



Executive Summary Template School Accreditation

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section. Transfer completed narratives into the corresponding sections of the Executive Summary found online in ASSIST.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The doors of Cypress Elementary first opened in 1967. We are located in a highly diversified, urban residential neighborhood, comprised of low to mid-level income families in Pompano Beach, Florida. We are a Title 1 school with 90% of our students receiving free or reduced priced meals. In order to meet the needs and to make accommodations for our geographic boundaries, most of our students are bused in. Our feeder schools are Pompano Beach Middle School and Blanche Ely High School. The school building is a one story structure with 2 portable classrooms and 16 modular classrooms, which equals a total of 49 classrooms for grades Pre-K through 5, an administrative office, curriculum coaches offices, cafeteria, multi-purpose room, computer lab, and a media center (library).

Our student population is comprised of 45% Hispanic, 46% African-American, 2% Multi-Racial, 1% Asian, and 5% Caucasian. Cypress

Elementary educates 768 students in Pre-kindergarten through fifth grade. There are 352 females and 416 males in attendance. We have six kindergarten classes, six 1st grade classes, seven 2nd grade classes, six 3rd grade classes, five 4th grade classes, and five 5th grade classes. In addition to our general education setting, there is a K/1 ASD special program, 2 specialized Pre-Kindergarten classes, an Intensive Pre-K class, as well as a two Head Start classes. 128 students have active IEP's and 10 students have gifted EP's. We have one ESE support facilitator who provides instruction to our ESE students. Our ESE student populations are made up of: Gifted: 13, Autism Spectrum Disorder: 24, Developmentally Delayed: 40, Hospital Homebound: 1, Language Impaired: 17, Orthopedically Impaired: 1, Other Health Impaired: 9, Specific Learning Disability: 34, Speech Impaired: 16, and Visually Impaired: 1. There are 336 ELL students in grades kindergarten through fifth. Of that, we have 92 1's, 81 2's, 109 3's, 23 4's, 1 5's, 38 A1's, 32 A2's, 9 B1's, 9B2s, and 1 C1. Due to our high number of ELL students Cypress receives Title III funding for resources and one instructional staff personnel. There are sheltered ELL classrooms in grades K-5.

In 2014, we started a Spanish Dual Language program in kindergarten and first grade. This year we continued the program and added a fifth-grade class. Our Dual Language Program focuses on developing oral, written, and reading proficiency in both English and Spanish. The goal of the program is to provide students with the opportunity to become fully bilingual by learning, listening, speaking, reading and writing in both languages. Through the program, students will develop their bilingual skills toward college and career readiness.

The administrative team is composed of our principal and assistant principal, school counselor, ESE specialist, two literacy coaches, math coach, science coach, guidance counselor and an ELL coordinator. Our instructional staff of 59 members is comprised of 29% African American, 24% Hispanic, 3% other, and 44 % Caucasian. There are 5 male instructional staff members. Other personnel include 16 paraprofessionals, 5 clerical, 5 custodial, and 6 cafeteria staff.

Based on the State of Florida's grading system for the 2018 school year, Cypress is a C rated School.

The challenges we face are our less than desirable parent participation involvement due to the language barrier and the opening of a charter school

near our location.

We actively seek community partnerships. Our community/business liaison and guidance counselor work closely with local community organizations. We hold an annual volunteer orientation and appreciation breakfast, as we value our volunteers. We have been able to have events off site. For example, we host a Publix math night and McDonald's report card night. Our partnership with Christ Church provides students with backpacks and school supplies. Additionally, they established the Take Out for Kids Program providing weekend snacks for students and their families who have few resources at home.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission is Cypress Elementary staff is dedicated to meeting the educational needs of ALL students, in a safe learning environment. We strive to create a safe learning environment where students feel safe and are respected throughout the school day.

Cypress Elementary provides high quality education for all students to achieve and ensure all stakeholders share in that vision for success. This can be accomplished through the various programs offered with attention to our English Language Learners, our higher achieving students, and those needing to close the achievement gap.

Procedures are in place in order to maintain an orderly and engaging learning environment where students can grow both socially and academically throughout the school day.

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 amongst student and teacher by respecting students' cultural experiences and encouraging students to have enriching conversations. We recognize when students share their diverse perspective as it relates to their personal experiences; it in turn enhances the learning environment. We also plan interactive multicultural and curriculum nights where students and teachers work together in partnership.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years.

Cypress Elementary is a Title I school and continues to be recognized for its achievements. One honorable event we host annually is the World Language Competition. Schools from around the district showcase various talents in Spanish through performances, speeches, and project-based learning. Additionally, we had the pleasure of having our very own superintendent Mr. Runcie visit our Dual Language program. During this visit students showcased their accomplishments in the acquisition of both languages.

Each quarter, to honor our intermediate students we host our straight A café. This event acknowledges those students who receive all A's and 1's on their report cards with a special themed lunch.

Parental involvement has always been an area in need of improvement we strive to improve. We are working hard on finding parents who are willing to dedicate their time to run the Parent Teacher Organization (PTO) at Cypress. This is a great opportunity to meet other parents and learn about our school.

Our primary goal we have been working toward is bringing up our school grade. We have many new initiatives we are using to build student's critical thinking skills as well as introducing the standards in a myriad of ways. Some new initiatives we have introduced and are currently using are Athletics, Thinking Maps, Reflex Math, Accelerated Reader, iReady, and Chess and Move. Along with these different programs, we have started a school wide behavior system (HOOT Rewards) to reward students for their positive behavior and social growth. We have seen immense changes in our behavior since the implementation of this program.

Response to Intervention (RTI) is defined as "the change in behavior or performance as a function of an intervention. RTI is implemented as a tier approach to instructional delivery that includes interventions of increasingly higher intensity, based on the student's needs. Assessment data provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help the student learn and make progress. Likewise, behavior management is addressed in a leveled or tiered approach, and decisions are

made about the best behavioral interventions to employ based on assessments and data. The process is intended to result in better learning opportunities (academic and behavioral) and higher achievement for ALL students.

The delivery model is one of the tiered interventions for both academic and behavior problems. Academically, all students are serviced in the Tier I within the districts core curriculum. A smaller percentage (approximately 10-15%) of the school population is serviced in Tier II with strategic strategies. A very small percentage (approximately 5%) of the school population is serviced in Tier III with comprehensive and intensive small group (up to 3 students) or individualized interventions.

The same tiers are for behavior and for targeting the student's specific needs. Our teachers are continuously working hard to bridge the achievement gap by implementing Response to Intervention (RtI) and ensuring the process is being done with fidelity. Having assigned facilitators for each grade to monitor the process has shown significant development in the tiers.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections. Additional

All of our classrooms are equipped to function as “smart ” classrooms and use technology to enhance the learning environment. During the 2015-2016 school year we received our technology through the Smart BOND initiative. With this we have been able to increase our technology infrastructure providing all 2nd, 3rd, 4th, and 5th grade students their own laptop. This affords them the opportunity to engage in 21st century learning. Furthermore, students in grades Pre K through 2nd grade now have the capacity to utilize academic computer based programs in the instructional day having obtained additional technology. Due to the Bonds school discretionary funds all stakeholders was given the opportunity vote on school improvements such as a new marquee and renovated playground. We are currently in the process of renovating our schools HVAC (AC Units) systems and media center through the BOND.