Cypress Springs Elementary

2022-23 Schoolwide Improvement Plan

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Cypress Springs Elementary

10401 CYPRESS PAVILION PKWY, Orlando, FL 32825

https://cypressspringses.ocps.net/

Demographics

Principal: Ella Patriarch

Start Date for this Principal: 1/18/2022

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)	76%
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 (62%) 2018-19: A (64%) 2017-18: A (66%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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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	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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SIP Authority

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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.

With the support of families and the community, we create an enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Lynaugh, Anne	Principal	To manage the school and its human and material resources to achieve district goals and produce evidence of effective teaching and all students learning. Uses a variety of problem solving techniques and decision making skills to resolve problems. Communicate and interact effectively with all stakeholders in the community. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of leading the school.
Medrano, Tamara	Assistant Principal	In addition to assisting the principal with supporting and overseeing the MTSS process and SIP goals; -Conducts an assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation - Ensures adequate professional development to support MTSS and standards-based Instruction -Communicates with parents regarding school-based MTSS plans and activities -Interprets the Perceptions and Practices Surveys given during the year. Supports the ECS with ESOL meetings. -Assists teachers with the implementation of the CRMs. - Supports teachers with behavior management in their classrooms and assists with school-wide discipline. Implements safety drills to ensure safety procedures are regularly practiced. -Supervises that the appropriate use of intervention materials and quality of instruction - Supervises teachers regarding data interpretation
Whetzel, Carla	ELL Compliance Specialist	- Testing coordinator for all school-wide test events. -Provides professional development to teachers and staff regarding standards-based instruction and data management use to drive instruction - Supports ELL students with assessments and strategies for ELL assistance and compliance - Provides professional development with the staff for ELL strategies - Holds ELL meetings with families and provides resources for community meetings
Soldano, Michelle	Instructional Coach	Supports teachers with appropriate and grade-level specific data and monitors appropriate use of intervention materials. - Provides guidelines with the K-12 Reading Plan. -Supports the teachers with the MTSS process and SIP goals. - Meets once a week as a Leadership PLC focusing on effective reading strategies, coaching opportunities, and both school-wide and individual student data. -Meets with district personnel to gather additional strategies to identify systematic patterns of student need

Name	Position Title	Job Duties and Responsibilities
		and identifies appropriate evidence-based intervention strategies to support teachers. Meets with the lowest 30% of students in math to provide additional academic support. - Monitors teachers' data spreadsheets, supervises that the appropriate use of intervention materials and quality of instruction occurs, monitors teachers regarding data interpretation - Participates in any Tier 3 meeting and decision - Develops documents necessary to manage and display data that addresses goals and targets identified in MTSS and SIP
Bentley, Karin	Staffing Specialist	Provides support to teachers when participating in MTSS, helps to organize and assist in Tier 3 paperwork and compliance - Monitors the implementation of IEPs and 504 plans, and collaborates with teachers to ensure SWD are receiving differentiated rigorous instruction. -Facilitates and supports data collection activities -Monitors Students With Disabilities Data as part of the ESSA and the identification as a school of Targeted - Support and Improvement -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP -Documents interventions and provides follow-up to ensure student success -Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP -Ensures practices are in place for the best practices in inclusive education

Demographic Information

Principal start date
Tuesday 1/18/2022, Ella Patriarch

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.*

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.*

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
729

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

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	118	106	124	127	134	120	0	0	0	0	0	0	0	729
Attendance below 90 percent	2	14	12	18	19	8	0	0	0	0	0	0	0	73
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	12	4	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	32	15	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	25	19	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	15	10	15	0	0	0	0	0	0	0	0	0	40

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	1	0	0	1	0	0	0	0	0	0	0	0	2
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

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	18	101	114	127	132	110	0	0	0	0	0	0	0	602
Attendance below 90 percent	2	14	12	18	19	8	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	12	4	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	9	3	0	0	0	0	0	0	0	12

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	1	0	2	0	0	0	0	0	0	0	0	0	3
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	18	101	114	127	132	110	0	0	0	0	0	0	0	602
Attendance below 90 percent	2	14	12	18	19	8	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	12	4	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	9	3	0	0	0	0	0	0	0	12

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	1	0	2	0	0	0	0	0	0	0	0	0	3
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	67%	56%	56%				70%	57%	57%
ELA Learning Gains	68%						67%	58%	58%
ELA Lowest 25th Percentile	42%						52%	52%	53%
Math Achievement	74%	46%	50%				75%	63%	63%
Math Learning Gains	66%						72%	61%	62%
Math Lowest 25th Percentile	38%						51%	48%	51%
Science Achievement	76%	61%	59%				63%	56%	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	64%	55%	9%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	82%	57%	25%	58%	24%
Cohort Comparison		-64%				
05	2022					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-82%				

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	72%	62%	10%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	82%	63%	19%	64%	18%
Cohort Comparison		-72%				
05	2022					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	54%	8%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	16	45	46	38	43	43	47				
ELL	49	61	33	56	59	31	64				
ASN	74	75		85	72		100				
BLK	70	73		70	82						
HSP	63	68	43	65	60	33	65				
WHT	71	66		82	71	43	89				
FRL	56	68	43	63	61	48	68				
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	8	19	30	25	29	30	6				
ELL	39	41		50	32		22				
ASN	67	70		85	55		82				
BLK	71			76							
HSP	61	54	42	59	38	33	43				
WHT	74	75		70	54		63				
FRL	58	55	38	54	39	33	45				
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	20	36	33	33	47	35	18				
ELL	62	62	46	63	59	29	57				
ASN	68	67		76	67		80				
BLK	61	56		71	61						
HSP	67	64	58	70	67	43	59				
MUL	40			60							
WHT	84	77	70	87	88	92	73				
FRL	64	62	55	70	66	46	62				

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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	61
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	53
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	78
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	74
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	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	70
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	57
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?

The trends in reading continue to show a downward slope with a slight increase this year. The bottom 25% continue to not grow as fast as the other subgroups. SWD continues to be an area of focus in ELA and Math.

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

ELA bottom 25%, ELA LG and ELA 3 and above are a major focus from last year and will be this year with improvement needed is all three areas. While some growth was made in Math it is still an area that we need to focus on the bottom 25%

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

Students at CSE were not practicing the skills taught by reading on their own. So this year students will read and take tests in AR. GOals will be set by the teacher and all students will be reading on their level. We have two new intervention teachers who will work as tier 3 for the bottom 25% in both reading and math. Math clubs will take place weekly after school to work on skills that students need to master for success in all grades. Teachers will focus on implementing small group instruction for the students who miss the standard lesson and use materials in the new series to reteach the components before application of the new standard takes place.

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

Math learning gains had a great increase this year of 20+ points. Science in 5th grade was another area that grew 22 points from the previous year.

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

The contributing factors to this need for improvement were the different instructional models in math and Science.
The math intervention time helped with focusing on the math skills missing duirng the math block. Intervention from IReady were used to help focus on gaps in instruction and then retaught during the FBS Math time, Teachers were expected to have students be on math IREADY at least 50 mins a week.

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

As a school we will focus on word problems and integrate the word problem strategies K-5. Learning how to integrate higher level type questions in reading and math blocks and then having the students to prove where they find the answers by showing their word and finding the answers in the passage. Siting the evidence is critical for advancing all learners.

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 sessions will exist to share best practices in the classrooms for accelerated reading and math groups. Gifted teacher will share strategies for intergrating higher level questioning in both reading and math blocks.

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

Teachers will share delivering the data at PLC's so everyone gets the chance to understand the data and then assimilate their findings. Teachers will be responsible for pulling their data and then discussing what changes need to happen with trends across the grade level. Administration contiually monitoring all expectations.

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

:

#1. Positive Culture and Environment specifically relating to Team Building	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There are many talented professionals on our campus. As staff get to know each other the conversations and sharing of ideas will flow not only on the grade levels but across the building. Vertical teams and Deliberate Practice teams will be created so staff have the opportunity to get to know each other.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome will come from the results of the panorama survey. Teachers and students will have a place that helps them feel connected and secure.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Team building witll be monitored by seeing the different types of team building activities teams sign up for. The outcome will be the moral of the staff and how the staff works with each other effectively.
Person responsible for monitoring outcome:	Carla Whetzel (carla.whetzel@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Team building will resonate through many activities on campus. A positive culture will be the outcome of the team building activties.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The staff is so effective on their teams. It is important to get to know other staff members across the school. Instructional rounds and deliberate practice element groups will help the staff to get to work with other members of the staff and to grow their professional strategies by learning from each other.

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

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers will provide small group instruction during reading and math so the needs of all students are addressed in the classroom. This need was identified based on the bottom 25% of the school made gains but could make better gains. Instruction needs to meet the needs of all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The specific measurable outcomes we will montior is for each student to grow at least one year based on the IREADY diagnostic and the STAR reading and math test.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The area of focus will be monitored via classroom coaching, teacher observations, professional development where the teachers share their strategies with each other. Instructional focus rounds will take place so other teachers can see the strategies of small group teaching happening in their peers classrooms.
Person responsible for monitoring outcome:	Michelle Soldano (michelle.soldano@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students need to be taught at the grade level material at least 60 % of the day so they are gaining knowlege on content at their level. Once the content is obtained you can add content at the next level to begin to catch the students up to grade level.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Staff will be involved with a book study on guided reading. Once the teachers gain the strategies for differentiating the instruction in the classroom, the means to teach in small group can be shared with others.

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

#3. -- 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

#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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We are promoting practicing reading strategies taught in class by taking AR tests to build comprehension strategies. Students are going to take the STAR reading test and then read at their level to practice the strategies taught in class daily.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in 3 - 5 will read and practice strategies they are learning in class. Students are reading and passing AR tests to focus on comprehension strategies and to also to be entered into the Millionaire club. Students will read and gain reading proficiency by reading and discussing their books read.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students will grow at least a year on the IREADY diagnostic test and the STAR reading test.

Grades 3-5: Measureable Outcome(s)

Students will grow at least a year on the IREADY diagnostic and STAR reading test.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Classroom teachers will chart the number of books read and comprehension tests passed via the Accelerated reading program. Classroom teachers will set a goal for each student in the classroom. Each quin will chart how many students met their goal set for reading.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Leslie, Angie, angie.leslie@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence bases practices from the Accelerated Reading program aligns with the K-12 COmprehensive evidence based in reading

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for selecting this AR program for students to read more. The need with the school was students were not reading on their own. When asked what book are you reading, students would say, I don't know. So bringing a program that will help students to attain individual goals in reading in worthwhile.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
As teachers continue to learn strategies this year to meet the needs of all students, this transfer will help the students to practice their overall goals of reading more and practicing reading strategies to become effective readers.	Soldano, Michelle, michelle.soldano@ocps.net

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.

Positive school culture resonates from the top to the community and includes the students.
We are promting School spirit days, school wide discipline strategies that we are teaching all students. We are involving the community in school during the day and promoting many family events each month where the staff, students and families come together to focus on "Building the foundation for Successful student outcomes!"
Admin is in constant communication with the staff via PLC's at least twice a month where we have conversations that matter in promoting a positive school culture.

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

Michelle Soldano - Instructional coach with Anne Lynaugh Principal - promoting strong dialogue during PLC's and team meetings.
Tamara Medrano - Assistant Principal - promoting positive discipline strategies and meeting with staff and students to have conversations that matter to keep the conversations going on alternatives to have awesome attitudes and repecting all.
PTA promoting family activities so the community can be part of the school accomplishments.
Teachers promote positive interactions in class so students feel resepcted and valued as they are learning at Cypress Springs ELementaty