

Citrus County Schools

Cypress Creek Treatment Center



2022-23 Ungraded Schoolwide
Improvement Plan

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Cypress Creek Treatment Center

2855 W WOODLAND RIDGE DR, Lecanto, FL 34461

<https://tinyurl.com/y3x969ky>

Demographics

Principal: Peter Glynn

Start Date for this Principal: 11/29/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Commendable

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide innovative educational experiences in order to meet the needs of our students. We achieve this by providing a thorough curriculum, and increasing opportunities for CAPE and industry certifications, while doing our best to impact the lives of our students.

Provide the school's vision statement.

To be the leader in DJJ education in the state of Florida by giving students a new chance at graduation and work readiness through a variety of industry based certifications and job readiness skills.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The population at our school consists of 96 high and maximum students who have all been adjudicated delinquent by a Circuit Court in the State of Florida. A major percentage of our student population is behind in grade level and behind their original cohort. Cypress Creek offers a wide range of educational opportunities. The goal of the program is to have students exit the facility with the following credentials:

1. A High School Diploma or GED
2. Completion of the Drug and Alcohol Safety Course from an approved Department of Motor Vehicles course so the student may obtain a valid Florida Driving License .
3. Career and Professional Education certificates so that they may be able to be job placed and compete in their local job markets in fields that offer the potential for sustained and gainful employment.

Cypress Creek also provides the students with the opportunity to enroll in and take online college courses towards a degree while at the facility after their High School Diploma or a GED is obtained. Cypress Creek has a Home Builders Institute program where the students can earn construction certification and help with employment in that field. Cypress Creek also partners with the local work force boards to help students who have completed school with finding gainful employment. Cypress Creek facilitates post-secondary opportunities by helping students set up appointments with local colleges and trade schools upon exit. The goal is for all students to try to further their education upon exit, but the reality is that most will enter the job market. In summary, it is our aim to make all students either college or job ready upon exit.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Glynn, Peter	Principal	Directs a complex, major educational program encompassing integrated activities within a management area; formulates goals and objectives; cultivates educational and training programs; develops policy and procedures governing operations and work programs; does related work as required.
		Directs the activities of the program, establishes goals and plans, manages and administrates the work program and develops policies and procedures governing operations and programs and develops policies and procedures in accordance with established goals and objectives.
		Interprets and administers applicable federal and state laws; develops, promulgates rules and regulations requisite to effective compliance.
		Directs the compilation and summarizes statistical and other data from various sources for use by the department administration and other agencies.
		Directs and participates in the long and short range planning and evaluates educational programs.
		Develops and administers the program budget; ensures an adequate structure and funding base to execute programs.
		Directs work operations and functional programs; Is responsible for employee evaluations and for effectively recommending the hiring, firing, promoting, demoting and/or disciplining employees.
		Evaluates program goals, operations and performance; implements alternative procedures to improve and meet program objectives.
		Directs activities to negotiate contractual arrangements with other agencies and departments to provide required services.
		Prepares regular and special reports of educational program plans, activities, objectives and methods by which these will be achieved.
		Approves expenditures for the purchase of materials, supplies, equipment, and contracted services necessary to conduct program operations.
		Directs the design and development of in-service training programs in accordance with district policy and procedure.
		Coordinates and participates in the assessment of educational needs of student populations; coordinates the design, development and implementation of varied programs and services required to accommodate identified needs.
		Keeps abreast of modern changing trends in educational theory, instructional methods, technology and practices relevant to the needs of the students.
		Directs the review and analysis of ongoing educational programs, recommends

Name	Position Title	Job Duties and Responsibilities
		<p>changes and improvements and develops and implements new, revised or specialized educational programs and activities. based on student wants or needs.</p> <p>Participates in intra/inter department initiatives designed to research, improve and/or expand education programs and activities.</p> <p>Directs the review and analysis of research materials and other educational resource literature to ensure that educational programs reflect current learning theories and instructional techniques.</p> <p>Maintains liaison and coordinates activities with departments or agencies to develop cooperative projects and programs and accomplish goals and objectives.</p> <p>Coordinates activities to ensure the security and integrity of confidential records and programs.</p> <p>Coordinates the development of public relations material.</p> <p>Represents the department at conferences, seminars or meetings relevant to educational program issues.</p> <p>Directs the establishment and maintenance of essential records and files.</p>

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

TrueCare Behavioral

Demographic Information**Principal start date**

Sunday 11/29/2020, Peter Glynn

Total number of students enrolled at the school.

65

Total number of teacher positions allocated to the school.

6

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

5

Number of teachers with ESE certification?

0

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

1

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

1

Demographic Data**Early Warning Systems****2022-23****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	0	0	8	24	13	14	8	67	
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	0	0	0	0	0	0	0		
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	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	5	14	5	24	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	34	27	21	2	84	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	0	1	2	

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	0	0	0	0	1	0	1

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

Wednesday 7/27/2022

2021-22 - 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	0	0	0	0	0	0	1	1	2	18	19	19	14	74	
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	0	0	0	0	0	0	0		
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	0	0	0	0	0	2	2	1	0	5	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	11	14	10	35	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	15	13	12	40	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	1	0	0	2	

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	0	0	0	11	12	10	33	

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		

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		45%	51%					57%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		26%	38%					56%	51%
Math Learning Gains								39%	48%
Math Lowest 25th Percentile								40%	45%
Science Achievement		35%	40%					80%	68%
Social Studies Achievement		38%	48%					79%	73%

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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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											
BLK											
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											
BLK								5		17	
WHT											
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
BLK				7							

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	23
Total Components for the Federal Index	5
Percent Tested	72%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Students were monitored through mastery measurement and general outcome measurement. or curriculum based monitoring. Progress was also monitored through formal assessments. The steps for monitoring progress as follows:

- Establish Goals and Objectives for the Year
- Make Data Decisions
- Develop Tools and a Schedule for Gathering Data
- Represent Data Visually
- Make Adjustments
- Communicate Progress

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

Cypress Creek continues to focus on last year's success which was English Language Arts. Cypress continued the the tutoring component implemented the previous year that focused on test taking strategies, reading comprehension, language and punctuation skills, as well as essay writing. Cypress Creek concluded that the best action was to have as much individualized or small group instruction. To do so, we made staff retention a major priority and were able to hire and retain qualified staff. We currently have two paraprofessionals and one full time substitute teacher to help us with that goal.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

One of our major goals at Cypress Creek is to have our students leave with a GED or High School Diploma. Due to their histories, the GED route is often the best route for our students. Our data shows that the GED Math test is the most difficult for our students

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

Our data suggests that across all grade levels, subgroups and core content areas our students do not take their progress monitoring assessments seriously. Therefore, we do not have an accurate depiction of their assessment levels.

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

Individualized and small group instruction when possible.
Incorporating technology in to the classroom and the curriculum.
Using a variety of teaching techniques to ensure all learning styles are being met.
Ensuring that teachers know the academic levels of all students so they can meet the needs of all students.

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

All teachers and paraprofessionals will be provided every professional opportunity provided by the Department of Juvenile Justice and the Citrus County School Board. Teachers will be afforded time and resources to participate in these activities.

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our data shows that the majority of our students do not go on to College or Technical Schools. It is imperative that our students are given the opportunity to leave our facility with skills that can give them opportunities for gainful employment.

Measurable Outcome:

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

Cypress Creek will measure the success of our career and technical education progress by the number of certificates and credits achieved by our students in the following areas:

CDL training certificates
Microsoft training certificates
Horticultural credits
Food Handler certificates
Food Manager Certificates

Monitoring:

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

A quarterly review of certificates will be monitored.
The number of Horticulture credits earned will be recorded upon the completion of each trimester.

Person responsible for monitoring outcome:

Peter Glynn (glynnp@citrusschools.org)

Evidence-based Strategy:

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

Cypress Creek plans on using enrichment strategies with both classroom instruction and hand on activities to improve Career and Technical Education

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The rationale for using this strategy is based in part that if a student can get engaged and interested in the subject material through one on one instruction, he will take an interest in the material. Once a student becomes interested and vested in a career and technical field, his chances on succeeding upon release increases.

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.

Teachers and counselors will identify these students using personal interactions with the students. Once these students are identified they will be placed in the appropriate class and their progress will be monitored biweekly at the Treatment Teams. Student achievement, scores, and proficiency skills will be recorded and monitored by the entire treatment. This data will be used as a guide to help the instructors and students guide further instruction to ensure that the students are completing their Career and technical goals.

Person Responsible

Peter Glynn (glynnp@citrusschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The process of for progress monitoring will be as follows:
Establish Goals And Objectives for the year.
Make Data Decisions.
Develop Tools and a Schedule for for Gathering Data.
Represent Data Visually
Evaluate and Analyze the Data
Make Adjustments
Communicate Progress

#2. ESSA Subgroup specifically relating to Black/African-American**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on FSA/ELA test scores, this focus subgroup was identified through data review.

**Measurable
Outcome:**

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

The specific measurable outcome that the school would like to achieve is a 100% test taking rate and a measurable learning gain of one level on both the reading and math state assessments. Cypress Creek formally records grades biweekly. These grades are reported to the Treatment Team. As an integral part of the Treatment the teachers will use the grades and input from their peers to constantly monitor school progress. These biweekly meetings also address other personal factors that address issues that may either hinder or progress student learning, these too will be monitored by the educational staff to ensure continual assessment.

Monitoring:

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

This area of focus will be monitored using universal screening, continuing progress monitoring, multi-level prevention system, and data-based decision making.. Classroom assignments will be corrected and feedback given to the students as well as task completion instruction and assessments to measure the level of understanding. This will be done consistently and continuously. Universal screening will be used to help identify which students are at-risk for poor learning outcomes. Progress monitoring will be used to track students' academic performance and rate of learning. This component will also evaluate the success of classroom instruction for improving individual student learning. Progress monitoring also takes into consideration student strengths and weaknesses, their cultural awareness, and language differences. Data based decision making helps us deliver differentiated instruction at each child's ability level and pace as the teacher monitors their progress as they complete each assignment or task.

**Person
responsible for
monitoring
outcome:**

Peter Glynn (glynnp@citruschools.org)

**Evidence-based
Strategy:**

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

Cypress Creek plans on using enrichment strategies with direct instruction to improve math problem solving skills and attitudes towards math. For reading instruction, the focus will be on reading fluency, comprehension, and building positive attitudes toward reading in general. Reading and math tutoring for this specific focus group will also be implemented.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the

The rationale for using this strategy is based on the research that achievement will increase with high student engagement and interest in the subject material. One on one tutoring should support increased student engagement and create a positive attitude toward that material. Once a student becomes vested in the subject material, the effort on the assessments should increase. It is expected for this focus group to score significantly higher in both math and reading with attitudes towards both would improve.

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.

Assemble instructional and evaluative teams
Identify students
Identify Math and reading levels of each student
Set realistic goals for each student
Build classes to accommodate students
Tutor students
Assess students continually and consistently

Person Responsible Peter Glynn (glynnp@citrusschools.org)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The process of for progress monitoring will be as follows:

Establish Goals And Objectives for the year.

Make Data Decisions.

Develop Tools and a Schedule for for Gathering Data.

Represent Data Visually

Evaluate and Analyze the Data

Make Adjustments

Communicate Progress

The impact of progress monitoring is to determine which students are not responding adequately to instruction. Progress Monitoring also allows teachers to track students' academic progress or growth across the entire year. This also will allow Cypress Creek to evaluate teacher efficacy and to examine and determine the effectiveness of not only the teacher but the strategies that they employ.

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students are not performing well on assessments that are used to determine learning gains for students, most notably the FSA/ELA tests. Based on scores and through student surveys, it was noted that students did not take the tests seriously because of their belief that it was not necessary for them to do so. Students in this focus group are predominately 2 years behind their cohorts and on a GED track. Through data review, we found that students were not engaged or enthusiastic about learning the content necessary to take the exam nor were they coached to a degree that stressed the importance of these exams.

**Measurable
Outcome:**

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

The measurable outcome to achieve will be for every student in this subgroup improve at least 1 level on the 2022-23 comparable end of the year assessment and at least one full grade level on the DJJ and WIN Common Assessment. It is desirable that students also achieve a 97 concordant score in math on the PERT test and a 107 on the reading and writing PERT enabling them to meet their graduation requirements. The teachers will impact this outcome by using the Treatment Team process to continually monitor the students progress. The teachers will formally assess academic, personal, and behavioral progress to assist in their daily classroom interactions. The teachers will also receive in-services to ensure that they are implementing the most current academic practices.

Monitoring:

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

This area of focus will be monitored using universal screening, continued progress monitoring, multi-level prevention system, and data based decision making. Classroom assignments will be corrected and feedback will be provided to the students. This will be done consistently and continuously. Universal Screening will be used to help identify which students are at-risk for poor learning outcomes. Progress monitoring will be used to track students' academic performance and rate of learning. This component will also evaluate the success of classroom instruction for improving individual student learning. Progress monitoring also takes into consideration student strengths and weaknesses, their cultural awareness, and language differences. Data based decision making will help us deliver differentiated instruction at each child's ability as the teacher monitors progress as they complete each assignment or task.

**Person responsible
for monitoring
outcome:**

Peter Glynn (glynnp@citrusschools.org)

**Evidence-based
Strategy:**

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

Cypress Creek plans on using planned enrichment strategies with direct instruction to improve math problem solving and attitudes towards math. Cypress Creek will also focus on reading fluency, comprehension and improving the attitude towards reading in general.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria

The rationale for using this strategy is based in part that if a student can get engaged and interested in material through one on one tutoring he will in theory take an interest and change his attitude towards such material. Once a student becomes vested in the subject material it would only be natural that his effort on his assessments match his efforts in the tutored classroom. It is expected that this focus group would score significantly higher in both math and reading. Consequently, the appreciation for these classes should improve.

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.

Students will be identified as part of the sub group. Teachers, counselors, and administrators will identify these students through demographic record and assessment

Person Responsible [no one identified]

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The process of for progress monitoring will be as follows:

Establish Goals And Objectives for the year

Evaluate and Analyze the Achievement and Student Survey Data

Make Adjustments

Communicate Progress

The impact of progress monitoring is to determine which students are not responding adequately to instruction. Progress Monitoring also allows teachers to track students' academic progress or growth across the entire year. This also will allow Cypress Creek to evaluate teacher efficacy and to examine and determine the effectiveness of not only the teacher but the strategies that they employ.

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on FSA/ELA test scores, this focus subgroup was identified through data review.

Measurable**Outcome:**

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

The specific measurable outcome that the school would like to achieve is 100% test taking rate and a measurable learning gain of one level on both the reading and math state assessment tests. The teachers will assess math and reading gains by monitoring their biweekly progress. Cypress Creek submits grades every 2 weeks for all students, including those with disabilities. All teachers review this progress. Furthermore, progress and strategies are discussed with our Special Education Contractor on a regular basis. Teachers also receive in-service regarding the best practices for implementing instruction for our students with disabilities.

Monitoring:

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

This area of focus will be monitored using universal screening, continuing progress monitoring, multilevel prevention system and data based decision making. Individual Education Plans (IEPs) will be continually monitored and reevaluated. Classroom assignments will be corrected and feedback will be given to the students as well as task completion instruction and assessments to measure the level of understanding. This will be done consistently and continuously. Universal screening will be used to help identify which students are at risk for poor learning outcomes. Progress monitoring will be used to track students' academic performance and rate of learning. This component will also evaluate the success of classroom instruction for improving individual or classroom student learning. Progress monitoring will also take into consideration student strengths and weaknesses, their cultural awareness, and language differences. Further monitoring will be done through scheduled discussions with the teachers, the paraprofessionals and our Special Education contractor.

**Person
responsible for
monitoring
outcome:**

Peter Glynn (glynnp@citruschools.org)

**Evidence-based
Strategy:**

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

Cypress Creek plans on using enrichment strategies with direct instruction to improve math problem solving and attitude towards math. The enrichment strategies will focus on math fluency, collaboration skills and attitude towards math in general. For our students with disabilities, we plan on using our Special Education contractor, paraprofessionals and teachers.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this

The rationale for using this strategy is based in part that if a student can get engaged and interested in the subject material through one on one instruction, coupled with IEP development and maintenance, he will take an interest and change his attitude toward that material. Research suggests that students who receive enrichment strategies during classroom instruction, one on one instruction, classroom and

specific strategy.

Describe the resources/criteria used for selecting this strategy.

testing accommodations and personal input into their learning plan, the students will score significantly higher in both math and reading.

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.

Assemble instructional and evaluative teams.

Identify students.

Identify math and reading levels of each student.

Develop, monitor, and modify Individual Education Plans as needed.

Build classes to accommodate students.

Teach, tutor, and counsel students.

Person

Responsible

Peter Glynn (glynnp@citruschools.org)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The process for monitoring will be as follows:

Establish goals and objectives for the year.

Make data decisions.

Develop tools and a schedule for gathering data.

Represent data visually.

Evaluate and analyze the data

Make adjustments

Communicate Progress

The impact of progress monitoring is to determine who is not responding to instruction, tutoring or counseling.

Progress monitoring also allows teachers, paraprofessionals, the Special Education contractor and the student to track academic growth and progress throughout the entire school year. This will also allow Cypress Creek to evaluate teachers, paraprofessionals and our contractor's efficacy. It will also enable us to evaluate the strategies we employ.

#5. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on FSA/ELA test scores it was determined that implementing Benchmarks for Excellent Student Thinking (B.E.S.T) practices would benefit our students.

Measurable Outcome:

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

Cypress Creek would like to see statistical significance in their outcomes. We would like to see a measurable learning gain of one level on both the reading and math FSA/ELA tests.

Monitoring:

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

This area of focus will be monitored using universal screening, continuing progress monitoring, and data based decision making. Classroom assignments will be corrected and feedback given to the students as well as assessments to measure the level of understanding. This component will also evaluate the success of classroom instruction for improving individual or classroom student learning. Data based decision making helps us deliver differentiated instruction at each child's ability level and pace as the teacher monitors their progress as they complete each assignment or task.

Person responsible for monitoring outcome:

Peter Glynn (glynnp@citrusschools.org)

Evidence-based Strategy:

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

B.E.S.T. practices has been proven to be an effective form of education.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for using this strategy is that it is recommended by the Department of Education. Furthermore, there is an abundance of evidence for it's effectiveness.

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.

Evaluate the current curriculum and delivery strategies.

Research B.E.S.T. strategies and disseminate the information to all applicable parties.

Conduct B.E.S.T. strategies training session for educational personnel.

Implement the strategies.

Person Responsible

Peter Glynn (glynnp@citrusschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to

The process for progress monitoring will be as follows:
 Establish Goals and Objectives for the Year
 Develop Tools and a schedule for Gathering Data
 Evaluate and Analyze the Data
 Communicate which Practices have been effective for our population.
 As this is the first year Cypress Creek has made this a prime focus verbal

all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

communication backed by classroom data will be our strongest monitoring tool.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Positive school engagement is critical to the success of our students. It is imperative that our students are engaged in a positive manner. This will be monitored, recorded and analyzed from the following sources:

Attendance sheets

Both positive and negative behavioral reports

Students biweekly grades

Treatment team reports

Youth Care Worker daily input (point sheets)

Teacher Daily daily input (point sheets)

Case Management daily input (point sheets)

Mental Health daily input (point sheets)

Recreational Therapist reports

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Cypress Creek's primary stakeholders are the students, parents or guardians, youth care workers, teachers, case managers, recreational therapists, administration, Citrus County Schools and our community.

Each student will be informed of his educational engagement on a daily basis and a biweekly formal meeting. This will be done both a formal and informal process. Verbal feedback will be provided to the student on his performance daily. Furthermore, a daily point sheet will be used to track the student's engagement. Every two weeks, the Treatment Team will compile a report on the student's progress and engagement. The results of those reports will be shared with the student.

Parental communication regarding student engagement is mostly formal. The parents (or guardians) are also a vital part of the Monthly Treatment. They are informed of their child's progress and educational engagement. Parental input and communication with other stakeholders is paramount.

The Youth Care Workers are the students' primary role model, mentor, advocate and advisor throughout their stay at Cypress Creek. Therefore a need for informal daily communication and formal communication is critical. Daily dialogue between the teachers and the Youth Care Workers is critical regarding student engagement. Furthermore, the Point Sheet System can be reviewed by the Youth Care Workers at any

time. Lastly, Youth Care Workers are an integral part of the Treatment Team process. Their classroom observations are critical to this process.

Teachers are the primary source of data regarding student engagement.

Describe how implementation will be progress monitored.

Student engagement will be monitored on a daily basis by the teachers and paraprofessionals. All other staff will note their interactions with students regarding school and report it at the biweekly treatment teams. These interactions will be recorded in the students treatment notes.

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.

Action Step	Person Responsible for Monitoring
Daily attendance will be recorded by the teacher. Daily point sheets will will be used to catalog the student engagement. Positive and negative behavioral reports will be used to record the student school interactions. An in depth coverage of the students educational goals and progress will be reviewed monthly at the Formal Treatment Team.	Glynn, Peter, glynnp@citrusschools.org