Cypress K 8 Center

2014-15 School Improvement Plan

Cypress K 8 Center

5400 SW 112TH CT, Miami, FL 33165

http://cypress.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

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.

Table of Contents

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
Not In DA	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 School is committed to achieving academic excellence by enhancing all children's natural interest in learning through exploration, motivation, manipulation and application. In cooperation with our parents and community, these skills will provide the knowledge and experience students need to become responsible and caring family members who will be productive citizens in a multicultural and technological society of the 21st Century.

Provide the school's vision statement

Cypress Elementary provides our students and community with a standards based curriculum through state of the art pedagogy infused with technology. We encourage students' academic and social growth in pursuit of becoming life-long learners and productive citizens.

School Environment

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

Cypress Elementary is a public school with a private school feel. Each month we celebrate the community by providing activities for students and parents to attend. Reading Under the Stars is a favorite evening event for parents and students alike. Teachers, students and parents come to school in their pajamas to celebrate reading. Each family brings a blanket,and a favorite book. Teachers share their favorite stories
and students are encouraged to read aloud during this event. It all takes place under a starry night to set the mood for a night of reading. Cougar Garden Days are another example of an event that unites the community with the common cause of beautifying our school grounds and learning about the environment. Plants and other necessary materials are gathered through donations and children of all ages come to plant and pull weeds. At our Trunk or Treat Event students and their families gather in a safe environment to collect treats and participate in age appropriate activities. During Hispanic Heritage month, we highlight customs and notable community leaders in a school wide celebration. Parents are invited to join in the festivities as each class presents their country in a culminating assembly. The love of reading is instilled during our school wide week Celebration of Literature. This culminates in a Literature Parade in which all students come to school dressed as their favorite story book character. In their classes, they share the rationale for choosing the character with their peers. SWAT
(Science With A Twist) is a sensational science experiment night for students of all grade levels and their parents to spark their curiosity by participating in hands on science activities. These are some of the many events Cypress hosts each year to unite and involve our community.

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

School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel
as necessary to improve these conditions.

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

Physical, social and emotional needs of the students are being met through a clearly defined process that results in the ongoing support of the teacher, assistant, counselor and administration. Services and support are clearly evident in counseling services, assessments, and educational referrals which are implemented to provide services for the needs of students. This is evident through the RtI and RtI-B process and conference logs.

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

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs (e.g., social classes and services, character building and bullying preventions sessions) to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	2	3	1	3	7	18
One or more suspensions	0	0	0	0	0	7	7
Course failure in ELA or Math	1	2	1	6	4	0	14
Level 1 on statewide assessment	0	0	0	11	2	1	14
Level 1 on math statewide assessment	0	0	0	3	0	6	9
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Use technology including FCAT Explorer, Success Maker , Reading Plus, Wonders Program and FCA T
Task cards to provide individualized instructional support, classroom walkthroughs. Provide informal assessments, data chats, followed by adjustments to instruction as needed. Use substitution expansion and paraphrasing during lessons to expose students to new vocabulary. Flexible groups will be used during differentiated instruction.

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/52243.

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

Cypress Elementary is a public school with a private school feel. Each month we celebrate the community by providing activities for students and parents to attend. Reading Under the Stars is a favorite evening event for parents and students alike. Teachers, students and parents come to school in their pajamas to celebrate reading. Each family brings a blanket,and a favorite book. Teachers share their favorite stories
and students are encouraged to read aloud during this event. It all takes place under a starry night to set the mood for a night of reading. Cougar Garden Days are another example of an event that unites the community with the common cause of beautifying our school grounds and learning about the environment. Plants and other necessary materials are gathered through donations and children of all ages come to plant and pull weeds. At our Trunk or Treat Event students and their families gather in a safe environment to collect treats and participate in age appropriate activities. During Hispanic Heritage month, we highlight customs and notable community leaders in a school wide celebration. Parents are invited to join in the festivities as each class presents their country in a culminating assembly. The love of reading is instilled during our school wide week Celebration of Literature. This culminates in a Literature Parade in which all students come to school dressed as their favorite story book character. In their classes, they share the rationale for choosing the character with their peers. SWAT
(Science With A Twist) is a sensational science experiment night for students of all grade levels and their parents to spark their curiosity by participating in hands on science activities. These are some of the many events Cypress hosts each year to unite and involve our community.

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
Alonso, Eduardo	Principal
Burton, Ethel	Assistant Principal
Casais, Marisol	Instructional Coach
Llaguno, Aydyl	Instructional Coach
Rodriguez, Patricia	Instructional Coach
Grant, Arlene	Teacher, K-12
Miguez, Margarita	Psychologist
Still, Kimberly	Teacher, ESE
Silva, Omayda	Guidance Counselor

Duties

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

Eduardo Alonso, Principal
Ethel S. Burton, Assistant Principal
Marisol Casais, Reading Liaison
Aydyl Llaguno, Mathematics Leader
Patricia Rodriguez, Science Leader
Kimberly Still, SPED Teacher
Omayda Silva, Guidance Counselor
Margarita Miguez, School Psychologist

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

MTSS/RtI team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, summer school, Morning Cougar Cafe, and Title III after school tutoring. Interventions are provided for all at-risk students. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing

literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in two languages at our schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; ; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and students.

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (3-5)

• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• reading and supplementary instructional materials(K-5)

Cypress Elementary School offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.

Cypress Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statue, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Cypress Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding the Annual Measurable Objectives (AMOs), available programs, and their rights regarding other referral services.

The school community involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Our ongoing practices to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month

as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/ Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Rodriguez	Teacher
Osvaldo Delgado	Business/Community
Peter Gonzalez	Business/Community
Barbara Colominas	Teacher
Tommy Besga	Student
Kimberly Still	Teacher
Maite Zulueta	Education Support Employee
Teresita Sierrra	Teacher
Marisol Casais	Teacher
Nancy Jagielski	Parent
Mariam Pons	Parent
Leona Lamb	Parent
Toni Moore	Parent
Alicia Carbot	Teacher
Victoria Pascual	Student
	Student

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 SAC meets regularly to review current school data, give input on the School Improvement Plan goals and strategies, and decide on EESAC fund expenditures.

Development of this school improvement plan

The SAC analyzes and discusses the data. Afterwards the SAC provides input of strategies that will meet the needs of our student population.

Preparation of the school's annual budget and plan

The SAC meets regularly to review current school data, give input on the School Improvement Plan goals and strategies, and decide on EESAC fund expenditures.

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

Use of technology to support instruction utilizing EESAC Funds totaling $1,400.

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
Burton, Ethel	Assistant Principal
Casais, Marisol	Teacher, K-12
Llaguno, Aydyl	Teacher, K-12
Colominas, Barbara	Teacher, K-12
Noftall Soto, Keri	Teacher, K-12
Rodriguez, Patricia	Teacher, K-12
Sierra, Teresita	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Assistant Principal and Leadership Team of Cypress Elementary will meet with teachers either during
weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores.

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

School policies, procedures, and practices are followed according to the school policies guide, faculty handbook, student code of conduct, and communication to stakeholders. The community, school leaders, and staff continuously strive for students to achieve high standards through collaboration, shared leadership, and professional growth. Staff evaluations and professional development result in the improvement of student success. The governing body follows school policies and procedures to manage day-to-day operations of the school. This is evidenced by the continuous Professional Development that the governing body attends that addresses these matters. The Leadership committee includes curriculum liaisons and grade group chairpersons. Through this committee, there is continuous

communication with instructional staff and stakeholders; thus creating a culture consistent with the school's purpose and direction. This is evidenced by the PTA meetings, EESAC Agendas, leadership meeting agendas and staff emails.

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

We provide opportunities for common planning and lesson studies, in addition to ongoing professional development. New teachers receive mentors through the MINT program, and second year teachers receive buddy teacher support. Ms. Burton, the Assistant Principal oversees the common planning schedules , mentoring pairs and the school-wide professional development.

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

This year we have three new teachers to the building but not new to the profession. Teachers that are new to the as well as teachers new to the school are provided with a mentor teacher. Strategies are shared through weekly planning sessions, in-class modeling, and coaching.

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

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education.

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

The Principal and Leadership Team of Cypress Elementary will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores.

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: After School Program

Minutes added to school year: 1,360

The research based strategies Cypress Elementary uses are before and after school tutoring, professional learning communities, and collaborative teacher planning.

Strategy Rationale

Data is collected through FAIR, Interim Assessments, Adaptive Diagnostic Assessments (ie iReady) and Technology programs (ie. Success Maker Reports, Reading Plus Reports). Teachers have data chats in grade group meetings to determine effectiveness of strategies and adjust curriculum. Administration meets periodically with teachers to review data and curriculum adjustments.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Burton, Ethel, eburton@dadeschools.net

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

Data is collected through FAIR, Interim Assessments, Adaptive Diagnostic Assessments (ie iReady) and Technology programs (ie. Success Maker Reports, Reading Plus Reports). Teachers have data chats in grade group meetings to determine effectiveness of strategies and adjust curriculum. Administration meets periodically with teachers to review data and curriculum adjustments.

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

Title I Administration assists Cypress Elementary by providing supplemental funds beyond the State of Florida Funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Cypress Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten with the ECHOS and FAIR in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students.

In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Screening data will be collected and aggregated prior to September 30, 2014. Data will be used to plan daily academic and social/ emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Cypress Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs including the in-school prekindergarten program. Through this joint venture, parents, and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers. The Administration will direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

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

NA

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

NA

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

NA

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

NA

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

G2.   To identify at-risk students to provide support and intervention to increase achievement.

G3.   To prepare students to college and career ready through Science, Technology, Engineering and Mathematics (STEM) initiative and programs.

G4.   To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvements in 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. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G049467

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	81.0
FCAT 2.0 Science Proficiency	54.0
CELLA Writing Proficiency	51.0

Resources Available to Support the Goal `2`

- Instructional coaches delineates information from monthly coaches' meetings
- After school tutoring
- Interventions embedded in master schedule
- District web-based resources
- Core curriculum materials
- Technology
- Cougar Cafe' (morning technology support for students)
- Weekly common planning structure
-

Targeted Barriers to Achieving the Goal `3`

- Lack of fidelity of implementation of core curriculum materials and resources

Plan to Monitor Progress Toward G1. `8`

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible
Ethel Burton

Schedule
Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion
Formal/informal observational notes

G2. To identify at-risk students to provide support and intervention to increase achievement. `1a`

🔍 G048963

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Student Services Staff
- Early Interventions programs (i.e group or individual counseling with counselors, psychologist, social worker)
- Character Building lesson and activities
- Review with Response to Intervention (RtI) Team
- Classroom support

Targeted Barriers to Achieving the Goal `3`

- Lack of instructional fidelity of core curriculum materials and resources.

Plan to Monitor Progress Toward G2. `8`

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible
Eduardo Alonso

Schedule
Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion
Formal/Informal observational notes

G3. To prepare students to college and career ready through Science, Technology, Engineering and Mathematics (STEM) initiative and programs. `1a`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Patricia Rodriguez- Science Liaison delineates monthly coaches' meetings information

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G3. `8`

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible

Eduardo Alonso

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Formal/Informal observational notes

G4. To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvements in student achievement. `1a`

🔑 G048918

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Science Liaison delineates monthly coaches' meetings information, after school tutoring, intervention embedded in master schedules, district web-based resources, core curriculum materials, technology, the Cougar Café (morning technology support for students), Wednesday common planning structures.

Targeted Barriers to Achieving the Goal `3`

- Instructional Support for non-proficient students.

- Lack of understanding of core curriculum materials and resources.

- Effective time management

Plan to Monitor Progress Toward G4. `8`

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible
Eduardo Alonso

Schedule
Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion
Formal/Informal observational notes

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. To increase student achievement by improving core instruction in all content areas. 1

🔑 G049467

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources 2

🔑 B123786

G1.B2.S1 Effective Planning and Instructional Delivery 4

🔑 S135640

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result or rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Faculty meeting to introduce the structures of a professional learning community (PLC).

Person Responsible

Marisol Casais

Schedule

On 9/23/2014

Evidence of Completion

Attendance sheets, agenda and powerpoint presentation

Action Step 2 `5`

Teachers will have bi-weekly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, Unpacking the Standards, Accessing on-line resources, Higher Order Thinking Questioning, Explicit Whole Group Instruction Framework, STEM questioning).

Person Responsible

Patricia Rodriguez

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Attendance sheets, agendas, supporting documentation for specific PLC

Action Step 3 `5`

During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.

Person Responsible

Marisol Casais

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Attendance sheets, agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible

Ethel Burton

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Formal/informational observation notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administrator will monitor by visiting bi-weekly PLCs and conduct walkthroughs to monitor implementation of focus topics.

Person Responsible

Ethel Burton

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Formal/Informal observation notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administrator will monitor by visiting bi-weekly PLCs and conduct walkthroughs to monitor implementation of focus topics.

Person Responsible

Ethel Burton

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Formal/Informal observation notes

G2. To identify at-risk students to provide support and intervention to increase achievement. [1]

🔍 G048963

G2.B2 Lack of instructional fidelity of core curriculum materials and resources. [2]

🔍 B122691

G2.B2.S1 Technology Enhanced Learning [4]

🔍 S136650

Strategy Rationale

Use appropriate technology in all aspects of instruction from delivery to end products to increase student engagement.

Action Step 1 [5]

Faculty meetings to introduce the structures of a professional learning community (PLCs).

Person Responsible

Ethel Burton

Schedule

On 9/23/2014

Evidence of Completion

agenda, sign in shee

Action Step 2 [5]

Teachers will have biweekly PLC meetings to target specific topics (ie. Understanding Pacing Guides and Item Specs, Unpacking the Standards, Accessing on-line resources, Problem-Solving Strategies and Multirepresentation of number concepts, Explicit Whole Group Instruction (Framework)

Person Responsible

Aydyl Llaguno

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Action Step 3 `5`

During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed.

Person Responsible

Aydyl Llaguno

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed. Subject area lead will provide support.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible

Eduardo Alonso

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Formal/Informal observational notes

G4. To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvements in student achievement. [1]

🔑 G048918

G4.B1 Instructional Support for non-proficient students. [2]

🔑 B122234

G4.B1.S1 Standard Based Instruction [4]

🔑 S134200

Strategy Rationale

Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. Technology Enhanced Learning - Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement.

Action Step 1 [5]

Faculty meetings to introduce the structures of a professional learning community (PLCs)

Person Responsible

Eduardo Alonso

Schedule

On 9/23/2014

Evidence of Completion

agenda, sign in sheets

Action Step 2 [5]

Teachers will have biweekly PLC meetings to target specific topics (ie. Understanding Pacing Guides and Item Specs, Unpacking the Standards, Accessing on-line resources, Problem-Solving Strategies and Multirepresentation of number concepts, Explicit Whole Group Instruction (Framework).

Person Responsible

Patricia Rodriguez

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

PLC agenda, sign in sheet

Action Step 3 5

During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed. Subject area lead will provide support.

Person Responsible

Patricia Rodriguez

Schedule

Weekly, from 10/6/2014 to 11/26/2014

Evidence of Completion

agenda, sign in sheet

Action Step 4 5

Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.

Person Responsible

Eduardo Alonso

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Formal/Informal observational notes

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
G4.B1.S1.A1	Faculty meetings to introduce the structures of a professional learning community (PLCs)	Alonso, Eduardo	9/23/2014	agenda, sign in sheets	9/23/2014 one-time
G1.B2.S1.A1	Faculty meeting to introduce the structures of a professional learning community (PLC).	Casais, Marisol	9/23/2014	Attendance sheets, agenda and powerpoint presentation	9/23/2014 one-time
G2.B2.S1.A1	Faculty meetings to introduce the structures of a professional learning community (PLCs).	Burton, Ethel	9/23/2014	agenda, sign in shee	9/23/2014 one-time
G4.B1.S1.A2	Teachers will have biweekly PLC meetings to target specific topics (ie. Understanding Pacing Guides and Item Specs, Unpacking the Standards, Accessing on-line resources, Problem-	Rodriguez, Patricia	9/24/2014	PLC agenda, sign in sheet	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Solving Strategies and Multirepresentation of number concepts, Explicit Whole Group Instruction (Framework).				
G1.B2.S1.A2	Teachers will have bi-weekly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, Unpacking the Standards, Accessing on-line resources, Higher Order Thinking Questioning, Explicit Whole Group Instruction Framework, STEM questioning).	Rodriguez, Patricia	9/24/2014	Attendance sheets, agendas, supporting documentation for specific PLC	11/26/2014 biweekly
G2.B2.S1.A2	Teachers will have biweekly PLC meetings to target specific topics (ie. Understanding Pacing Guides and Item Specs, Unpacking the Standards, Accessing on-line resources, Problem-Solving Strategies and Multirepresentation of number concepts, Explicit Whole Group Instruction (Framework)	Llaguno, Aydyl	9/24/2014		11/26/2014 biweekly
G4.B1.S1.A3	During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed. Subject area lead will provide support.	Rodriguez, Patricia	10/6/2014	agenda, sign in sheet	11/26/2014 weekly
G2.B2.S1.A3	During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed.	Llaguno, Aydyl	9/24/2014	During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed. Subject area lead will provide support.	11/26/2014 biweekly
G1.B2.S1.A3	During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.	Casais, Marisol	9/24/2014	Attendance sheets, agenda	11/26/2014 biweekly
G4.B1.S1.A4	Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.	Alonso, Eduardo	9/24/2014	Formal/Informal observational notes	11/26/2014 weekly
G1.MA1	Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.	Burton, Ethel	9/24/2014	Formal/informal observational notes	11/26/2014 biweekly
G1.B2.S1.MA1	Administrator will monitor by visiting bi-weekly PLCs and conduct walkthroughs to monitor implementation of focus topics.	Burton, Ethel	9/24/2014	Formal/Informal observation notes	11/26/2014 biweekly
G1.B2.S1.MA1	Administrator will monitor by visiting bi-weekly PLCs and conduct walkthroughs to monitor implementation of focus topics.	Burton, Ethel	9/24/2014	Formal/Informal observation notes	11/26/2014 biweekly
G1.B2.S1.MA1	Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.	Burton, Ethel	9/24/2014	Formal/informational observation notes	11/26/2014 biweekly
G2.MA1	Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.	Alonso, Eduardo	9/24/2014	Formal/Informal observational notes	11/26/2014 biweekly
G2.B2.S1.MA1	Administration will monitor by visiting biweekly PLCs and conducting	Alonso, Eduardo	9/24/2014	Formal/Informal observational notes	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	walkthroughs to monitor implementation of focus topics.				
G3.MA1	Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.	Alonso, Eduardo	9/24/2014	Formal/Informal observational notes	11/26/2014 biweekly
G4.MA1	Administration will monitor by visiting biweekly PLCs and conducting walkthroughs to monitor implementation of focus topics.	Alonso, Eduardo	9/24/2014	Formal/Informal observational notes	11/26/2014 biweekly

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 Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources

G1.B2.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Teachers will have bi-weekly PLC meetings to target specific topics (i.e. understanding Pacing Guides and Item Specifications, Unpacking the Standards, Accessing on-line resources, Higher Order Thinking Questioning, Explicit Whole Group Instruction Framework, STEM questioning).

Facilitator

Marisol Casais- Reading Liaison, Patricia Rodriguez-Science Liaison, Aydyl Llaguno-Mathematics Liaison

Participants

Teachers Grades K-5, Paraprofessionals, Guidance Counselor

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

G2. To identify at-risk students to provide support and intervention to increase achievement.

G2.B2 Lack of instructional fidelity of core curriculum materials and resources.

G2.B2.S1 Technology Enhanced Learning

PD Opportunity 1

Teachers will have biweekly PLC meetings to target specific topics (ie. Understanding Pacing Guides and Item Specs, Unpacking the Standards, Accessing on-line resources, Problem-Solving Strategies and Multirepresentation of number concepts, Explicit Whole Group Instruction (Framework)

Facilitator

Aydyl Llaguno- Mathematics Liaison

Participants

Teachers Grades K-5, Paraprofessional, Guidance Counselor

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

PD Opportunity 2

During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed.

Facilitator

Aydyl Llaguno-Mathematics Liaison

Participants

Teachers Grades K-5, Paraprofessional, Guidance Counselor,

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

G4. To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvements in student achievement.

G4.B1 Instructional Support for non-proficient students.

G4.B1.S1 Standard Based Instruction

PD Opportunity 1

Faculty meetings to introduce the structures of a professional learning community (PLCs)

Facilitator

Marisol Casais, Patricia Rodriguez, Aydyl Llaguno

Participants

Teachers Grades K-5, Counselor, Paraprofessionals

Schedule

On 9/23/2014

PD Opportunity 2

Teachers will have biweekly PLC meetings to target specific topics (ie. Understanding Pacing Guides and Item Specs, Unpacking the Standards, Accessing on-line resources, Problem-Solving Strategies and Multirepresentation of number concepts, Explicit Whole Group Instruction (Framework).

Facilitator

Marisol Casais, Patricia Rodriguez, Aydyl Llaguno

Participants

Teachers Grades K-5, Counselor, Paraprofessionals

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

PD Opportunity 3

During grade level meetings, teachers will debrief on implementation of the PLC focus and request as support as needed. Subject area lead will provide support.

Facilitator

Marisol Casais, Patricia Rodriguez, Aydyl Llaguno

Participants

Teachers Grades K-5, Counselor, Paraprofessionals

Schedule

Weekly, from 10/6/2014 to 11/26/2014

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B2 Lack of fidelity of implementation of core curriculum materials and resources

G1.B2.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Faculty meeting to introduce the structures of a professional learning community (PLC).

Facilitator

Ethel Burton-Assistant Principal,

Participants

Teachers Grades K-5, Paraprofessionals and Guidance Counselor

Schedule

On 9/23/2014

PD Opportunity 2

During grade level meetings, teachers will debrief on implementation of the PLC focus and request support as needed. Subject area leaders will provide support.

Facilitator

Marisol Casais- Reading Liaison, Patricia Rodriguez-Science Liaison, Aydyl Llaguno-Mathematics Liaison

Participants

Teachers Grades K-5, Paraprofessionals, Guidance Counselor

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**