA) PM3 performance. Cypress Elementary's 3rd grade proficiency percentage was 21% compared to the state average of 50%. This data shows the greatest gap compared to grades 4 and 5. One of the greatest factors contributing to this gap was non-readers entering 3rd grade.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on 2023 assessment data, the math component showed the most improvement. Student proficiency (level 3 and above) increased 31% from PM1 (10%) to PM3 (41%). New actions the school took in this area was implementation of a core math program (eNvision). The program included a progress monitoring component and an adaptive technology program. Continued use of Reflex and Frax to build fluency and Mountain Math was used K-5. Extended learning opportunities through small group provided by the ESSER teacher and after school camps contributed to the increase in student achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern based on the EWS data analysis is the number of students with a substantial reading deficiency in 3rd grade. This number has increased from prior year's assessment performance data.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest priorities for school improvement for the upcoming school year are: (1) overall reading proficiency, (2) reading proficiency in ESSA subgroup Students With Disabilities (SWD), (3) science proficiency.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This action plan will ensure an increase in ELA achievement in ESE students.

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

By May 2024, our Federal Index for Students With Disabilities will increase by 5 points.

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

We will use Benchmark Advance unit assessments, PM1 and PM2 diagnostic data, iReady diagnostics, and Classroom Walkthroughs to monitor student progress.

Person responsible for monitoring outcome:

Vanessa Schnur (vanessa.schnur@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group utilizing differentiated instruction which also includes skills based reading groups. Evidence-based interventions include SIPPs, Reading Horizons, and Reading Mastery.

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

Targeted small group instruction integrating various modalities of literacy instruction, which are aimed at guiding students towards proficient and life long reading. ELA and ESE teachers will use explicit skill instruction by the use of Benchmark Advance components. Through the targeted instruction, teachers will have the opportunity to differentiate instruction to meet individual needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Use FAST PM1, PM2, and iReady diagnostic to determine reading deficiencies.

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

By When: After each PM1, PM2, and iReady assessments, Primary and Intermediate Literacy coach will disaggregate the data to determine reading deficits.

Monitor Benchmark Advance unit assessments.

Person Responsible: Allison Salpeter-Thomas (allison.salpeter@browardschools.com)

By When: After Benchmark assessments, Primary and Intermediate Literacy coach will disaggregate the data to determine reading deficits.

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

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

By When: By November 2023.

ESE teachers will participate in data chats with the admin and support team.

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

By When: Bi-monthly scheduled data conversations.

#2. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school has a high percentage of teachers consistently absent and a low fill rate of substitutes, having to split classes which impacts teaching and learning.

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

By June 2024, the substitute fill rate will increase by 10 percentage points from 50% to 60%.

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

Monthly check points through the Smartfind system.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide monthly attendance incentives for teachers. Meet with teachers who have excessive absences and provide support through EAP or School Counselors.

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

Teachers will increase their attendance when positive reinforcements are provided.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly Prizes

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

By When: Last Friday of each month.

Individual conference with teachers

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

By When: As needed

Share 22-23 data with Leadership Team and all Teachers.

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

By When: September 11, 2023 Leadership Team Meeting October 3, 2023 Staff Meeting

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This action plan will ensure an increase in student achievement in proficiency.

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 school year 2023-2024, 42% (up from 36% in 22-23) or more of students in grades 3-5 will score at above level 3 on statewide standardized ELA Assessment (FAST).

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

We will use Benchmark Advance unit assessments, iReady assessments, PM1 and PM2 diagnostic data, and Classroom Walkthroughs to monitor student progress.

Person responsible for monitoring outcome:

Vanessa Schnur (vanessa.schnur@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use a student centered approach to instruction, through small groups and differentiation to meet individual student needs.

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

Targeted small group instruction integrating various modalities of literacy instruction, which are aimed at guiding students towards proficient and lifelong reading. Teachers will use explicit skill instruction by the use of Benchmark Advance components. through the targeted instruction teachers will have the opportunity to differentiate instruction to meet individual needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PLCs will be enhanced to improve teaching and learning in reading to increase student performance. PLCs will focus on Benchmark Advance components, and BEST standards. During our collaborative Thursdays, teachers will analyze data, plan instruction, and gather appropriate resources aligned to the Florida Standards.

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

By When: 09/18/23 - 5/31/24

The RTI process will be enhanced to ensure all students are provided the appropriate interventions. Teachers and the school Leadership Team will meet biweekly to monitor student progress and make

adjustments as necessary. Teachers will receive support from grade level facilitators to ensure that students needs are met.

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

By When: 09/05/23 - 5/31/24

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

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

By When: 8/14/23 - 5/31/24

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

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

By When: 09/5/23 - 5/31/24

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

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

By When: 10/17/23 - 4/30/24

The data disaggregation process will be enhanced to ensure all students are provided the appropriate instruction. Teachers and the school Leadership Team will meet every month to monitor student progress and make adjustments as necessary. Teachers will conduct data conferences with students and parents to ensure that both parents and students understand student specific data.

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

By When: 9/5/23 - 4/30/24

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

When we plan for the next school year we review resources to determine what is needed for the next school year. We determine what was beneficial for our students and allot funds to make purchases. We get input from teachers and also look at grade level data. We use the information to make purchase decisions for all areas, ESE, ESOL, Reading, Math, and Science. We also allot money toward student incentives for behavior and academics.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Based on 2022-2023 end of year assessments, 48% of KG, 39% of 1st grade, and 37% of 2nd grade students were proficient on the end of the FAST PM3 assessment. Based on the data reviewed, it directly impacts students' reading proficiency. The challenge at Cypress is our students enter KG with minimal language skills and knowledge and lack schooling. This causes them to be 2-years below grade level. Reasons why we must continuously focus on improving reading proficiency in the primary grades to assist them to be more successful once they enter intermediate grades. Students in primary grades are struggling with their foundational skills, having trouble learning to read and building a strong foundation to be better prepared to read to learn once entering 3rd grade. Because we have been identified as a R.A.I.S.E. (Reading Achievement Initiative for Scholastic Excellence) school with 50% or more of our students scored below a Level 3 on the most recent statewide ELA assessment (FAST) for us the focus on foundational skills will help minimize having 50% or more students in grades 3-5 as non-readers when entering the intermediate grades. Upon review of our most current PM1 data, 23% of KG, 31% of 1st grade, 24% of 2nd grade students were proficient on FAST PM1 which supports this academic concern.

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

Based on 2022-2023 statewide assessments, only 36% of students in grades 3-5 performed at a level 3 or above on the FAST ELA Assessment. Based on the data reviewed, it directly impacts students' reading proficiency. Because we have been identified as a R.A.I.S.E. (Reading Achievement Initiative for Scholastic Excellence) school with 50% or more of our students scored below a level 3 on the most recent statewide ELA assessment (FAST) for us the focus on foundational and comprehension skills will help minimize students scoring below grade level proficiency.

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 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 Measurable Outcomes

By the end of the school year 2023-2024, 42% (up from 40% in 22-23) or more of students in grades K-2 will score at or above grade level on statewide standardized ELA Assessment (FAST-Star).

Grades 3-5 Measurable Outcomes

By the end of the school year 2023-2024, 42% (up from 36% in 22-23) or more of students in grades 3-5 will score at above level 3 on statewide standardized ELA Assessment (FAST).

Monitoring

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 impact student achievement outcomes.

Desired outcomes will be progress monitored through data analysis from the FAST assessments during PM1 and PM2. This will serve as a tool to help provide data-based decisions and instructional implications needed to increase student performance. Additional formative assessment data will be collected from the Benchmark Advance Unit Assessment every 17 days. Classroom walkthroughs will be conducted by administration and instructional coaches. Feedback will be given in a timely manner to help improve instructional practices. Data will be reviewed and discussed monthly with both teachers and students.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Schnur, Vanessa, vanessa.schnur@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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?

Implementation of evidence-based practices/programs that align the district's K-12 Comprehensive Evidence-Based Reading Plan (CERP) include: Heggerty (K-2), Reading Horizons (1-5), SIPPs (K-5), Wordly Wise (2-5), and Benchmark Advanced Interventions (K-5). Additionally, implementation of MTSS/ Collaborative Problem-Solving Framework will ensure students receive Tier 2 and Tier 3 instruction interventions.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for implementation of selected evidence-based strategies/practices align to the K-12 Comprehensive Evidence-Based Reading Plan (CERP) and have been proven successful for identified need. Heggerty, Reading Horizons, SIPPs all support foundational skills related to phonics and phonemic awareness. Benchmark Advance and Worldy Wise also support comprehension development, vocabulary, and fluency.

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
Literacy Leadership Team, inclusive of various stakeholders such as teachers, support team, and administration will continue to monitor literacy instruction and data.	Schnur, Vanessa, vanessa.schnur@browardschools.com
Continue Team Data Chats/Discussion to progress monitor individual student performance. Benchmark Unit Assessments, FAST, and Star Literacy will all serve as formative monitoring assessments.	Schnur, Vanessa, vanessa.schnur@browardschools.com
Continue monthly Curriculum Conversations devoted to discussed and sharing Best practices of ELA Standards and student performance.	Schnur, Vanessa, vanessa.schnur@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The method for dissemination of this SIP and SWP to stakeholders occurs during the School Advisory (SAC) meetings. All stakeholders are invited and given the opportunity to discuss the SIP and SWP. In order to ensure the information is understood by all stakeholders, translation and practical language is used during the presentation. The SIP is made publicly available on the school's webpage https://www.browardschools.com/cypress.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school builds positive relationships with all stakeholders through the implementation of the Title I Family Engagement Plan. Through the activities and parent trainings identified in the plan, stakeholders are presented with opportunities that support the needs of all students, as well as, provides continued communication about their child's progress. The school's Family Engagement Plan is made publicly available on the school's webpage https://www.browardschools.com.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In efforts to strengthen the academic programs in the school, increase the quality of learning, and provide and enriched and accelerated curriculum the school will adhere to a school-wide instructional

plan. This includes detailed academic focus calendars, professional learning communities, professional learning, progress monitoring, and instructional coaching aligned to the Area of Focus in English Language Arts.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school ensures that the mental health needs of our students are addressed through partnerships with teachers, parents, and community agencies. Together we collaborate to identify children who are in need of services. Based on the needs of our school, we conduct classroom lessons, small group, and individual counseling with our students. We also provide families with referrals to community agencies as needed for students who could benefit from specialized support services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We include career awareness during social studies lessons. Students participate in College and Career Week annually where they learn about different colleges and degrees. Fifth graders visit middle schools and we also have assemblies showcasing magnet options in our district.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Every staff member contributes to making Cypress Elementary the best that we can be. We are consistent, encouraging and supportive, therefore students are more likely to want to put forth effort to be the best they can be. We have developed a means of rewarding students when they are meeting expectations and provide calm, consistent reprimands or consequences when students are not meeting expectations. Rules, consequences and incentives are posted in each classroom. We follow our HOOT system. H- Honest (accepts responsibility, trustworthy, follows school rules, etc…), O-On task (participates in class, completes assignments on time, follows directions, etc…), O-Organized (prepared for class, responsible, etc…), and T-Thoughtful (respectful, helpful, kind, etc…) Students are rewarded monthly for earning Hoot Points. Our School Counselors provide our Tier 2 behavior students with strategies to help them lesson unacceptable behaviors. The assistant principal and the school counselors work closely together to target Tier 2 and Tier 3 behavior students. Student are referred to outside services as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and activities implemented to analyze data and improve instruction occur bi-weekly. This series of professional learning aligns to the identified SIP goals. This also assist with retaining effective teacher in high need subjects areas as it provides strategic support.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Some of the strategies we use at Cypress Elementary to assist preschool children in the transition from early childhood education programs to local elementary school programs are by establishing routines, fostering independence, modeling positive social and life skills, valuing play (both real and imaginative) and educating using a robust curriculum with kindergarten readiness. In the spring we also conduct a Kindergarten Roundup , where parents and students tour the school and hear about all the programs that we have available. During that time they are introduced to key personnel such as the ESE Specialist, School Counselors, and ESOL Contact. All PreK parents are invited to all of our parent raining activities, where they are exposed to the expectations of the elementary school programs.