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Cypress Creek Elementary School

6100 S WILLIAMSON BLVD, Port Orange, FL 32128

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

Demographics

Principal: Kristina Kania

Start Date for this Principal: 9/7/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2020-21 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: B (61%) 2017-18: B (59%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Volusia 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.

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Cypress Creek Elementary School

6100 S WILLIAMSON BLVD, Port Orange, FL 32128

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">41%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">22%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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<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.

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Buckner, Tracy	Principal	School Principal
Hemings, Susan	Assistant Principal	Assistant Principal
Moulton, Erin	Instructional Coach	Academic coach for all instructional staff
Mallard, Tracey	Teacher, K-12	Kdg. team leader
Larrimore, Michelle	Other	1st grade team leader

Demographic Information

Principal start date

Tuesday 9/7/2021, Kristina Kania

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.*

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.*

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

815

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	114	105	141	159	134	143	0	0	0	0	0	0	0	796
Attendance below 90 percent	20	15	20	23	16	12	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	6	11	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	11	17	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	1	1	0	4	2	0	0	0	0	0	0	0	8

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	6	5	0	0	0	0	0	0	0	11

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	3	4	1	4	1	0	0	0	0	0	0	0	0	13
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

Wednesday 9/15/2021

2020-21 - As Reported

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	
Number of students enrolled	79	97	126	112	96	101	0	0	0	0	0	0	0	611
Attendance below 90 percent	0	3	0	1	4	3	0	0	0	0	0	0	0	11
One or more suspensions	2	0	0	23	0	0	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	8	0	0	0	0	0	0	0	17
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	0	0	3	3	0	0	0	0	0	0	0	0	8

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	2	0	0	0	0	0	0	0	0	0	0	0	0	2

2020-21 - Updated

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	
Number of students enrolled	79	97	126	112	96	101	0	0	0	0	0	0	0	611
Attendance below 90 percent	0	3	0	1	4	3	0	0	0	0	0	0	0	11
One or more suspensions	2	0	0	23	0	0	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	8	0	0	0	0	0	0	0	17
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	0	0	3	3	0	0	0	0	0	0	0	0	8

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	2	0	0	0	0	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	56%	57%	75%	55%	56%
ELA Learning Gains				68%	56%	58%	57%	51%	55%
ELA Lowest 25th Percentile				49%	46%	53%	44%	39%	48%
Math Achievement				71%	59%	63%	75%	60%	62%
Math Learning Gains				57%	56%	62%	51%	54%	59%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				36%	43%	51%	34%	40%	47%
Science Achievement				73%	57%	53%	75%	58%	55%

Grade Level Data Review - State Assessments
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
03	2021					
	2019	75%	58%	17%	58%	17%
Cohort Comparison						
04	2021					
	2019	73%	54%	19%	58%	15%
Cohort Comparison		-75%				
05	2021					
	2019	73%	54%	19%	56%	17%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	60%	16%	62%	14%
Cohort Comparison						
04	2021					
	2019	75%	59%	16%	64%	11%
Cohort Comparison		-76%				
05	2021					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	71%	56%	15%	53%	18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data was collected using iReady growth diagnostics in reading and math 3 times per year, K-5 and volusia science tests in fifth grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.19%	51.14%	73.64%
	Economically Disadvantaged	29.55%	40.82%	62.96%
	Students With Disabilities	16.67%	33.33%	37.50%
	English Language Learners	22.22%	22.22%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.81%	48.28%	72.17%
	Economically Disadvantaged	22.73%	36.73%	62.00%
	Students With Disabilities	16.67%	12.50%	42.86%
	English Language Learners	33.33%	0.00%	56.94%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.18%	54.73%	63.31%
	Economically Disadvantaged	35.29%	53.57%	58.49%
	Students With Disabilities	25.00%	21.05%	27.78
	English Language Learners	30.00%	36.36%	40.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.85%	44.29%	61.03
	Economically Disadvantaged	14.00%	36.36%	53.85%
	Students With Disabilities	12.50%	11.11%	12.50%
	English Language Learners	10.00%	27.27%	40.00%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.38%	83.18%	85.19%
	Economically Disadvantaged	52.38%	79.07%	81.40%
	Students With Disabilities	21.43%	60.00%	52.94%
	English Language Learners	40.00%	50.00%	100.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.48%	57.55%	76.64%
	Economically Disadvantaged	25.58%	44.19%	75.00%
	Students With Disabilities	7.14%	33.33%	56.25%
	English Language Learners	10.00%	55.56%	80.00%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.46%	69.64%	73.11%
	Economically Disadvantaged	59.52%	58.97%	65.12%
	Students With Disabilities	8.33%	33.33%	30.77%
	English Language Learners	30.00%	50.00%	60.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.00%	58.93%	73.11%
	Economically Disadvantaged	38.10%	53.66%	67.44%
	Students With Disabilities	25.00%	30.77%	38.46%
	English Language Learners	40.00%	45.45%	58.33%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.32%	43.90%	57.81%
	Economically Disadvantaged	31.11%	36.96%	44.90%
	Students With Disabilities	13.33%	37.50%	29.41%
	English Language Learners	27.27%	18.18%	33.33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.66%	45.08%	65.00%
	Economically Disadvantaged	34.09%	34.78%	43.18%
	Students With Disabilities	20.00%	29.41%	37.40%
	English Language Learners	60.00%	36.36%	40.00%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	70%	84%	89%
	Economically Disadvantaged	61%	72%	81%
	Students With Disabilities	63%	85%	71%
	English Language Learners	50%	88%	64%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	25		46	58		42				
ELL	48			44			20				
ASN	82			100							
BLK	54			38							
HSP	74	40		70	50		67				
MUL	58			50							
WHT	74	62	56	73	48	44	63				
FRL	66	60	47	63	54	57	43				
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
SWD	22	32	32	29	33	29	25				
ELL	44	67	50	59	56						

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
ASN	75	92		81	83						
BLK	79	75		72	45						
HSP	69	67		60	38		47				
MUL	64	56		68	50						
WHT	76	67	50	71	59	39	75				
FRL	61	60	44	66	54	33	60				

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
SWD	23	37	38	26	30	28					
ELL	37	64		53	57						
ASN	86	69		85	73						
BLK	63	36		53	45						
HSP	70	57	55	78	60		86				
MUL	71	70		52	40						
WHT	75	57	43	76	49	38	73				
FRL	65	53	37	67	48	35	73				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

LQ and LG overall in math, LQ below state avg. in ELA, regression in Science proficiency, LQ below state avg. in ELA and math, LG in math overall--LG = 48, LQ math = 46

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA lowest quartile, math lowest quartile and math learning gains present the greatest needs for improvement.

* While our math LQ made a 10% increase, it is still our lowest component.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors:

Student absences due to quarantines (attendance).

Gap from missing fourth quarter 2019-20 Quarter 4.

Less "hands on" activities, manipulatives in math.

Lack of consistent interventions.

Actions:

Need to implement "hands on" activities and math tools during instruction.

Interventions implemented in gen. ed. classrooms for Tier 2 and 3 students, ESE and ESOL students. Consistent intervention block in all grade levels.

Focus on academic language and utilization of learning targets in all subject areas.

Implement cooperative structures.

Professional Development to develop a greater understanding of the BEST Standards, teacher clarity and instructional resources to be utilized during intervention.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We have grown in our LQ in math (36 to 46), however this is still our greatest need for improvement because we are not at proficiency.

SWD math improved for Math LG and Math Achievement

What were the contributing factors to this improvement? What new actions did your school take in this area?

ESE teachers utilized manipulatives and "hands on" activities for math.
Volusia Live (online instructional model) teachers utilized "braining camp" for digital manipulatives.

What strategies will need to be implemented in order to accelerate learning?

Enrichment strategies shared by gifted education teachers to gen. ed. teachers.
Student ownership of progress and daily learning with cooperative structures.
Teachers monitor student learning.
Standards-aligned instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

BEST standards overview.
Cooperative structures.
Intervention/Enrichment strategies and structures.
Verification and monitoring of student learning (formatively).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Consistent PLCs
ESOL intervention teacher and paraprofessional
Tutoring

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Cypress Creek Elementary's area of focus aligns with strategic goal #1. As a result of our needs assessment and analysis, overall learning gains of our LQ of students and LG in math were lower than those of other district schools with similar demographics.

Measurable Outcome: LQ in math will increase from 46% (C) to 55% (B) on the state math assessment.
 LG in math will increase from 48% (C) to 60% (B) on the state math assessment.

Monitoring: This Area of Focus will be monitored by frequent classroom observations that provide feedback as a catalyst for planning next steps. The learning walk tool and our school instructional anchor will provide a clear focus of our guiding principles: 1) instruction; standard aligned 3) student learning; monitored.
 -iReady and School City LQ will be monitored to help drive our instruction
 -Student interventions monitored by decision tree resources.
 -Students will monitor their growth and track their individual path of lessons so that they can participate in the school wide data mural.

Person responsible for monitoring outcome: Tracy Buckner (tabuckne@volusia.k12.fl.us)

Evidence-based Strategy: Our evidence based strategy that is being implemented is teacher clarity.
 -By providing support for teachers in understanding the full expectations of instructional standards, the teachers will be able to provide clear and appropriate standard aligned instruction that will engage all students in high levels of learning.
 -Teacher clarity will be woven into our PDs, PLCs and learning walk feedback.
 -Coaching cycles focused on teacher clarity and how to ensure that students understand their clear expectations for learning so that students can take ownership in their learning.

Rationale for Evidence-based Strategy: Teacher clarity has an effect size of .82. This is more than a year's growth according to education researcher John Hattie. Ensuring that learning expectations/targets are clearly understood, referred to and implemented in the classroom, our students will show over a year's growth in ELA.

Action Steps to Implement

-Teachers will be trained on the concept of teacher clarity and how it applies to their instruction. Teachers will be trained on the importance of using learning targets in cooperative structures as best practices. During PLC's teachers will learn how to co-construct learning targets with students so that students have a deeper understanding of their learning and can engage in standard aligned cooperative structures in class.

Person Responsible: Erin Moulton (esmoulto@volusia.k12.fl.us)

- Teachers will have training in analyzing the MAFS as well as the new BEST Standards for Math so that they can understand the overlay of the BEST in our curriculum map.
 -Teachers will learn how to connect the BEST overlay with the MAFS so that they can intentionally plan for standard aligned instruction for whole group and small groups through PDs and PLCs.

Person Responsible: Erin Moulton (esmoulto@volusia.k12.fl.us)

-Teachers will have professional development from iReady and the academic coach to understand the math standards so that the iReady resources can be successfully utilized to support learning both in person and digitally. The teacher clarity focus on standards will help students monitor their individual success on iReady and contribute to the school wide data mural.

Person Responsible Erin Moulton (esmoulto@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Cypress Creek Elementary's area of focus aligns with strategic goal #1. As a result of our needs assessment and analysis, overall learning gains of our LQ students was lower than those of other district schools with similar demographics.

Measurable Outcome: LQ in ELA will increase from 50% (C) to 55% (B) on the state ELA assessment.

Monitoring: This Area of Focus will be monitored by frequent classroom observations that provide feedback as a catalyst for planning next steps. The learning walk tool and our school instructional anchor will provide a clear focus of our guiding principles: 1) instruction; standard aligned and 3) student learning; monitored.
 -iReady and School City LQ will be monitored to help drive our instruction
 -Student interventions monitored by decision tree resources.
 -Students will monitor their growth and track their individual path of lessons so that they can participate in the school wide data mural.

Person responsible for monitoring outcome: Tracy Buckner (tabuckne@volusia.k12.fl.us)

Evidence-based Strategy: Our evidence based strategy that is being implemented is teacher clarity.
 -By providing support for teachers in understanding the full expectations of instructional standards, the teachers will be able to provide clear and appropriate standard aligned instruction that will engage all students in high levels of learning.
 -Teacher clarity will be woven into our PDs, PLCs and learning walk feedback.
 -Coaching cycles focused on teacher clarity and how to ensure that students understand their clear expectations for learning so that students can take ownership in their learning.

Rationale for Evidence-based Strategy: Teacher clarity has an effect size of .82. This is more than a year's growth according to education researcher John Hattie. Ensuring that learning expectations/targets are clearly understood, referred to and implemented in the classroom, our students will show over a year's growth in ELA.

Action Steps to Implement

-Teachers will be trained on the concept of teacher clarity and how it applies to their instruction. Teachers will be trained on the importance of using learning targets in cooperative structures as best practices. During PLC's teachers will learn how to co-construct learning targets with students so that students have a deeper understanding of their learning and can engage in standard aligned cooperative structures in class.

Person Responsible Erin Moulton (esmoulto@volusia.k12.fl.us)

- Teachers will have training and coaching cycles in understanding the new ELA BEST Standards so that they can understand the clarification pieces that comprise the entirety of the benchmarks.
 -Teachers will learn how to connect the ELA BEST Standards (focus on benchmarks) to the district instructional resources and how to align the instruction for whole group and small groups through PDs and PLCs.

Person Responsible Erin Moulton (esmoulto@volusia.k12.fl.us)

-Teachers will have professional development from iReady and the academic coach to support the learning of the new BEST standards tied to student lessons. The teacher clarity training on the ELA benchmarks will help students understand their individual lessons on iReady so that they can monitor their individual success and contribute to the school wide data mural.

Person Responsible Erin Moulton (esmoulto@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

There are verbal threats and bullying on campus from a few specific students in different grade levels. While there are a few behavior challenges, they still occur from a few individuals.

CCE will monitor by:

- tracking the decrease in referrals and threat assessments. Through continual communication through PLC's, meetings and data chats the stakeholders on campus will ensure that behaviors are prevented, supported and resolved.

CCE will help support by:

**-provide 2 school counselors for students to help deescalate and prevent behaviors.
-provide SEL lessons and resources provided to teachers to use with students in the classrooms.**

-ensure that teachers have a calm down corner to give the students a break as needed or expected in their individual plans

-work to ensure that teachers have support to help keep students in class with minimal loss of instructional time.

-provide restorative talks when needed.

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.

- Teachers and students incorporate our school wide motto throughout the day to day interactions (S.W.I.M) set good examples, work hard everyday, interact kindly, make good choices.
- Teachers are recognized weekly for their life skills as "Otters of the Week." They have their picture taken and earn a temporary plaque.
- Students will engage in creating a celebratory data mural as they achieve their individual goals that are centered around the school wide iReady goal.
- Students earn "Otter of the Week" when they display their life skills.
- Teachers share shoutouts with each other and they are posted next to the door for others to read and celebrate. Simple yet powerful way of thanking and recognizing colleagues.
- Teachers utilize various positive reinforcements in the classrooms based on the individual makeup and needs of the class.
- Teachers have resources to provide SEL instruction in class.
- Teachers and students are featured on the morning news and in the weekly newsletter.
- Positive referrals for students
- Sunshine committee plans activities throughout the year to support morale for staff throughout the school.
- Administration presents school wide state safety and expectations including bullying prevention.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Counselors - teacher shoutouts, otter of the week life skills, positive referrals

Admin-Positive referrals, teacher "otter of the week" recognition, positive feedback

Teachers: positive referrals for students, individual class incentives (compliment parties etc), teacher shoutouts for colleagues.

Academic Coach: positive feedback, shoutouts for student engagement and teacher greatness on campus, highlights in weekly newsletter, Website editor that will upload current happenings to keep community members informed and engaged.

PTA: provides opportunities for students and teachers to engage in community activities

Sunshine Committee- provides opportunities for staff to connect and build relationships.

SAC Committee: Provides support the needs in our school community.