Cypress Creek Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 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	2021-22: A (68%) 2018-19: B (61%) 2017-18: B (59%)
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	N/A
* 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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

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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.

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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. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Buckner, Tracy	Principal	Monitoring school data Instructional leader Maintain a safe and secure campus Evaluate employee performance
Hemings, Susan	Assistant Principal	Monitoring school data Instructional leader Maintain a safe and secure campus Evaluate employee performance
Larrimore, Michelle	Teacher, K-12	Monitoring data Participant of the school leadership team Participant of the SIP process
Suydam, Terri	Teacher, K-12	Monitoring data Participant of the school leadership team Participant of the SIP process
Sulzbach, Diana	Teacher, K-12	MTSS Chair Testing chair ESE Grade Chair Monitoring data Participant of the school leadership team Participant of the SIP process
Lubas, Teresa	Instructional Coach	Academic Coach Facilitator PLC Professional Learning PL contact PBIS Chair Monitoring data Participant of the school leadership team Participant of the SIP process

Demographic Information

Principal start date
Tuesday 9/7/2021, Kristina Kania

Number of teachers with a 2022 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.*
28

Number of teachers with a 2022 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.*
23

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

827

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	108	127	132	146	155	144	0	0	0	0	0	0	0	812
Attendance below 90 percent	6	12	10	16	13	12	0	0	0	0	0	0	0	69
One or more suspensions	0	0	1	5	5	5	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	3	1	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	14	13	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	11	11	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	3	0	0	0	0	0	0	0	0	0	0	0	3

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	5	8	8	0	0	0	0	0	0	0	22

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	0	0	0	0	0	0	0	5
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

Sunday 8/21/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	53%	56%				75%	56%	57%
ELA Learning Gains	71%						68%	56%	58%
ELA Lowest 25th Percentile	62%						49%	46%	53%
Math Achievement	76%	42%	50%				71%	59%	63%
Math Learning Gains	66%						57%	56%	62%
Math Lowest 25th Percentile	52%						36%	43%	51%
Science Achievement	73%	55%	59%				73%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	58%	17%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	73%	54%	19%	58%	15%
Cohort Comparison		-75%				
05	2022					
	2019	73%	54%	19%	56%	17%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	60%	16%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	75%	59%	16%	64%	11%
Cohort Comparison		-76%				
05	2022					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	56%	15%	53%	18%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	63	56	40	48	36	46				
ELL	50	67	64	55	50						
ASN	76			88							
BLK	67	80		80	60						
HSP	67	79		67	55		62				
MUL	83	100		87	83						
WHT	76	66	54	76	66	51	73				
FRL	68	68	64	73	60	50	65				

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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	551

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	88
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Cypress Creek saw an increase in every ESSA subgroup compared to last year. There was a significant increase in math learning gains, which increased by 18 points, and science achievement, which increased by 13 points. The SWD LQ overall academic achievement increased from 40 to 44.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After analyzing student data, we see a need for an increase performance in our lowest quartile in ELA and Math.
Even though there was an increase in ELA LQ from 50 to 62 and Math LQ from 46 to 52 we still view this as the areas of greatest need as we strive to achieve 70% proficiency which would align with our other reporting categories for achievement.

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 that may have contributed to lower performance for LQ population in math and ELA are novice/inconsistent ESE staffing, the need for walk to intervention to target specific learning gaps, and lack of hands-on learning activities due to pandemic restrictions. Actions to be taken this year are implementing

and aligning instruction to the new BEST standards using district supported resources and supporting walk to intervention across grade levels.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall achievement increased 69 points, this included substantial increases in science (+13), ELA LG (+12) and ELA LQ (+12). The SWD subgroup also saw an increase in overall achievement from 40 to 44.

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

Personal knowledge and comfort level with the ELA subject area combined with a schoolwide focus on implementing the new BEST ELA standards using our new Benchmark series with fidelity are factors that may have contributed to the substantial improvement in ELA achievement. In addition, Kagan strategies were encouraged through classroom individual voluntary coaching sessions with the instructional coach and discussed during PLCs.

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

Strategies that will be implemented to accelerate learning will start with building trust within the new grade level teams and support staff. During PLCs teams will gain a deeper understanding of how to understand and measure data using the new BEST standards. Together teams will determine common assessments to use for data analysis when organizing the walk to intervention groups and county supported resources to target specific areas of concern.

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.

Professional development learning (PDD) days will focus on preparing teachers to implement MTSS. Also, professional development during ERPLs will implement district PBIS initiatives. During weekly data driven PLC meeting teachers will focus on identifying and supporting the lowest quartile based on common assessment data.

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

Additional services that will be implemented throughout all professional development, ERPLs, PDDs and PLCs will be a focus on implementing the new BEST standards with fidelity using district supported and aligned curriculum and resources.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a result of our needs assessment and analysis, it revealed that 62% of our lowest quartile ELA students demonstrated proficiency, overall achievement in ELA of our LQ students was lower than those of other district schools with similar demographics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA LQ proficiency from 62% to 70% in ELA on the state assessment. For grades 4 and 5 we have identified our lower quartile students. We will track their performance on each of the 3 FAST progress monitoring tool. By September 16, 2022, 50% of our lower quartile students in grades 4 and 5 will score a level 3 or higher on FAST. By January 20, 2023 60% of our lower quartile students in grades 4 and 5 will score a level 3 or higher on FAST. by May 19, 2023 70% of our lower quartile students in grades 4 and 5 will score a level 3 or higher on FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by frequent classroom observations that provide feedback as a catalyst for planning next steps. In addition, 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 student in high levels of learning. PLCs will engage in data analysis of ELA LQ students to determine the effect of instruction with fidelity and monitor student progress. The FAST will be utilized as a standardized test to progress monitor three times per year.
Person responsible for monitoring outcome:	Teresa Lubas (tglubas@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement walk to intervention across all grade levels.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	According to John Hattie, Response to Intervention has an effect size of 1.29, which is over three year's growth. Hattie's definition of Response to Intervention is, "an educational approach that provides early, systematic assistance to children who are struggling." Accurate identification of our ELA LQ students followed by implementation of a structured response that targets specific areas of concern will provide the support needed.

**used for selecting
this strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning through PLC, ERPL and mentoring on ELA BEST standards will support organization and intentionality when presenting lessons. Ensure classroom instruction and student tasks are aligned to BEST practices and district resources through administrative walkthroughs and team collaboration.

**Person
Responsible**   Teresa Lubas (tglubas@volusia.k12.fl.us)

Collaborative planning during PLC and team meetings to analyze student data to identify and monitor the progress of LQ students. Through ongoing progress monitoring this will provide differentiated instruction. At the conclusion of each FAST and each IREADY Diagnostic the Academic Coach will facilitate data chats during PLC's focusing on student progress of the identified lowest quartile group.

**Person
Responsible**   Teresa Lubas (tglubas@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a result of our needs assessment and analysis, it revealed that 52% of our math LQ students demonstrated proficiency. Overall achievement in math of our LQ students was lower than those of other district schools with similar demographics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase math LQ proficiency from 52% to 60% in math on the state assessment. For grades 4 and 5 we have identified our lower quartile students. We will track their performance on each of the 3 FAST progress monitoring tool. By September 16, 2022, 40% of our lower quartile students in grades 4 and 5 will score a level 3 or higher on FAST. By January 20, 2023 50% of our lower quartile students in grades 4 and 5 will score a level 3 or higher on FAST. by May 19, 2023 60% of our lower quartile students in grades 4 and 5 will score a level 3 or higher on FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by frequent classroom observations that provide feedback as a catalyst for planning next steps. In addition, by providing support for teachers in understanding the full expectations of instructional standards, the teachers will be able to provide clear and appropriate standards aligned instruction that will engage all students in high levels of learning. PLCs will engage in data analysis of math LQ students to determine the effect of instruction with fidelity and monitor student progress. The FAST will be utilized as a standardized test to progress monitor three times per year.
Person responsible for monitoring outcome:	Teresa Lubas (tglubas@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Focus on the Mathematical Thinking and Reasoning Standards, as outlined in the curriculum map, and standards aligned instruction using county resources.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	According to John Hattie, Deliberate Practice has an effect size of .79, which is almost two year's growth. According to Hattie, deliberate practice includes a desire to improve teaching performance, exerting effort to do better, continued practice and frequent feedback. Focusing on the Mathematical Thinking and Reasoning Standards outlined in the curriculum map along with standards aligned instruction using county resources will ensure a deeper understanding of math concepts while developing reasoning skills and building mathematical communication.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning through PLC, ERPL and mentoring on math BEST standards to support organization and intentionality when presenting lessons. Ensure classroom instruction and student tasks are aligned to BEST practices and district resources through administrative walkthroughs and team collaboration.

Person Responsible   Teresa Lubas (tglubas@volusia.k12.fl.us)

Collaborative planning during PLC and team meetings to analyze student data to identify and monitor the progress of LQ students. Through ongoing progress monitoring this will provide differentiated instruction. At the conclusion of each FAST and each IREADY Diagnostic the Academic Coach will facilitate data chats during PLC's focusing on student progress of the identified lowest quartile group.

Person Responsible   Teresa Lubas (tglubas@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Positive Behavior and Intervention and Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is aligned to the District Strategic Plan Goal 3: Provide a Safe, healthy, and supportive environment. Implementing the PBIS program will improve student behavior during instruction and as a result increasing instructional time and reducing written school wide referrals. In the 2021-22 SY our school had 100 threat assessment and 488 referrals, the majority of which were intermediate classroom disruptions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2021-22 SY our school had 100 threat assessments and 488 referrals, the majority of which were intermediate classroom disruptions. Our goal this year is to decrease our number of referrals and threat assessments by 25%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The types of offences, the number of written referral and threat assessments will be monitored through Focus. This data will be shared with our school leadership team each month to communicate success and identify areas of concern to support our faculty and students.
Person responsible for monitoring outcome:	Teresa Lubas (tglubas@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored monthly during PBIS, PLC and leadership team meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	PBIS is grounded in strategic analysis of data collected through Progress Monitoring. The area of focus is aligned to the District Strategic Plan Goal 3: Provide a Safe, healthy, and supportive environment. The resources will include Professional Development during ERPL's, PLC and Team Planning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Trained PBIS Leadership Team members will implement a school wide PBIS School System. Behavior expectations will be established for all common areas on campus.
A PBIS school store will be launch to recognize students meeting behavioral goals and expectations.

MTSS review of data and students in need of support will take place at PLC meetings and School Leadership meetings.

Person Responsible Tracy Buckner (tabuckne@volusia.k12.fl.us)

The faculty and staff at CCE will receive training on MTSS/PBIS systems structures through PLC's, ERPL's and grade level team meetings.
The PBIS Chair and MTSS Chair will provide on going support monthly during PLC's and School Leadership Meetings.

Person Responsible Teresa Lubas (tglubas@volusia.k12.fl.us)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Cypress Creek begins our school year with Meet the Teacher to establish a positive and supportive learning environment where families are welcomed into the classroom where they learn how they can be a part of

our learning community. Throughout the year schoolwide communication connects our families and community through timely and relevant communication concerning events at the school. This communication includes invitations to Open House, family spirt nights, and PTA meetings. Families are also encouraged to become a member of SAC to help set high expectations and provide a quality education for all students as outlined in our SIP. Our SAC includes teachers, school support staff, parents, and community members which meets monthly to make decisions concerning our school mission, opportunities for community involvement, and spending funds to support our SIP goals.

Faculty and staff support a positive school culture by giving "shout outs" to other staff members to recognize their efforts, support, and encouragement. In addition, lead mentors are assigned to new teachers to support them during their first year teaching at Cypress Creek Elementary. They also can give positive referrals to students that are role models to others by showing significant improvements in behaviors and academics. Students have the opportunity to have "Pizza with the Principal" once a month to recognize individual students for their efforts. Our school behavior norms of SWIM (S=safety first, W=work hard, I=interact kindly, M=make good choices) is posted throughout the school common areas and reinforced in classroom expectations. Students are encouraged to drop written concerns in our Otter Box located in our Media Center for follow up with school counselors. Students will also have the opportunity to participate in student voice meetings with Ms. Bucker our school principal. They will meet monthly to provide ongoing feedback as to what is working well at Cypress Creek Elementary.

Our Sunshine Committee plans team building activities throughout the year including ice cream socials, monthly drawings, Secret Santa, holiday gatherings and end of the year celebrations.

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

Our stakeholders include our SAC and school leadership team members. Our SAC includes teachers, school support staff, parents, and community members which meets monthly to make decisions concerning our school mission, opportunities for community involvement, and spending funds to support our SIP goals. The school leadership team meets monthly to address and discuss teacher and student needs to take a proactive approach to manage behaviors, identify academic areas of concern, and academic gaps. The leadership team members collaborate to ensure a positive school culture and environment thought out the school year. The MTSS and PBIS Chair will present at each monthly meeting.