



Executive Summary for Cypress Elementary School

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.

Description

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?

Cypress Elementary School first opened its doors in 1967. It is located in a diverse urban residential neighborhood in Pompano Beach, Florida. The school features a one-story structure with one portable classroom and sixteen modular classrooms, totaling 48 classrooms serving grades Pre-K through 5. The campus also includes administrative offices, instructional coaches' offices, a cafeteria, multipurpose room, computer lab, and a media center (library).

Currently, 43% of the student population identifies as Hispanic or Latin ethnicity. The racial breakdown is approximately 52% Black and 48% White, with nominal percentages of American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander students.

Cypress Elementary has:

- 4 Pre-K classes
- 4 Kindergarten classes
- 5 First-grade classes
- 4 Second-grade classes
- 5 Third-grade classes
- 5 Fourth-grade classes
- 4 Fifth-grade classes
- 6 ASD (Autism Spectrum Disorder) classes
- 2 Head Start classes

There are 211 students with active IEPs, supported by two ESE (Exceptional Student Education) support facilitators. Additionally, the school serves 297 active ELL (English Language Learner) students in grades Kindergarten through Fifth. Due to the high number of ELL students, Cypress receives Title III funding for resources and one instructional staff member. Sheltered ELL classrooms are provided in grades K–1.

In 2014, Cypress Elementary launched a Spanish Dual Language program aimed at developing oral, written, and reading proficiency in both English and Spanish. The goal is to help students become fully bilingual and build skills for college and career readiness.

The administrative team includes the principal, assistant principal, ESE specialist, two literacy coaches, a math coach, a science coach, one guidance counselor, and an ELL coordinator. The school has 53 instructional staff members, including three male teachers. Additional personnel include 23 paraprofessionals, 3 clerical staff, 4 custodial staff, and 5 permanent cafeteria staff.

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.

At Cypress Elementary School, we value the diversity of our students and recognize that their cultural backgrounds directly influence how they receive information and learn. We foster strong relationships between students and teachers by honoring students' cultural experiences and encouraging enriching conversations. When students share their diverse perspectives, rooted in personal experiences, it enhances the overall learning environment.

We also host interactive multicultural and curriculum nights, where students and teachers collaborate in meaningful ways. These events strengthen partnerships and celebrate the rich cultural fabric of our school community.

Our mission at Cypress Elementary is to meet the educational needs of every student within a secure and supportive learning environment. We strive to create a safe and respectful atmosphere where students can thrive throughout the school day.

Cypress Elementary is committed to providing high-quality education for all students, ensuring that all stakeholders are aligned with our vision for success. This includes offering a variety of programs tailored to the needs of our English Language Learners, high-achieving students, and those requiring additional support to close the achievement gap.

We have established clear procedures to maintain an organized and engaging learning environment that promotes both social and academic growth. By embracing the cultural diversity of our student body and encouraging meaningful dialogue, we enrich the educational experience for everyone.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Of notable achievement is Cypress Elementary's recognition as an A-rated school during the 2025–2026 school year. As a Title I school, Cypress continues to be recognized for its accomplishments.

One honorable event we host annually is the World Language Competition, where schools from across the district showcase talents in Spanish through performances, speeches, and project-based learning.

Each quarter, we celebrate our intermediate students with the Straight A Café, an event that honors those who earn all A's and 1's on their report cards with a special themed lunch.

Parental involvement remains an area we strive to improve. We are diligently working to recruit parents who are willing to dedicate their efforts to managing the Parent Teacher Organization (PTO) at Cypress. This is a great opportunity to connect with other parents and learn more about our school.

Our primary goal has been improving reading proficiency. We implement several initiatives to build students' critical thinking skills and introduce standards in a variety of ways. Current initiatives include Accaletics, Thinking Maps, and iReady. Additionally, we've introduced new programs such as Heggerty, Reading Horizons, SIPP, and UFLI to support the development of foundational reading skills. These programs expose students to the nine areas of phonics.

To support positive behavior and social growth, we've implemented a school-wide behavior system called HOOT Rewards. Since its launch, we've seen significant improvements in student behavior.

We also utilize Response to Intervention (RTI), which is defined as the change in behavior or performance as a result of targeted interventions. RTI is delivered through a tiered approach, with increasingly intensive interventions based on student needs. Assessment data guides decisions about the most appropriate instruction and interventions to support student learning and progress. Similarly, behavior management follows a tiered model, with interventions selected based on data and assessments. This process is designed to improve learning opportunities—both academic and behavioral—and raise achievement for all students.

Our teachers work tirelessly to bridge the achievement gap by implementing RTI with fidelity. Each grade level has an assigned facilitator to monitor the process, and this structure has led to significant progress across 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.

All of our classrooms at Cypress Elementary School are equipped to function as “smart” classrooms, using technology to enhance the learning environment. During the 2015–2016 school year, we received our technology through the SMART Bond initiative, which allowed us to significantly upgrade our infrastructure and provide each student with their own laptop. This has enabled students to engage in 21st-century learning experiences.

In response to the shift toward online learning during the pandemic, 13 classrooms were equipped with Polycom cameras to support virtual instruction. In 2021, we received additional technology, resulting in refreshed laptop carts and updated devices, further supporting our commitment to digital learning.