

Citrus County Schools

Cypress Creek Treatment Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Cypress Creek Treatment Center

2855 W WOODLAND RIDGE DR, Lecanto, FL 34461

<https://tinyurl.com/y3x969ky>

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide innovative educational experiences meeting 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Name	Position Title	Job Duties and Responsibilities
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- specialized educational programs based on student wants and needs.
- Participates in intra/inter departmental initiatives designed to research, improve and/or expand education programs and activities.
- 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.
- Maintains liaison and coordinates activities with other departments or agencies to develop cooperative projects and programs and accomplish goals and objectives.
- Coordinates activities to ensure to ensure the security and integrity of of confidential records and programs.
- Coordinates the the development of public relations materials.
- Represents the department at conferences, seminars, or meetings relevant to educational program issues.
- Prepares and/or directs the preparation of regular or special reports, evaluations and correspondence containing findings, conclusions and recommendations.
- Directs the establishment and maintenance of essential records and files.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Cypress Creek meets quarterly with our School Advisory Council.
 Parent and student surveys are used for the development of the SIP.
 School teachers and staff meet weekly with the principal to address all educational needs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

- The process for monitoring the SIP plan 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.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Commendable 2021-22: Commendable 2020-21: Acceptable

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.
On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	46	50	0	45	51	7		
ELA Learning Gains									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile									
Math Achievement*	5	28	38	0	26	38	0		
Math Learning Gains							17		
Math Lowest 25th Percentile									
Science Achievement*		66	64	0	35	40	0		
Social Studies Achievement*	4	64	66	5	38	48	3		
Middle School Acceleration					33	44			
Graduation Rate		90	89	18	60	61	19		
College and Career Acceleration		51	65		65	67			
ELP Progress		35	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	3
Percent Tested	78
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2

2021-22 ESSA Federal Index	
Total Points Earned for the Federal Index	23
Total Components for the Federal Index	5
Percent Tested	72
Graduation Rate	18

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	5	Yes	4	4
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	1	1
ELL				
AMI				
ASN				
BLK	0	Yes	3	3
HSP				
MUL				
PAC				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL				

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			5				4				
SWD												
ELL												
AMI												
ASN												
BLK	0			9				5			3	
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	0			0			0	5		18		
SWD				0			0					
ELL												
AMI												
ASN												
BLK	0			0			0					
HSP												

2021-22 ACCOUNTABILITY 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	ELP Progress
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	7			0	17		0	3		19		
SWD				0			0					
ELL												
AMI												
ASN												
BLK	0			0			0	5		17		
HSP												
MUL												
PAC												
WHT							0					
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The Algebra EOC showed the lowest performance with most of the students earning a level 1 on the assessment.

Student motivation and lack of interest seem to be the factors behind the low scores. The ELA assessment scores were close to the same. These scores too are due to a lack of motivation and interest.

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

Our data has remained relatively consistent. We have scored poorly on standardized testing. Our data shows that most of our students are on a GED track. Data shows that students who are on a GED track or are or are multiple years behind their peers do not take monitoring assessments seriously and thus do not give us an accurate depiction of their true levels.

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

We are consistently far below the state levels in all areas. This is problematic. All of our students have behavioral issues. A majority of them have been identified with ESE needs. Most of our students are on a GED track and and do not take standardized testing seriously

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

We have recently received a grant and have been having behavioral specialists come to our classes. They have been providing coaching lessons to our teachers. One of the things we have been tracking is on task behavior. Since we have been tracking our data shows an enormous in crease in students staying on task in the classroom.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our students who test at Level 1 in ELA and Math assessments are 2 critical areas of concern

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

1. State testing scores.
2. GED success rates
3. Meeting all students needs
4. Teacher morale and retention.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our teacher retention rate is low. We currently have only 2 teachers on staff who have been teaching over one year on our staff.

Measurable Outcome:

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

By years end I would like all 6 certified teachers to still be on staff.

Monitoring:

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

Principal monitored.

Person responsible for monitoring outcome:

Peter Glynn (glynnp@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide training to the teachers that specifically are tailored to residential treatment facilities to prevent burnout.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A diverse training is needed to work our population

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Cypress Creek will collaborate with the Citrus County School Board regarding all funding allocations. All purchasing will be prioritized based on school needs.