

students

school

teaching

improvement

strategic

collaborative

family

environment

instruction

needs

goals

mission

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and

community

involvement

planning

building

relationships

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supportive

problem

solving

step

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ambitious

effective

leadership

strategies

resources

assessment

career

college

and

public

and

mission

vision

Cypress Elementary School

851 SW 3RD AVE, Pompano Beach, FL 33060

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

93%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

D

C

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Cypress Elementary School, we value the diversity in our students and recognize their culture directly affects the way in which students receive information and learn. Relationships are cultivated among student and teacher by respecting students' cultural experiences, and encouraging students to have enriching conversations. We recognize that when students share their diverse perspective as it relates to their personal experiences, it in turn enhances the learning environment for all students. We also plan interactive multicultural curriculum nights where students and teachers work together.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Cypress Elementary School is a safe learning environment where students feel safe and are respected throughout the school day. Procedures are in place in order to maintain a safe learning environment where students are respected during the school day. Below are the procedures we implement to assure all students' safety:

Supervision Responsibilities:

1. All supervisors (i.e., teachers, paraprofessionals) are responsible for supervising in a warm, friendly manner while moving throughout the cafeteria.
2. If a student violates a rule, inform the student of the rule being broken and state the appropriate behavior in a respectful tone. If behavior does not improve, supervisor will follow guidelines and write-up infraction.
3. Supervisors (in cafeteria) will complete a referral BEFORE leaving for the day. Referrals will be entered into the DMS (Discipline Management System) and followed up by an administrator.

Before School and After School

Goal: Students will arrive and depart school in a safe and orderly manner.

Rules and Expectations

1. Students who eat breakfast at school should not arrive before 7:40 AM.
2. Upon arrival at school, all students should either go to the cafeteria to eat breakfast or their designated area (hallway) to wait for the 1st bell. While waiting for their teachers, students will read a book from the tub by the classroom.
3. Teachers/staff must provide a hall pass or note for any students who are to be in the building prior to 7:50 AM.
4. When entering the school building, students will walk on the line to the right, in a quiet and orderly manner.
5. When exiting the building after school, all students will walk to their designated exit. Students in the after school program (ASP) will report to their designated area.

6. Students and parents will not be allowed to reenter classrooms. Once dismissed they must first report to the office so the teacher may be contacted.

Consequences for infractions of the above rules:

1. Give a verbal reprimand
2. Redirect the student
3. Notify the student's teacher
4. Contact the parents
5. For repeated infractions, student will talk to administration

Teacher Responsibilities:

1. Lunch rules and expectations will be reviewed with the class.
2. Conference with students for misbehavior.
3. Use a reward system (if applicable)

Hallways

Goal: The hallways will be a safe and clean environment where people interact with courtesy and respect.

Rules and Expectations:

1. when moving from one place to another, students will move safely through the hallways, staying on the right side, on the gray line where applicable.
2. Students will walk quietly, with hands behind their back and/or a finger over their lip.
3. During class time, student must carry a hall pass.
4. Students will treat everybody with respect. If an adult speaks to a student, the student is required to answer politely.
5. If an adult asks student to correct a behavior, student will follow directions in a respectful manner.

Consequences for Infractions:

1. Verbal reprimand
2. Redirection. For Example, have student go back and walk if caught running through the hall.
3. Briefly delay the student and inform the student's teacher.
4. Use administrative referral only if excessive insubordination or for dangerous or illegal situations.

Reinforcement Procedures:

1. Friendly interaction from adults.
2. Compliments to individual students on their safety, courtesy, and respect.
3. Compliments to a teacher (so students can hear) on the degree to which teacher's class is following the rules.

Supervision Responsibilities:

1. All staff members are responsible for supervising in a warm friendly manner while moving throughout the hallways.
2. Provide compliments when appropriate. Accentuate the positive.
3. If a student violates a rule, inform the student of the rule being broken and state the appropriate behavior in a respectful tone.
4. If a student refuses to follow your instruction, inform the student that he/she can choose to follow your direction or be referred to the office for insubordination. If the student refuses to accompany you to the office, simply notify administration.

Teacher Responsibilities:

1. Teachers are responsible for escorting their classes into the cafeteria for lunch and coming into the café to pick them up and reflecting (when applicable).
2. Review hallway expectations and consequences with the students at the beginning of each school year and review as necessary.
3. Use a reward system for receiving compliments. For example, marble jars, links etc.
4. Teachers are responsible to have passes available for students for travel to media, bathrooms, office, etc.
5. Teachers are responsible to be out in the hallways (designated time) on a rotation schedule each morning during arrival and escort students to designated hallway locations for dismissal until they exist safely.

Administration and other Support Staff Responsibilities:

1. Providing support for habitual behavioral infractions.
2. Compliments to a class on the degree to which the class is following the rules.

Playground

Goal: Students will play in a safe manner during all games and on all equipment.

Rules and Expectations

1. Students will play in a safe manner on the playground.
2. Students will show respect for others and follow instructions given by staff members.
3. Students will stay out of trees, off fences, parking lots, streets, puddles, mud and/or construction equipment.
4. Students are to stop what they are doing and line up when the teacher signals.
5. Students will leave rocks, sticks, and other dangerous objects alone.
6. Students will show pride in their school by keeping the building and grounds free of litter.
7. Students will take turns on the equipment and use equipment properly.
8. Students will settle differences peacefully.
9. Students will not throw sand.

Consequences for Infractions

1. Verbal reprimand
2. Redirection. For example, have the student do it the right way.
3. Practice conflict resolution when needed.
4. Time out at a teacher designated area.

Reinforcement Procedures

1. Friendly interaction from adults.
2. Extra recess time.

Supervision Responsibilities

1. Each of the supervisors is expected to roam about the playground and avoid standing in one place. Be visible and circulate. Encourage students who want to hang on to you to get involved with other students.
2. Interact positively and personally with many different students.
3. When a student violates a rule, try a verbal reprimand first. Use a respectful but firm voice.
4. If crisis occurs, such as need for the bathroom, medical injury, physically dangerous acts or insubordination, send two responsible students to the office for assistance or call the front office from the nearest classroom (if applicable).

Teacher Responsibilities

Review playground expectations and consequences with the students in the beginning of each school year and review as necessary. Assume supervisor responsibilities. Ensure an incident report is completed in the event of any incident on the playground and notify parent before the child leaves school.

Restrooms:

Goal: The restrooms at Cypress Elementary will be clean and safe.

Rules and Expectations

1. Uses restrooms appropriately and leave them clean.
2. Put toilet paper in the toilet.
3. Flush the toilet.
4. Leave stalls unlocked after use.
5. Wash your hands.
6. Turn off the water before leaving restroom.

Consequences

1. Verbal reprimand
2. Inform the student's classroom teacher
3. Parent notification
4. Administrative referral for insubordination, dangerous behavior or destructive acts

Staff Responsibilities

1. If a student violates a rule the teacher should remind them of the correct way it should be done.
2. For repeated infraction, the teacher and administration will contact the parents and consequences will be enforced.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

One of Cypress Elementary Schools goal is to have students develop into lifelong learners and achieve at the highest standards while remaining strong in character. We have a positive school-wide behavioral system in place that aids in minimizing distractions to keep students engaged during the instructional day. Every staff member contributes to making Cypress Elementary the B.E.S.T. that we can be. We set the tone. The staff at Cypress Elementary School are consistent, encouraging, and supportive because we know students will put forth their best efforts when in an engaging learning environment with minimal distractors. The two most important procedures are to: develop 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 must be clearly posted in each classroom and throughout the schools campus.

Below details our school wide behavioral system:

Teacher Responsibilities:

1. Behavior rules, consequences, and incentives are posted and clearly visible to all students.
2. A designated time-out area should be predetermined with expected behaviors of how to serve a time-out clearly posted in that location to redirect inappropriate behavior towards appropriate behavior outcomes.
3. A designated "teacher buddy" location for outside the classroom time should be predetermined in attempt to redirect inappropriate behavior towards appropriate behavior expected by teacher.
4. Interact positively and personally with many different students.
5. Appropriate use of administration referral for illegal, physically dangerous and fighting behaviors to align with the School Board of Broward County's Discipline Matrix. Referrals must be entered into the Discipline Management System for attention from an administrator. (EX: Students are hitting each other where they can hurt themselves in a fight or others. Non-EX: Used hands to move a child over in a line)

Student Responsibilities:

1. Students will be on time and prepared to learn.
2. Students will show respect for the rights and properties of others.
3. Students will follow directions from all staff members.
4. Students will keep their hands and feet to themselves.

Consequences for Infractions:

1. Loss of privilege
2. Time out in a classroom
3. Time out in buddy teacher classroom for de-escalation
4. Phone call home
5. Behavior contract
6. Appropriate referral

Reinforcement Procedures:

1. Compliments or positive interactions from the classroom teacher
2. Positive notes or phone calls home
3. Points or tokens toward teacher designated rewards
4. Visits to teacher buddy for special reward
5. Selection for Kid of Character (Monthly)

Referrals

Student referrals are used for serious problems. Some of these are:

1. Physical aggression
2. Inappropriate Language
3. Stealing
4. Threatening verbal/sexual/bodily harm
5. Leaving school grounds
6. Destruction of school property
7. Bringing a weapon (Class A or B) to school

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Cypress Elementary school ensures the social-emotional needs of all students are being met by fostering a positive learning environment. We will have strong academic gains, and prepare students for college and career readiness by meeting the needs of the whole student. The school guidance counselor provides individual and group counseling services. Chrysalis services, and other outside agencies are utilized for students in need of additional emotional support. Cypress Elementary also has mentors for our Black Male Task Force, a district initiative aimed at supporting at risk students. Having these programs in place maintains a healthy school culture for students and creates a learning environment conducive for student success

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172347>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We actively seek community partnerships. Our community liason and guidance counselor work closely with local community organizations. We hold an annual volunteer partnership orientation and also a volunteer partnership appreciation breakfast. Through our partnerships, we have been able to have events off site. For example, we host a math Publix night and McDonald report card night. Our partnerships with Christ Church allows us to provide students with backpacks, school supplies and weekend snacks for students who have few resources at home.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Schnur, Vanessa	Principal
Blue-Small, Shezette	Assistant Principal
Dunbar, Claudine	Other
Monroe, Tiffany	Instructional Coach
Mack, Trakina	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- Vanessa Schnur

Mrs. Schnur is the school's instructional leader. She monitors student achievement and teacher performance through formal and informal classroom visits and one-on-one meetings with students and teachers to review data. She provides regular updates and is an active member of all school functions.

Assitant Principal- Shezette Blue-Small

Mrs. Blue-Small assist with monitoring and the implementation of the schools instructional programs. She assist with student discipline and assist with classroom walk-throughs to give regular feedback to students and teachers. She uses data to monitor referrals and also to assess the needs of students and teachers.

ELL Coordinator- Claudine Dunbar-Creary

Ms. Creary 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.

Math Coach- Tiffany Monroe

Ms. Monroe provides supportive services in the area of mathematics as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers. She works closely with the faculty, staff, parents and all stake holders.

ELA Coach- Trakina Mack

Ms. Mack provides supportive services in the area of English Language Arts (ELA) as needed to improve academic performance. She conducts classroom walk-through to provide ongoing feedback to teachers and students. She works closely with the faculty, staff, parents and all stake holders.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Cypress Elementary's leadership team identifies and aligns available resources in order to meet the needs of all students by providing on going professional development, establishing Professional Learning Communities designed as professional rounds that focus on core elements. Instructional staff is allotted on-going professional development after school utilizing Title 1 funding and teacher incentive funds (TIF) Additionally, we identify students who are not making academic gains at the Tier 1 level. As such, these students are identified by the classroom teacher, discussed at grade level meetings to begin the RTI process. In addition to addressing students in need of remediation, we focus on enriching our high performing students through academic games, project based learning

(PBL), utilize depth of knowledge complexity levels to engage in collegial socratic conversations among students, and use authentic assessments.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chairpersons- Tiffany Monroe	Education Support Employee
Co Chairperson- Dr. Kathleen Rains	Teacher
Principal- Vanessa Schnur	Principal
ESOL Parent Representative	Student
Secretry-Margery Radelat	Teacher
After School Programs/ASP Rose Almonor	Business/Community
Parent- Dominique Salters	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2013-2014 SIP plan was evaluated with SAC, teachers, faculty, staff, and community stake holders. Its effectiveness was shared at SAC meetings with all school stake holders and the schools leadership team. The SAC assisted the SIP committee by reviewing previous year student data. Input was collected on supplemental programs and decisions were made on ways to enhance student achievement.

Development of this school improvement plan

SAC collaborated with administration and SIP committee chairperson to develop, review, and provide feedback on the proposed plan. Adjustments were made as needed upon review of each SAC member.

Preparation of the school's annual budget and plan

This year Cypress Elementary will utilize SAC money to purchase additional instructional materials aligned to Florida Standards.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The \$6,000.00 line item was utilized for instructional materials to improve teachers instructional delivery model as well as increase students academic achievement. Additionally, \$4,500.00 was used to purchase DRA (Diagnostic Reading Assessment) kits for our instructional staff. The data obtained from this assignments aids in meeting the individual instructional needs of our students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Schnur, Vanessa	Principal
Blue-Small, Shezette	Assistant Principal
Mack, Trakina	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT Team meets regularly in a professional learning community to disaggregate data, making it meaningful for our instructional staff. The team uses data collected from various summative assessments, formative assessments, district assessments, and running records to assure students needs are being met. This data also determines placements of students for small reading group instruction and appropriate response to intervention (RTI) grouping. The LLT team also facilitates ELA district initiatives such as Read for the Record, and utilizes Accelerated Reader to encourage reading for all students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In effort to encourage positive working relationships between teachers, we have regularly scheduled rotating collaborative planning hours where each team meets during the instructional day to plan. On the 2nd and 3rd Tuesday of each month, teachers continue the collaborative planning process aligned to the districts CARE and BEST plans.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school, the principal will attend district sponsored teacher recruitment fair and review resumes of highly qualified applicants. The NESS facilitator will also assign all teachers with less than 3 years of teaching experience with a mentor to assure teachers are supported, thus retaining highly qualified educators.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Cypress Elementary School provides support to all educators through the New Educator Support System (NESS) for teachers new to the district, for those teachers returning to the classroom after several years, and transferring from another site with different grade level experiences. New teachers are paired with experienced mentors who meet with the mentee to provide feedback for improvement and observe/ model classroom instruction. NESS support is designed to meet the on-going needs of the new educator.

Below are the mentor/mentee assignment for the 2014-2015 school year:

1. Allison Salpeter- Blanca Hernandez
2. Alicia Zalaya- Jane diDonato
3. Lauren Ramirez-Rains

4. Gina Veras- Stacey Evans
 5. Maria Koval- Blanch Parrish
 6. Jacquelyn Bray- Mache Thompson
 7. Catthy Sotus- Heather Oken
- TIF Mentorship
Timothy Berrieum- Tiffany Monroe
Brittney Knight- Claudine Dunbar-Creary

NESS participants meet on a monthly basis as a group and meet with the mentors regularly. This year Cypress Elementary has the following planned activities to support new educators:

1. RTI Processes
2. Implementation of CARE/BEST plan
3. IObservation/Marzano
4. Implementation of Florida Standards
5. Depths of Knowledge (DOK)
6. Positive School Wide Discipline
7. Beginning/End of year Protocol

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Cypress Elementary assures that our core instructional programs and materials are aligned to Florida Standards by utilizing states adopted instructional materials in core content areas. Cypress Elementary uses Go Math and Journeys as instructional resources to meet students academic needs. Furthermore, all supplemental materials used by the instructional staff are focused on Florida Standards to meet the high expectations of the curriculum. Teachers receive professional development relating to Florida Standards to understand how to align instructional materials and programs to the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Cypress Elementary schools is a data driven school and aligns instruction to the academic needs to each individual student. Students having difficulty attaining proficiency academically will receive additional supportive services provided by the classroom teacher and support staff when warranted. Cypress Elementary School utilizes the Multi Tiered System of Support/MTSS and the RTI process (response to intervention) to meet the diverse educational needs of our students. All student not finding academic successful at the Tier 1 level, will have interventions put in place for the students specific deficiency. The classroom teacher will implement researched based intervention program and monitor student gains within the intervention as compared to Tier 1 instruction. If students are making minimal gains with the intervention implemented, the classroom teacher will move forward to Tier 3. With this, the intervention program will increase in frequency, and/or an additional researched based intervention will be used in effort to meet the students academic needs. Data will continuously drive this process. If this process fails to yield adequate progress for the student, the student is then referred to CPST for additional support. Additionally, we regularly use small group settings for students specifically designed to hone in on students area(s) of needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Teachers receive planning time aligned to the districts C.A.R.E plan during the collaborative planning times. Each team meets 2 times a month during the school day to lesson plan. Teachers also meet 2 times a month after school to further plan.

Strategy Rationale

Providing time for teachers to plan collaboratively results in instruction that is data driven and aligned to high expectations for all students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Blue-Small, Shezette, shezette.blue-small@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected every 3 weeks and monitored for student achievement. Data is shared with the classroom teacher and used as a tool for ongoing lesson planning, RTI, and enrichment opportunities for students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To ensure school readiness, Head Start and Place teachers use creative curriculum. Parents are invited to participate in transitional meetings and kindergarten round-up in the spring. Incoming students are assessed in the spring and summer so the students are placed in the best environment. This testing results in more instructional days and less assessment days at the beginning of the school year. Our principal met with local preschools and shared curriculum materials and incoming expectations.

Fifth grade students participate in middle school orientation. Our guidance counselor and the middle school counselors work together to make sure that both parents and students are less anxious about entering middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will improve critical thinking skills in Science by incorporating hands-on experiences and journal writing activities.
- G2.** All teachers will use data to plan rigorous lessons to differentiate instruction and increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students will improve critical thinking skills in Science by incorporating hands-on experiences and journal writing activities. 1a

G040720

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal 2

- Science laboratory Science Resource Support Teacher Science Boot Camp Professional Development Delta Resource Kit, Science Fusion

Targeted Barriers to Achieving the Goal 3

- Continuity of science standards taught in all grades

Plan to Monitor Progress Toward G1. 8

Data will be collected from school and district assessment.

Person Responsible

Vanessa Schnur

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

We will use the data collected from the classroom walk through checklist to ensure instructional strategies are being implemented. It will be evident that we are meeting our goal by increased student scores on school based assessments.

G2. All teachers will use data to plan rigorous lessons to differentiate instruction and increase student achievement. 1a

G039972

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	63.0

Resources Available to Support the Goal 2

- Coaches (Literacy, Math, Science)
- Instructional programs/materials in English Language Arts (Phonics for Reading, Foundations, Intermediate Rewards, DRA Kits (2 per grade level in K-3), Rigby, Elements of Reading (Vocabulary), Super QAR, Common Core I-Ready Cosumable, Journey's Tool Kits, Write-in Readers, Leveled Readers, Six Minute Solution, Lexile passages
- Technology programs: I-Station (Reading and Math), I-Ready , Earobics
- Daily 5
- REL- Interventionist Group (K-2)
- Instructional programs/materials in Mathematics
- Instructional programs/materials in Science
- Push-in and Pull-out groups
- Grade Level PLC's
- Grade Level Collaboration Planning Hour
- Science Lab
- Computer Lab
- Math Special class
- Book Resource Room
-

Targeted Barriers to Achieving the Goal 3

- Utilization of the levels of complexity within content standards for implementation of rigorous lessons.

Plan to Monitor Progress Toward G2. 8

Number of Datamarks aligned to Domain 1 of DQ 2, 3, 4. and Domain 2 Lesson Planning

Person Responsible

Vanessa Schnur

Schedule

Monthly, from 9/8/2014 to 5/8/2015

Evidence of Completion

Lesson plan checklist, and iObservation datamarks

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Students will improve critical thinking skills in Science by incorporating hands-on experiences and journal writing activities. **1**

 G040720

G1.B1 Continuity of science standards taught in all grades **2**

 B098601

G1.B1.S1 Intermediate teachers will participate in Science Boot Camp professional development to enhance their knowledge of science standards and instruction. Primary teachers will receive additional support to ensure continuity of curriculum. **4**

 S109945

Strategy Rationale

To empower our teachers with engaging science instructional strategies.

Action Step 1 **5**

Intermediate teachers will participate in the Science Boot Camp professional development and primary teachers will participate in ongoing feedback and support sessions.

Person Responsible

Vanessa Schnur

Schedule

Quarterly, from 9/3/2014 to 5/29/2015

Evidence of Completion

walk-through/Look for trend data collection

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The support team will conduct weekly classroom walk through to monitor progress.

Person Responsible

Vanessa Schnur

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Professional Development agenda sign in sheets data collected from the walk through checklist t

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will use the data from the checklist and provide additional professional development as needed.

Provide feedback to teachers regarding student data

Person Responsible

Vanessa Schnur


Schedule

Monthly, from 9/10/2014 to 5/29/2015


Evidence of Completion

Student performance data.


G2. All teachers will use data to plan rigorous lessons to differentiate instruction and increase student achievement. **1**

 G039972

G2.B1 Utilization of the levels of complexity within content standards for implementation of rigorous lessons. **2**

 B096601

G2.B1.S1 Professional Development on Webb's Depth of Knowledge **4**

 S107845

Strategy Rationale

Teachers will understand utilize Webb's Depth of Knowledge during instruction and how to create higher level performance tasks for students

Action Step 1 **5**

Provide professional development on Webb's DOK during pre-planning and ongoing through remainder of school year.

Person Responsible

Claudine Dunbar

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Lessons, Student work samples, Training sig-in sheets, Observations conducted(Student engagement in DOK activities), Walkthrough- Checklist

Action Step 2 **5**

Classroom Observations

Person Responsible

Vanessa Schnur

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

data marks within the IObservation tool

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct Walkthroughs and provide feedback of implementation

Person Responsible

Vanessa Schnur

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Look-for Trend data collection chart

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Through student assessments and iObservations

Person Responsible

Shezette Blue-Small

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

End of month Formative Assessments, Student work samples and Datamarks through observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Provide professional development on Webb's DOK during pre-planning and ongoing through remainder of school year.	Dunbar, Claudine	8/12/2014	Lessons, Student work samples, Training sig-in sheets, Observations conducted(Student engagement in DOK activities), Walkthrough- Checklist	6/4/2015 monthly
G1.B1.S1.A1	Intermediate teachers will participate in the Science Boot Camp professional development and primary teachers will participate in ongoing feedback and support sessions.	Schnur, Vanessa	9/3/2014	walk-through/Look for trend data collection	5/29/2015 quarterly
G2.B1.S1.A2	Classroom Observations	Schnur, Vanessa	9/2/2014	data marks within the IObservation tool	5/29/2015 weekly
G1.MA1	Data will be collected from school and district assessment.	Schnur, Vanessa	9/8/2014	We will use the data collected from the classroom walk through checklist to ensure instructional strategies are being implemented. It will be evident that we are meeting our goal by increased	5/29/2015 monthly

Broward - 1781 - Cypress Elementary School - 2014-15 SIP
Cypress Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				student scores on school based assessments.	
G1.B1.S1.MA1	We will use the data from the checklist and provide additional professional development as needed. Provide feedback to teachers regarding student data	Schnur, Vanessa	9/10/2014	Student performance data.	5/29/2015 monthly
G1.B1.S1.MA1	The support team will conduct weekly classroom walk through to monitor progress.	Schnur, Vanessa	9/10/2014	Professional Development agenda sign in sheets data collected from the walk through checklist t	5/29/2015 weekly
G2.MA1	Number of Datamarks aligned to Domain 1 of DQ 2, 3, 4. and Domain 2 Lesson Planning	Schnur, Vanessa	9/8/2014	Lesson plan checklist, and iObservation datamarks	5/8/2015 monthly
G2.B1.S1.MA1	Through student assessments and iObservations	Blue-Small, Shezette	9/8/2014	End of month Formative Assessments, Student work samples and Datamarks through observations	5/29/2015 monthly
G2.B1.S1.MA1	Conduct Walkthroughs and provide feedback of implementation	Schnur, Vanessa	9/8/2014	Look-for Trend data collection chart	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will improve critical thinking skills in Science by incorporating hands-on experiences and journal writing activities.

G1.B1 Continuity of science standards taught in all grades

G1.B1.S1 Intermediate teachers will participate in Science Boot Camp professional development to enhance their knowledge of science standards and instruction. Primary teachers will receive additional support to ensure continuity of curriculum.

PD Opportunity 1

Intermediate teachers will participate in the Science Boot Camp professional development and primary teachers will participate in ongoing feedback and support sessions.

Facilitator

Science Boot Camp Trainers/ Support Team

Participants

Teachers in grades 3-5.

Schedule

Quarterly, from 9/3/2014 to 5/29/2015

G2. All teachers will use data to plan rigorous lessons to differentiate instruction and increase student achievement.

G2.B1 Utilization of the levels of complexity within content standards for implementation of rigorous lessons.

G2.B1.S1 Professional Development on Webb's Depth of Knowledge

PD Opportunity 1

Provide professional development on Webb's DOK during pre-planning and ongoing through remainder of school year.

Facilitator

Claudine Dunbar-Creary and Heather Oken

Participants

All faculty

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0