Cypress Creek Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Cypress Creek Elementary School

4040 19TH AVE NE, Ruskin, FL 33573

[no web address on file]

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.

To provide quality instruction empowering students to be successful and responsible for their learning in and out of school.

Provide the school's vision statement.

To be a learning community dedicated to the success of every student .

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
Edgar, Becky	Principal	Ensure school safety, employee, student and parent relations, create systems and structures to increase academic achievement for all students.
Kelly, Kristine	Assistant Principal	Ensure the safety and academic achievement for all students, oversee daily operations of school, Assessment Coordinator.
Stinton, Jillian	Reading Coach	Support teachers and students in reading achievement through planning, PD, co-teaching and coaching.
Smith, MichelleL	SAC Member	SAC Chair, maintains records, votes and minutes of SAC committee.
Dickinson, Hope	Instructional Coach	Support teachers and students in reading achievement through planning, PD, co-teaching and coaching.
Mendez, Hinata	Instructional Coach	Support teachers and students in math achievement through planning, PD, co-teaching and coaching.
Steffen, Erin	Instructional Coach	Support teachers and students in Math achievement through planning, PD, co-teaching and coaching.
Braddy, Meleah	Attendance/ Social Work	Monitor student attendance, provide support and interventions, support students with mental health through class lessons, strategies and follow-up, create safety plans as necessary to ensure student safety.
Williams, Ciera	School Counselor	Monitor student 504s, assist in MTSS, CST, and IEP needs, provide behavior support and interventions, support students with mental health through class lessons, strategies and follow-up, create safety plans as necessary to ensure student safety.
Ranalli, Alex	Teacher, ESE	ESE Specialist, ensures compliance for student services based on Individual Education Plans, monitors fidelity of accommodations and supports.
Rodriguez, Arlene	ELL Compliance Specialist	ESOL Resource Teacher, ensures compliance for student services based on level of student need, monitors fidelity of accommodations and supports.

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.

Leadership team and SAC Chair meet to disaggregate data, identify instructional priorities, determine next steps for implementation of goals and necessary supports, and assign roles and responsibilities for monitoring progress. Families and Business Partners will share feedback and have input during quarterly SAC meetings.

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 School Improvement Plan will be addressed monthly with Leadership Team and adjusted as necessary. Instructional Priorities will be monitored daily through classroom walk-throughs, planning, and data reviews.
Changes will be reviewed quarterly with the SAC Members.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	2	67	55	43	43	42	0	0	0	252
One or more suspensions	0	3	2	1	2	8	0	0	0	16
Course failure in English Language Arts (ELA)	0	0	0	54	39	1	0	0	0	94
Course failure in Math	0	0	0	41	34	0	0	0	0	75
Level 1 on statewide ELA assessment	0	0	0	75	39	37	0	0	0	151
Level 1 on statewide Math assessment	0	0	0	6	36	53	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	29	48	34	67	33	0	0	0	0	211

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	4	25	21	0	0	0	54

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	9	3	7	0	1	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	72	51	62	40	0	0	0	228
One or more suspensions	0	0	1	1	2	4	0	0	0	8
Course failure in ELA	0	0	0	48	23	57	0	0	0	128
Course failure in Math	0	0	0	40	37	59	0	0	0	136
Level 1 on statewide ELA assessment	0	0	0	48	23	57	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	40	37	59	0	0	0	136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	2	23	0	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	29	51	79	38	62	0	0	0	262
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	72	51	62	40	0	0	0	228
One or more suspensions	0	0	1	1	2	4	0	0	0	8
Course failure in ELA	0	0	0	48	23	57	0	0	0	128
Course failure in Math	0	0	0	40	37	59	0	0	0	136
Level 1 on statewide ELA assessment	0	0	0	48	23	57	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	40	37	59	0	0	0	136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	2	23	0	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	29	51	79	38	62	0	0	0	262
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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*	41	50	53	43	53	56	40		
ELA Learning Gains				61			48		
ELA Lowest 25th Percentile				56			43		
Math Achievement*	51	56	59	48	50	50	41		
Math Learning Gains				57			38		
Math Lowest 25th Percentile				49			33		
Science Achievement*	40	50	54	31	59	59	38		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	48			39		

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)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

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	36	Yes	2	
ELL	40	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	44			
MUL	52			
PAC				
WHT	57			
FRL	43			

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%
		2021-22 ESSA SUBGROUP DATA SUMMARY		
SWD	34	Yes	1	
ELL	45			
AMI				
ASN				
BLK	49			
HSP	49			
MUL				
PAC				
WHT	53			
FRL	49			

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)

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
					2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
All Students	41			51			40					60
SWD	32			33			33				5	48
ELL	38			46			30				5	60
AMI												
ASN												
BLK	36			41			26				4	
HSP	42			53			34				5	61
MUL	48			60							3	
PAC												
WHT	43			62			78				4	
FRL	39			48			35				5	57

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	43	61	56	48	57	49	31					48
SWD	23	39	37	28	40	44	22					39
ELL	39	56	56	43	58	45	16					48
AMI												
ASN												
BLK	38	64	61	45	58	45	29					
HSP	43	58	58	49	55	49	30					49
MUL												
PAC												
WHT	50	63		52	67		33					
FRL	42	62	58	47	57	50	30					48

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	40	48	43	41	38	33	38					39
SWD	25	38	40	29	32	29	20					32
ELL	37	50	38	36	38	40	20					39
AMI												
ASN												
BLK	39	51	58	39	40		40					
HSP	37	39	27	37	34	29	28					38
MUL	29			50								
PAC												
WHT	52	68		57	44		60					
FRL	38	46	42	39	36	32	32					39

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	53%	-10%	54%	-11%
04	2023 - Spring	47%	54%	-7%	58%	-11%
03	2023 - Spring	36%	46%	-10%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	55%	1%	59%	-3%
04	2023 - Spring	59%	59%	0%	61%	-2%
05	2023 - Spring	43%	53%	-10%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	47%	-8%	51%	-12%

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.

3rd grade reading proficiency 36% (see RAISE section)

5th grade Science proficiency 39% (increase of 11 from 21-22 school year)
Factors include large class sizes due to vacancies, lack of prerequisite science knowledge from previous grade levels.

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

Science subgroup data shows:
Black students decreased from 40% (20-21) to 29% (21-22)
White students decreased from 60% (20-21) to 33% (21-22)

This decline across multiple subgroups implies the across the board for all grades levels and subgroups, science core instruction needs to strengthen in order to increase student achievement. This decline can be attributed to COVID learning gaps, large class sizes due to vacancies, lack of prior knowledge in subject area, and need for more common and vertical planning time.

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.

Students with Disabilities showed the largest gap between CCE and the state (2022) in all subject areas:
ELA- CCE 23% State 52% Gap- 23%
Math- CCE 28% State 55% Gap- 27%
Science- CCE 22% State 48% Gap- 26%

Our Students with Disabilities are our students that need the most support and face time in our school. These students are battling significant deficiencies due to the pandemic, this coupled with the increasing achievement expectations make for large gaps between SWD and non SWD students in the state proficiency. Many of our students with disabilities are attendance and tardy concerns which increases the instructional time lost for these students.

During data reviews and MTSS discussions, we concluded the curriculum for SWD is not connecting to core instruction. The transfer of learning from small group to grade level expectations is not evident. SWDs struggle to maintain in the whole group setting.

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

4th grade math proficiency increased by 12 points from the previous year to 67% proficiency.
CCE implemented common planning with our academic coaches, grade level VE and AGP teachers. This allowed everyone to work together to connect to the core instruction in the classroom. We also held bi-monthly data dives, quarterly MTSS meetings to address interventions and supports matching student's needs and have built capacity with strong instructional team members.

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

Attendance- large percentages of attendance indicators in all grade levels. There are a significant percentage of students with less than 90% attendance in our primary grades, where the foundations for success are rooted.

Students scoring at Level 1 on FAST or below 10th% on STAR Reading and/or Math Assessments.

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

1- Increase Reading Proficiency to over 50% in all grade levels
2- Increase 5th grade Science Proficiency to 50% or higher
3- Decrease percentage of students with 10 or more absences/tardies
4- Maintain and increase Math Proficiency

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 Early Warning System

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.

CCE will decrease the number of students missing 10 or more days of school within the school year.

When analyzing the Early Warning System data around attendance, every grade level has 43% to 68% of the students showing attendance at below 90%. Students will not learn if they are not here. Research shows attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.

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

CCE will decrease the percentage of students with a Key Performance Indicator for attendance to under 40% in each grade level.

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

The School Social Worker will analyze daily attendance reports to identify and monitor students at risk for 10 or more days absent.
The Instructional Leadership Team will discuss attendance data, problem solve and create action steps to help increase student attendance.
School administrators will meet support efforts with resources, conferences with students and parents, and celebrations around increases in attendance.

Person responsible for monitoring outcome:

Becky Edgar (becky.edgar@hcps.net)

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.)

Increase Parent and Family Engagement- Create partnerships with parents with goal of increasing academic success of their students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By focusing on their student(s) with empathy, how the school can help families, and what specific things families can do, parents should begin to feel the connection between school and home and the true "partnership" we are striving for each day.

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.

Specific, personalized, positive communications rather than general generic messages. School communications will continue throughout school year using multiple ways to reach all families.

Person Responsible: Becky Edgar (becky.edgar@hcps.net)

By When: Quarterly reviews throughout school year.

#2. Instructional Practice specifically relating to Science

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.

Increase Science Proficiency across all grade levels K-5. Science is now weighted as 33% in our school grade calculation. Based on 2023 SSA Proficiency of 39% an increase of 11% from previous year, the school needs to work across grade levels to ensure the prerequisite skills are evident, so 5th grade students are not having to close gaps but are able to solidify the 5th grade science standards in order to show proficiency on the end of year assessment.

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

5th grade Science proficiency will increase to 50% or higher for the 2023-2024 school year.

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

ILT will facilitate and monitor- Common planning for grade levels, one Monday per month. This will also be a time used for quarterly vertical data reviews.
Administrators will collect evidence through classroom walk throughs, instructional reviews and observations.
ILT will analyze subgroup data quarterly to present at PLCs. Action steps will be adjusted as needed to ensure effectiveness.

Person responsible for monitoring outcome:

Kristine Kelly (kristine.kelly@hcps.net)

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.)

Instructional leaders will review lesson and unit plans and give observation feedback driven by the action plan and student learning needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In the book, Driven by Data 2.0, this strategy is a key driver for success around a data-driven culture.

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).

As a part of our School Advisory Committee meetings, we look at school data and discuss how to use funds for the school year. Most of our Title One funding goes towards our Instructional Coaches for Reading and Math and RtI Resource Teacher. The remaining funding is spent on additional materials and supplemental resources such as, Magnetic Readers, math manipulatives, and substitutes for teachers to be able to analyze data and plan with instructional coaches.

At the end of the year, we address whether funding spent had impact on student achievement, how we could adjust moving forward and look ahead to the new year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Practice will focus on Tier 1 instruction in the area of building student Foundational Skills using an explicit, systematic, and scripted curriculum (UFLI) during whole group. During the 22-23 school year, data showed that 22% of K-2 students were at the 10th percentile or lower on STAR. This has historically impacted reading proficiency in grades 3-5, with an increased need for students to receive intervention. For instance, 3rd Grade 22-23 FAST ELA data showed that only 36% of our students were proficient and schoolwide only 43%.

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

Student learning will increase when teachers adjust their practices to focus on teacher clarity (clear expectations and instructions/explanations) when aligning their lessons, tasks, and demonstrations of learning. This need was identified by school 22-23 FAST data showing that grades 3-5 were only at 43% proficiency.

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 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 Measurable Outcomes

By Spring 2024, K-2 students will decrease the number of students scoring below the 30th percentile on the STAR Early Literacy/Reading assessment by 10% or more. This would mean a decrease from at least 41% to 31% of students at or below the 30th percentile.

Grades 3-5 Measurable Outcomes

By Spring 2024, students in grades 3-5 will increase schoolwide ELA proficiency from 43% to 50% or higher.

Monitoring

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 impact student achievement outcomes.

Administration and ELA coaches will perform weekly walk-throughs of classrooms to observe and determine if instructional focuses are being put to practice with fidelity. Trends will be analyzed at ILT meetings and action steps will be formed and adjusted as needed. Specific observation feedback will be given to teachers to move planning and teaching forward which will in turn help increase student achievement.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Edgar, Becky, becky.edgar@hcps.net

Evidence-based Practices/Programs

Description:
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. §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?

Using the researched based UFLI curriculum, teachers can effectively engage students in learning with clear and concise academic language, routines, procedures, expectations and strategies that are rooted in best practice and B.E.S.T. ELA Benchmarks.

Teachers will participate in team planning with an emphasis on visible learning strategies to increase teacher clarity (effect size = 0.75)

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The UFLI curriculum is research-based, systematic and explicit. By using the UFLI curriculum in K-2, students will become more proficient decoders. With better decoding skills comes more fluent reading. Fluent readers can focus more on comprehending texts and task. This should lead to closing the learning gap across all grade levels. Hattie gives teacher clarity an effect size of 0.75.

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
Instructional Coaches will plan with teachers, model lessons, co-teach, observe, and provide timely, actionable feedback to improve teacher practice.	Kelly, Kristine, kristine.kelly@hcps.net
The Instructional Leadership Team will analyze data monthly to ensure strategies being implemented are working. The team will problem barriers, create action steps and monitor implementation of steps to increase achievement.	Edgar, Becky, becky.edgar@hcps.net
Professional Learning will occur throughout the year in PLCs focused on school instructional priorities to increase achievement.	Edgar, Becky, becky.edgar@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Stakeholders will have access to this School Improvement plan as follows-
Families and community members-
School Advisory Committee- meetings
School website- https://www.hillsboroughschools.org/cypresscreek
Social Media- Facebook page
Hard copy if requested
Faculty and staff-
TEAMS channel
Hard copy if requested

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with all stakeholders, we will strive to ensure EVERY student, family, and community partner has a connection to Cypress Creek in some way. We will ensure to communicate our desire to be a team in learning, give specific and positive communications to EVERY student within the school, celebrate successes and solicit recommendations/ideas for improvements. These steps will be on-going throughout the school year.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

To strengthen our academics at CCE, we plan to focus on a strong core instruction. This will be done through thoughtful data analysis, planning and implementation of high-quality instruction. Students and staff will set goals to push and motivate increases in achievement. Observation data will be used to drive improvements in instructional practice.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title 1 funding will be strategically allocated to resources essential to driving student achievement forward. Help from other outside sources will be solicited and if given will be used to provide resources and services addressing student need.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our School Counselor and Social Worker are an integral part of our Leadership Team. They provide counseling, class lessons, incentives, interventions, skill groups, presence in the building, resources for families and much more. Our Student Services Team addresses needs as they arise and are proactive in ensuring the mental health of our students and staff needs are met.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

This year we have adopted the acronym LEAD as our school-wide expectations for behavior for all.
L- Live Respectfully
E- Engage in Learning
A- Act Responsibly
D- Do Your Best

During pre-planning, teachers and staff were given time to collaborate around what that would look and sound like in different areas of our campus. Together, they came up with charts of behavior expectations for the hallways, cafeteria, office, dismissal, arrival and more. These expectations were explicitly taught to students within the first 20 days of school and posters hang around campus, so all stakeholders and students are aware of the expectations.

For Tier 2 and 3 behaviors, Student Services works with teachers to make a plan of interventions and tracking based on student need. These interventions are discussed at ILT and MTSS meetings to ensure success for the students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Development is embedded in our monthly Monday meetings which are based on data trends collected in observation and class walkthroughs. As other needs arise, coaches and district personnel facilitate trainings and coaching cycles to help teachers implement new learning.

Team members are invited to be a part of grade level interviews, so they have a say in the hiring process. This promotes a culture of togetherness and gives new prospective for candidates.

One on one sit down time with administrators, survey data and observations are used to problem solve, remove barriers and build relationships and buy in with teachers and staff. The feeling of involvement in decisions and collaborative relationships help retain staff in our school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school is blessed with 5 PreK aged programs. Having the students on our campus helps in their transition to kindergarten as they are already a part of the day to day. These students are given the same opportunities for involvement and celebrations as all other students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No