

Cypress Creek Elementary School



2017-18 Schoolwide Improvement Plan

Cypress Creek Elementary School

6100 S WILLIAMSON BLVD, Port Orange, FL 32128

<http://myvolusiaschools.org/school/cypresscreek/pages/default.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Cypress Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Cypress Creek Elementary family will work as a team to encourage student achievement, safety, respect, and citizenship in order to ensure success of each and every student.

b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

Cypress Creek cares about the success of every student. Our goal is to set high expectations and provide a quality education.

2. School Environment

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

Upon the new student registration process, the school is informed of the child's culture and if the child has a second language spoken at home thereby possibly qualifying for ESOL services. The guidance counselor then administers a test to determine if a language barrier exists. Teachers are then notified and given support to meet the individual needs of the student(s). Lessons given by the guidance counselor focus on being "sensitive" and "inclusive" to all peers. At the onset of the school year a Positive Expectation Assembly is held by the administration and counselor one for primary, a second for intermediate grades to set expectations for and discussed positive ways to celebrate diversity.

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

Students are surveyed annually regarding their feelings of safety and respect. Results of the surveys serve to focus guidance groups on specific needs. Individual and small group counseling is provided as needed.

Along with Bully Proofing classroom lessons, student may anonymously report bullying events in the media center.

Through out the school day, including before and after school, a team of trained parent volunteers serve on our SOS team. This Super Otters Serve team was established to assist students in arrival and dismissal procedures and ensure the safety of all students. Teachers and administrators are assigned specific morning and afternoon supervision duties. Teachers escort and supervise students at all times on campus. Supplements are provided to teachers who supervise beyond the contracted workday.

c. 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.

The district adopted a Mandatory Uniform Dress Code. All students adhere to a uniform of polo shirts and solid color bottoms. To safeguard instructional time, ensure student engagement and limit distractions our school has established protocols in place. The school explicitly teaches positive

behavior expectations in each classroom, holds a positive expectations assembly for students, reinforces the district code of conduct and requires each parent to review and sign the Student Code of Conduct acknowledgement form. All classrooms have rules and procedures along with consequences and rewards. Administration upholds these expectations by conferencing with students as necessary.

d. 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.

The school offers the following resources to meet the social-emotional needs of all students:

Life-skills Instruction
Social Skills Instruction
ACE peer-mentoring
Small group Counseling
Individual Counseling
Classroom Guidance Lessons
Otter Pal
Teacher mentors
Parent Conferences
Contact with outside agencies as needed
Student Leadership Team

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25 (5)(a), F.S.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	2	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	2	0	0	0	0	0	0	0	0	2	

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

- * PST/ ESE Services
- * Tutoring
- * Otter Pals

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Efforts are focused on increasing the attendance of parents/guardians at each of our curriculum nights which include:our STEM Night, Family Math-O-Fun Night, Science Experience Evening, Literacy Night,and Readers' Cafe. Special efforts will be made to encourage the attendance of families whose children are in the lowest performing quartile using a special invitation letter.

SAC and PTA will be presented with current information on the success of small group instruction through the use proper use of Florida State Standards at each meeting. This will include a discussion of our mission statement and request feedback on the relativity of the goal.

We will continue parent/community involvement activities. Our guidance counselor delivers lessons in each classroom and through special area schedule meetings on giving and the life skills already in place. Classes will then collect can food items to help keep our local food banks filled. This a parent, student, business - combined effort.

We will continue our successful parent service group called, Super Otters Serve (S.O.S.) The purpose is to have our stakeholders look at strategies to ensure safety on our campus. Parents, after VIPs clearance and training, help patrol the campus before and after school. SOS members wear a yellow security vest with an SOS logo to help identify these trained members. The SOS members check that all our campus visitors have a badge and specific purpose. They walk late arriving students to their safely to their respective classrooms. They also assist in the afternoon dismissal routine.

Teachers are required to conference individually with every parent of their students at least twice per year to keep parents informed of their child's progress towards mastery of the standards set in place by the state.

2. 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.

Local business partners are a critical component in securing and utilizing resources to support the school and student achievement. These relationships have been built over the years through efforts of our Business Partner Coordinator. The Coordinator recruits, trains and recognizes our partners. Business partners are utilized for a variety of activities such as:

Open House

Teacher Appreciation Week
Math Night
Science Night
Literacy Night
Readers' Cafe
Student mentor
Super Otters Serve (SOS)
Parent's Night Out
Volusia County Sheriff
Vehicle/Career Day
Junior Achievement
Bethune Cookman Leaders as Readers program
Classroom needs
Volusia County Fire Department
Local AmVets

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lifvendahl, Scott	Principal
Pitchford, Rebecca	Assistant Principal
Lenois, Nancie	Teacher, K-12
Campanella, Gina	Teacher, K-12

b. Duties

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

The school-based leadership team members identify resources, both material and personnel, to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered to set priorities and the functions of other existing teams (Problem Solving Team, Behavior Leadership Team and Professional Learning Communities). The eight-step problem solving process ensures that individuals, classes, grades and school-wide issues are addressed systematically using data to support intervention plans and to monitor progress. The school-based leadership team meets regularly to monitor all outcomes and to support and intervene as needed to ensure the academic and behavioral successes of all students. The school-based leadership team will also make sure team members are using and understanding how to properly use small group instruction to meet the needs of all students.

2. 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.

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The school based leadership team is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The school based leadership team's framework follows the district's eight-step problem solving process, with Rtl as an integral component of the process. As a result the school improvement plan is based on a strategic analysis of data, and identified resources are matched to the needs of students/school.

Supplemental Academic Instruction (SAI) funds will be used to coordinate and implement an after-school program for students in grades 3-5. This after school tutoring program is designed to address the reading and math needs of identified at-risk students using individualized hands-on math inquiry, and quality fiction and nonfiction text. Funds will allow us to purchase needed materials, books and supplies. Highly qualified teachers will be hired to work with groups of no more than 6 students. Students will be monitored in this program using district reading and math assessments. The strategies used in this program address the standards-aligned instruction based on the instructional shifts necessary to increase learning gains of those in the lowest academic quartiles. The writing component of this program will have students participate in authentic writing as they respond to the given text using ELA Interactive Notebooks.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rebecca Pitchford	Principal
Tammy Carbonara	Parent
Kelly Martin	Parent
Nancie Lenois	Teacher
Julia West	Teacher
Richard West	Teacher
Dave Dispennete	Parent
Trisha Bray	Teacher
Herb Desrosiers	Parent
Melinda White	Parent
Kathlean Learn	Parent
Gina Campanella	Teacher
Lara Boe	Parent
Terri Suydam	Teacher
Alana O'Neal	Teacher
Susan Alexander	Parent
Sofia Walker	Teacher
Kelly Haberstroh	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee is involved with the evaluation process of last year's school improvement plan. The SAC committee looks at strategies utilized and were the goals met. Each goal is discussed and determined if the goal was met, partially met, if the goal should be carried forward or deleted.

b. Development of this school improvement plan

At the initial meeting of the SAC, data was reviewed from the results of the 2016-2017 FSA ELA, Writing and Math and FCAT Science for Grades 3 -5. Ideas to increase proficiency levels and learning gains were discussed with SAC. Members were given opportunity for input. The leadership team comprised of representatives of all our stakeholders, developed the strategic goal as well as the SMART Targets.

The School Improvement Plan is data driven and focused on areas of school based need for both specific content areas as well as specific student populations. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan is presented to the SAC and open to stakeholders. The SAC will review the budget at each monthly meeting, provide input for fund allocation, and monitor the budget.

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

School Improvement funds are allocated based on the requests submitted by the faculty and staff for projects that specifically support the school improvement goals. Each request is evaluated by the SAC and voted upon for approval. A team of 10 teachers attended Miami Device Conference with the approval of \$3,555 in SAC funds. Administration attended the FASA conference to the cost of \$387. Approval was also made for one teacher to attend the TEACH-ON conference receiving \$175 from SIP funds and \$110 for one to attend CARD. Teachers requested funds for in class and technology projects as well. Near Pod (\$720), Learning A-Z (\$560) and activities with a local author (\$550) were purchased.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lifvendahl, Scott	Principal
Pitchford, Rebecca	Assistant Principal
Lenois, Nancie	SAC Member
Williams, Heather M	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets to help develop learning targets. The team will focus on developing strategies to support the lowest 25% of the students in ELA, math and science as reported on FSA and FCAT by differentiating instruction as needed by learners. This group will also, support teachers in the proper use of small group instruction for all students; with a focus on specialized instruction for the students identified in the lowest 25% cortile.

Otter Pals was a new program initiated last year to address additional needs of the students in in lowest quartile, which we will continue this year. Otter Pals are our special area teacher mentors who work with students who have been identified by the collaboration of the classroom teacher, academic coach and guidance counselor. The students meet with their Otter Pal 2 or 3 times a month to check on progress in academics, behavior, attendance, effort and /or personal issues. The goal of Otter Pals is to build up school success by building up confidence, skills and attitudes. The group will meet for celebrations at the end of each grading period.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Administration has scheduled weekly 55 minute long meetings for grade levels to collaborate on highly effective teaching strategies. This Professional Learning Community (PLC) time focuses on students' academic progress toward the standards as determined by the current FSA , FCAT, VMT, VLT, and VST. They are assisted by the Academic Coach in implementing the standards-aligned instruction based on the instructional shifts. In addition, monthly meetings have been scheduled for vertical articulation among grade levels within the specific academia. Each academic area (science, math, social studies, ELA, and elective) has a representative per grade level to focus on the flow of skills as laid out in each grade level's curriculum maps and how they progress through each grade. In addition, at the school level there are weekly PLC times specified for grade level meetings where collaborative data sharing, planing and organizing intervention strategies occur.

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

Administration recruits and retains a highly qualified staff by attending the annual job fairs and transfer fairs. In attendance is a team for CCE made up of administrators and teachers to interview candidates. The school continues to provide opportunities for effective professional development, Professional Learning Communities, Thinking Math 2, Kagan Structures, and other activities that allow teachers to work collaboratively with their colleagues. Highly qualified teachers are given opportunity to present effective teaching strategies in ERPL, PLC meetings, and are encouraged to take on leadership roles to promote effective teaching strategies school wide.

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

Administration assigns new teachers a peer mentor to assist with the implementation of the school's unique curricular initiatives. Mentors meet regularly with their assigned teacher to support the new teacher in acclimating to the school environment as well as address any instructional needs.

Currently Cypress Creek Elementary has 9 teachers new to our school. Experience levels range from 0-31.5 years. Three are new hires to the district. One has 3 years of experience in education with Volusia County Schools. One teacher has 8 years of experience in education with Volusia County Schools. The other 4 teachers new to Cypress Creek have between 11- 31.5 years of teaching experience.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All elementary school programs meet or exceeds state requirements. At the elementary level the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida State Standards. Teachers are provided with modules and curriculum maps provided by Volusia County for each academic area per grade level. Teachers write standards in lesson plans and collaborate to ensure highly effective teaching strategies are used to deliver the lessons aligned with the Florida State Standards. Teachers also create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the modules, curriculum maps, resources and assessments. Teachers share at Professional Development times specific web sites used for lesson planning that are in alignment with the Florida's Standards. One such web site is Florida Standards Assessment. Profesional Learning Communities (PLC), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards well-paced engaging and rigorous. County personnel are brought to Cypress Creek to deliver best strategies to deliver the ELA modules.

b. Instructional Strategies

1. 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.

Teachers are provided with previous year's data along with current data to disaggregate the data during their weekly Professional Learning Community time. The Academic Coach shares her office as a "Think Tank" room where teams can display data in a secure location concerning the individual needs per child. Teachers systematically address the data and plan intervention strategies ensuring differentiated instruction. The school day is designed with specific intervention time scheduled to enable grade levels to utilize the set time appropriately. Teachers monitor the outcomes of the intervention strategies for differentiated instruction and adjust accordingly. Plans are written down, and monitored through out the year.

ESE teachers work closely with the general education teachers providing critical information regarding student performance and adjust teaching methods as necessitated by the IEPs per student. When necessary, Problem Solving Team meetings are held to review student data and address

specific academic and behavioral concerns. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

2. 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: 480

Specific targeted assistance given to students who require it in efforts to maintain high academic progress. This focuses on those scoring in the lowest quartile in mathematics, and science. Targeted students receive math or science tutoring twice each week for 30 minutes each session. Tutoring continues throughout the school year, however, the students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pitchford, Rebecca, rpitchfo@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- *Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- *Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- *Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- *Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

- * School 3rd Grade ELA 69% Level 3 and above
- * School 4th Grade ELA 84% Level 3 and above
- * School 5th Grade ELA 69% Level 3 and above
- * School Math 3rd Grade 84% Level 3 and above
- * School Math 4th grade 88% Level 3 and above
- * School Math 5th Grade 74% Level 3 and above
- * Science 76% Level 3 and above

- * ELA Learning gains 4th Grade 72%
- * ELA Learning gains 5th Grade 58%
- * ELA Learning gains lowest quartile 4th Grade 56%
- * ELA Learning gains lowest quartile 5th Grade 32%

- * Math Learning gains 4th Grade 80%
- * Math Learning gains 5th Grade 58%
- * Math Learning gains lowest quartile 4th Grade 79%
- * Math Learning gains lowest quartile 5th Grade 67%

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

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.** If Cypress Creek Elementary School implements standards-aligned instruction, then student achievement will increase.

Strategic Goals Detail

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

G1. If Cypress Creek Elementary School implements standards-aligned instruction, then student achievement will increase. 1a

G099236

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	85.0
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- Transforming data into actionable, focused, small group instruction based on standards
- Focused Resources and support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coach
- Professional Learning Communities
- FOSS kits
- CPALMS
- Technology
- Cadre Members
- SAC Funds
- Master Calendar
- Vertical Teaming
- CCE Teachers
- Parent Nights
- Online Programs
- New Teacher Center/Analysis of Student Work

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Scott Lifvendahl

Schedule

On 5/25/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Nancie Lenois

Schedule

On 1/17/2018

Evidence of Completion

SAC meeting agenda and minutes.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Cypress Creek Elementary School implements standards-aligned instruction, then student achievement will increase. 1

 G099236

G1.B1 Transforming data into actionable, focused, small group instruction based on standards 2

 B267272

G1.B1.S1 Provide training on small group instruction. 4

 S283084

Strategy Rationale

Increase the % of teacher effectively implementing standards best practices

Action Step 1 5

School based/district personnel will provide training on focused small group instruction

Person Responsible

Rebecca Pitchford

Schedule

On 6/1/2018

Evidence of Completion

PL sign in sheets

Action Step 2 5

Provide training on instructional tools to drive small group instruction

Person Responsible

Rebecca Pitchford

Schedule

On 6/1/2018

Evidence of Completion

Tools utilized during PLC

Action Step 3 5

Coordinate/identify resources specifically aligned to focused, small group instruction

Person Responsible

Nancie Lenois

Schedule

On 6/1/2018

Evidence of Completion

survey results

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

Track survey report to determine survey completion

Person Responsible

Scott Lifvendahl

Schedule

On 9/1/2017

Evidence of Completion

Survey Report

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

Touch base with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

Rebecca Pitchford

Schedule

On 5/25/2018

Evidence of Completion

Outlook Calendar

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

Academic Coach provides follow-up support to ensure implementation small group instruction.

Person Responsible

Rebecca Pitchford

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Coaching plan and notes

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

Observation and data walk

Person Responsible

Rebecca Pitchford

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC notes, data reports

G1.B1.S2 Provide training on Analysis of Student Work tool. 4

S283085

Strategy Rationale

Data analysis and planning instruction to meet needs of all students

Action Step 1 5

Provide training from district staff and/or other resources on effective implementation of PLCs

Person Responsible

Scott Lifvendahl

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Survey monkey.

Action Step 2 5

Observe PLC teams in action and provide immediate feedback using PLC rubric at the end of the meeting.

Person Responsible

Rebecca Pitchford

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Academic Coach will attend and participate in PLCs.

Person Responsible

Rebecca Pitchford

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC meeting notes and discussion.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom walk through.

Person Responsible

Scott Lifvendahl


Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Notes in VSET.

G1.B2 Focused Resources and support 2

 B267273

G1.B2.S1 Coordinate/ identify resources specifically aligned to focus small group instruction and procure additional materials and resources 4

 S283086

Strategy Rationale

Common intervention materials needed

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G1.B2.S2 Hold parent involvement nights **4**

 S283087

Strategy Rationale

Increase student and parent engagement and providing skills for the 21st century learning

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-
select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M415458	Track survey report to determine survey completion	Lifvendahl, Scott	9/1/2017	Survey Report	9/1/2017 one-time
G1.MA2 M415464	SIP Midyear Review	Lenois, Nancie	1/17/2018	SAC meeting agenda and minutes.	1/17/2018 one-time
G1.MA1 M415463	SIP Progress Monitoring Meeting	Lifvendahl, Scott	8/14/2017	SIP Progress Monitoring Meeting Minutes and Sign-In sheet	5/25/2018 one-time
G1.B1.S1.MA1 M415457	Observation and data walk	Pitchford, Rebecca	8/14/2017	PLC notes, data reports	5/25/2018 monthly
G1.B1.S1.MA3 M415459	Touch base with professional learning facilitators to determine status of the professional learning...	Pitchford, Rebecca	10/16/2017	Outlook Calendar	5/25/2018 one-time
G1.B1.S1.MA4 M415460	Academic Coach provides follow-up support to ensure implementation small group instruction.	Pitchford, Rebecca	8/14/2017	Coaching plan and notes	5/25/2018 weekly
G1.B1.S2.MA1 M415461	Classroom walk through.	Lifvendahl, Scott	8/14/2017	Notes in VSET.	5/25/2018 biweekly
G1.B1.S2.MA1 M415462	Academic Coach will attend and participate in PLCs.	Pitchford, Rebecca	8/14/2017	PLC meeting notes and discussion.	5/25/2018 weekly
G1.B1.S2.A1 A382130	Provide training from district staff and/or other resources on effective implementation of PLCs	Lifvendahl, Scott	8/14/2017	Survey monkey.	5/25/2018 monthly
G1.B1.S2.A2 A382131	Observe PLC teams in action and provide immediate feedback using PLC rubric at the end of the...	Pitchford, Rebecca	8/14/2017	Observations	5/25/2018 biweekly
G1.B1.S1.A1 A382127	School based/district personnel will provide training on focused small group instruction	Pitchford, Rebecca	8/8/2017	PL sign in sheets	6/1/2018 one-time
G1.B1.S1.A2 A382128	Provide training on instructional tools to drive small group instruction	Pitchford, Rebecca	8/8/2017	Tools utilized during PLC	6/1/2018 one-time
G1.B1.S1.A3 A382129	Coordinate/identify resources specifically aligned to focused, small group instruction	Lenois, Nancie	8/8/2017	survey results	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. If Cypress Creek Elementary School implements standards-aligned instruction, then student achievement will increase.

G1.B1 Transforming data into actionable, focused, small group instruction based on standards

G1.B1.S1 Provide training on small group instruction.

PD Opportunity 1

School based/district personnel will provide training on focused small group instruction

Facilitator

Rebecca Pitchford

Participants

CCE faculty

Schedule

On 6/1/2018

PD Opportunity 2

Provide training on instructional tools to drive small group instruction

Facilitator

Heather Williams

Participants

CCE faculty

Schedule

On 6/1/2018

G1.B1.S2 Provide training on Analysis of Student Work tool.

PD Opportunity 1

Provide training from district staff and/or other resources on effective implementation of PLCs

Facilitator

Academic Coach

Participants

CCE faculty

Schedule

Monthly, from 8/14/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	School based/district personnel will provide training on focused small group instruction	\$0.00
2	G1.B1.S1.A2	Provide training on instructional tools to drive small group instruction	\$0.00
3	G1.B1.S1.A3	Coordinate/identify resources specifically aligned to focused, small group instruction	\$0.00
4	G1.B1.S2.A1	Provide training from district staff and/or other resources on effective implementation of PLCs	\$0.00
5	G1.B1.S2.A2	Observe PLC teams in action and provide immediate feedback using PLC rubric at the end of the meeting.	\$0.00
Total:			\$0.00