Cypress Creek Middle School

2020-21 Schoolwide Improvement Plan

Table of Contents

Cypress Creek Middle School

8127 OLD PASCO RD, Wesley Chapel, FL 33544

https://ccms.pasco.k12.fl.us

Demographics

Principal: Timothy Light

Start Date for this Principal: 10/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Cypress Creek Middle School

8127 OLD PASCO RD, Wesley Chapel, FL 33544

https://ccms.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

H.O.W.L.

Have a growth Mindset
Own Your Education
Work as a Community
Lead Responsibly

Provide the school's vision statement.

Embracing your inner coyote - Ensures equity for all by preventing and eliminating systemic bias and racism.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Melsheimer, Meighan	Assistant Principal	
Light, Tim	Principal	
Bailey, Alexis	Teacher, K-12	
Fisher, Michele	Teacher, K-12	
Pepoon, Kim	Teacher, K-12	
Usry, Julieanne	Teacher, K-12	
Rose, Chelsea	Assistant Principal	

Demographic Information

Principal start date
Wednesday 10/2/2019, Timothy Light

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
71

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	441	438	405	0	0	0	0	1284
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	1	3	2	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	14	5	17	0	0	0	0	36
Course failure in Math	0	0	0	0	0	0	11	4	19	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	52	43	0	0	0	0	95
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	57	43	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	49	48	0	0	0	0	97

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/29/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	441	438	405	0	0	0	0	1284
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	16	15	10	0	0	0	0	41
Course failure in ELA or Math	0	0	0	0	0	0	52	43	86	0	0	0	0	181
Level 1 on statewide assessment	0	0	0	0	0	0	57	43	68	0	0	0	0	168

(Grade Level columns)

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	49	48	0	0	0	0	97

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	52%	54%	0%	50%	52%
ELA Learning Gains	0%	55%	54%	0%	52%	54%
ELA Lowest 25th Percentile	0%	47%	47%	0%	40%	44%
Math Achievement	0%	60%	58%	0%	53%	56%
Math Learning Gains	0%	61%	57%	0%	58%	57%
Math Lowest 25th Percentile	0%	52%	51%	0%	48%	50%
Science Achievement	0%	52%	51%	0%	45%	50%
Social Studies Achievement	0%	68%	72%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

7th Grade Math; the reason is that all advanced 7th grade students are placed into the 8th grade Pre-Algebra course. Also, in the past two years there has been turn over with these math positions, limiting the consistency of instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

7th Grade Math; the reason is that all advanced 7th grade students are placed into the 8th grade Pre-Algebra course. Also, in the past two years there has been turn over with these math positions, limiting the consistency of instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

None had a gap, all percentages for ELA and math were 13% or less, which is significantly better than the state averages.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Grade 8; This is due to providing all students with advanced curriculum in ELA grades 6-8. These students have had three years of advanced curriculum and as a result have demonstrated the greatest improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Areas of concern courses deficient that are needed for middle school promotion.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 95% of instruction staff will demonstrate evidence that they are planning, delivering, assessing, and monitoring standards-based instruction to match the rigor of the standards.
2. CCMS will implement tiered supports for academics and behavior for all grade levels.
3. The grand mean for Pasco County Employee Engagement will be a 4.0, Student Hope will be at a mean of 4.17 and Engagement at a mean of 3.7.

4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	High Impact Instruction By the conclusion of the 2020-2021 school year, at least 95% of instructional staff will demonstrate evidence that they are planning, delivering, assessing, and monitoring standards-based instruction to match the rigor of the standard.
Measurable Outcome:	High Impact Instruction By the conclusion of the 2020-2021 school year, at least 95% of instructional staff will demonstrate evidence that they are planning, delivering, assessing, and monitoring standards-based instruction to match the rigor of the standard.
Person responsible for monitoring outcome:	Tim Light (tlight@pasco.k12.fl.us)
Evidence-based Strategy:	•Train new PLC Facilitators in DuFour RTI Solution Tree strategies •SLT will utilize the Professional Learning Community Rubric •Administrators will provide PLC facilitators with differentiated PLC support. •Use of H.O.W.L. commitments in hiring - ensure every staff member hired commits to our collective agreement. •Train new staff members in the utilization of the IPG Walkthrough Tool •Reading courses utilize Achieves 3000 for Tier 3 support, HMH for Tier 2 support, coaching, modeling and support provided by LDC •Administratively implement IPG walkthrough tool in 7th Grade Regular/Advanced Math to identify areas of improvement and utilize district resources to provide support. •Implement test specification training in all PLC's to prepare all students for state & district exams. •Create incentives for teachers who attend summer training & for walkthroughs of model classrooms during school year •Students reflect on academic progress through the monitoring of their grade level milestones.
Rationale for Evidence-based Strategy:	The specific strategies listed are the steps needed so that staff can successfully achieve the measurable outcome.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to Data Driven Decisions	
Area of Focus Description and Rationale:	By the end of the 2020 – 2021 school year, CCMHS will implement tiered supports for academics and behavior for all grade levels.
Measurable Outcome:	By the end of the 2020 – 2021 school year, CCMHS will implement tiered supports for academics and behavior for all grade levels.
Person responsible for monitoring outcome:	Tim Light (tlight@pasco.k12.fl.us)
Evidence-based Strategy:	•Continue to utilize Coyote Cash via PBIS Rewards, with behavioral focus areas •Create incentives for teachers who attend summer training (menu of options – Coyote Cash, unlimited copies, beat the bus passes, additional technology in classrooms, etc...) •Grade level data drives quarterly administrative discussions & assignment of interventions to tiers of students through SLT & disseminated to individual PLC's. •Assigned after school Academic Study Hall utilized. •Grade Level Milestones utilized and tracking of measurable outcomes through PBIS system. Introduce this by grade level counselor during 1st semester classroom presentations. •Set quarterly data chats for each PLC that lead into a quarterly celebration & report out of data from all stakeholders via data chat faculty meeting. •Snack & Share planning period sessions •SEL lessons via after school detentions with a menu of prescribed lessons •CHOICES program by behavior specialist •Expand S4S tardy, dress code, WCD tracking system
Rationale for Evidence-based Strategy:	The specific strategies listed are the steps needed so that staff can successfully achieve the measurable outcome.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	By the conclusion of the 2020-2021 school year, the grand mean for Pasco County Employee Engagement will be 4.0. Student Hope will be at a mean of 4.17 and Engagement at a mean of 3.7.
Measurable Outcome:	By the conclusion of the 2020-2021 school year, the grand mean for Pasco County Employee Engagement will be 4.0. Student Hope will be at a mean of 4.17 and Engagement at a mean of 3.7.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	•Utilize PBIS incentives for staff and students. •Monthly staff recognition during SEL/faculty meetings. •TIC leaders will create condensed staff training for all newly hired staff. •TIC leaders will create TIC/SEL mini-lessons for MS Students. •TIC leaders will create a plan for roll out of TIC/SEL mini-lessons. •Collective Commitments will be utilized in all hiring of new staff. •"I believe all students can learn" statements will be utilized in all hiring of new staff. •TIC leaders will create and continue self-care PD for staff. •Pineapple Teach chart & model classroom set-up. •Lunch and Learns. •Set quarterly data chats for each PLC that lead into a quarterly celebration & report out of data from all stakeholders via data chat faculty meeting. •Continue staff & student of the week recognitions. •Continue weekly Howler Hub. •Formalized, calendar plan for staff & student recognition. •New Teacher committee added to boost support for staff.
Rationale for Evidence-based Strategy:	The specific strategies listed are the steps needed so that staff can successfully achieve the measurable outcome.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

• Train new PLC Facilitators in DuFour RTI Solution Tree strategies
• SLT will utilize the Professional Learning Community Rubric – Formative Tool for Team Reflection and
Coaching at the start of the school year, mid-year, and end of year reflection.
• Administrators will provide PLC facilitators with differentiated PLC support.
• Continue and enhance PLC teach-assess cycle through; Together We Learn, planning week PD, common
planning period via master schedule, SLT meetings, analysis of CFA data on identification of essential
standards, Coyote Core Plus utilization based on essential standard CFA data through teaming.
• Use of H.O.W.L. commitments in hiring - ensure every staff member hired commits to our collective
agreement.
• Train new staff members in the utilization of the IPG Walkthrough Tool
• Continue to use walkthrough tool on a quarterly basis to create model schedule classroom. Tie incentives to
prescribed teacher visits. Pineapple Teach chart/model classroom set-up (lunch included), and Snack &
Share planning period sessions.
• Reading courses utilize IRLA for Tier 3 support, HMH for Tier 2 support, coaching, modeling and support
provided by LDC
• All students will participate in the annual History Day Competition, Science Fair, and TEDx Pasco.
• Intervention period, Coyote Core Plus, implemented daily through a teaming structure: 6th Grade Math has
priority, and 7th and 8th Grade ELA have priority.
• Administratively implement IPG walkthrough tool in 7th Grade Regular/Advanced Math to identify areas of
improvement and utilize district resources to provide support.
• Implement test specification training in all PLC's to prepare all students for state & district exams.
• Teacher-led training for teachers during planning that focuses on grading policies & impact of weighted
categories.
• Create incentives for teachers who attend summer training & for walkthroughs of model classrooms during
school year (menu of options – Coyote Cash, unlimited copies, beat the bus passes, additional technology in
classrooms, etc...)
• Students reflect on academic progress through the monitoring of their grade level milestones.
• Continue to utilize Coyote Cash via PBIS Rewards, with behavioral focus areas
• Intervention period, Coyote Core Plus, implemented daily through a teaming structure: 6th Grade Math has
priority, and 7th and 8th Grade ELA have priority.
• Create incentives for teachers who attend summer training (menu of options – Coyote Cash, unlimited
copies, beat the bus passes, additional technology in classrooms, etc...)
• Grade level data drives quarterly administrative discussions & assignment of interventions to tiers of
students through SLT & disseminated to individual PLC's.
• Data (SIT, SLT, PLC, Quarterly Checks, CFA, FSA, SSAP) analysis drives Coyote Core Plus student
placement by teachers.
• Assigned after school Academic Study Hall utilized

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

-Weekly student and staff of the week.
-Weekly community and staff newsletter: Howler Hubs
-PBIS Rewards for students and staff
-Coyote Cash via PBIS Rewards
-Coyote Voice located in weekly newsletter for staff to provide thoughts, suggestions, questions, and concerns
-All clubs are student driven
-Designated club days built into schedule, with the opportunity for all students to participate in clubs during the school day.
-Partnerships with local community businesses have been established.
-Monthly School Advisory Committee Meetings
-Partnership with school PTSA
-School Sunshine Committee to organize staff events and celebrations

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.