Cypress Run Education Center
SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?
   - ***A. How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?***
   - ***B. What are the gaps that exist between your current state and your desired state?***
   - ***C. How will you address them between now and the end of this school year?***

A. The structures and systems in place at Cypress Run Education Center that support our SIP goals is Positive Behavior Intervention and Supports - Behavior Management System and Social Emotional Learning across all levels. These systems provide the necessary tools to help our students improve behaviorally and academically so that they can return to their home school or the traditional setting and be successful.

B. The gaps that exist include the amount of time students are taking to transition back to their home schools and ensuring that they have the right tools to be successful.

C. We will address the gaps by teacher participation in PLCs and district support that will help provide teachers with strategies and interventions that are aligned to our Behavior Management System.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)
   - ***A. What evidence do you see that a barrier has been reduced or eliminated?***
   - ***B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?***
   - ***C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?***
   - ***D. Did you identify other barriers that could serve as effective re- entry points into the plan?***

A. Some of the barriers that we have faced are lack of qualified staff, class structures, scheduling, and out dated technology. Teachers participate in staff development on a weekly basis which includes academic and behavior strategies.

B. We have trained the staff to meet the needs of our unique student population. We have utilized district training involving academic and behavior management strategies to be used in the classroom or throughout the school. Here at CREC student behavioral data is used to drive our weekly staff trainings to ensure student success.

C. The progress is sufficient and students have been meeting their goals of becoming successful and transitioning back to their home school.

D. Yes, there are other barriers that could serve as effective re-entry points such as class structures and scheduling. Due to our transient population we must continue to re-structure classes and re-arrange schedules to meet the needs as students come in. We must be very strategic when doing this to ensure effectiveness of our plan.

3. Are your strategies being implemented with fidelity?

A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?

A. Specific evidence that has been successful is why we have continued to use strategies put in place at Cypress Run Education Center. Teachers receive support through our support staff that consists of Literacy Coach, ESE staff, Behavior Specialist, Behavior Technicians, and Counselors. We also provide teachers with weekly professional learning community opportunities. They are also encouraged to attend district and other professional development. Our Behavior Specialist works with students and staff to develop and implement behavior plans designed to meet the students' individualized needs. Our ESE support staff provides the necessary support to students and teachers. Our Positive Behavior Intervention and Supports team meets monthly to analyze behavior data and to work on or adjust strategies as needed.

4. **What are your benchmarks for success?**
   A. *How will you progress towards your goal impact student achievement?*
   B. *What is your desired state?*
   C. *What gaps exist between your current state and your desired state?*

A. The progress towards our goal will impact student achievement. We support the social and emotional needs of students in grades 7-12 throughout the North Area of Broward County Public Schools. With the strategies, interventions and programs we have in place here at CREC the student suspensions and arrests have decreased. Our program has been successful in providing school stakeholders with a purposeful behavior change progression plan for students to successfully transition back to their home school.

B. Our desired state is to meet the social, emotional, and academic needs of each student that comes to our school so that they can thrive and be successful upon returning to their home school. We will meet these needs through our implementation of Social Emotional Learning. Each day all students participate in morning meetings which uses the LEAPs curriculum.

C. Currently we are working towards getting all staff members the professional development needed to meet the needs of our unique population. As our population changes from month to month we must continue to assess what's needed and the strategies and interventions that align.