

Orange County Public Schools

# Cypress Springs Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Cypress Springs Elementary

10401 CYPRESS PAVILION PKWY, Orlando, FL 32825

<https://cypressspringses.ocps.net/>

### 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.**

With the support of families and the community, we create 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, 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
Patriarch, Ella	Principal	<p>As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLCs, professional learning and data meetings. The principal regularly reviews new data and oversees the school-wide implementation of the intervention process and acquisition of needed resources, monitors completion of team duties, and oversees all operations of the school.</p>
Rosa, Arlene	Assistant Principal	<p>Mrs. Rosa provides teachers with actionable feedback to enhance their professional practices. Mrs. Rosa analyzes common assessment data to make timely instructional decisions that impact student achievement. She partners with the principal to implement systems and structures that yield a strong learning environment.</p>
Whetzel, Carla	Curriculum Resource Teacher	<p>Testing coordinator for all school-wide test events. Mrs. Whetzel provides professional development to teachers and staff regarding standards-based instruction and data management used to drive instruction. She supports ELL students with assessments and strategies for ELL assistance and compliance. She also provides professional development with the staff for ELL strategies. Mrs. Whetzel holds ELL meetings with families and provides resources for community meetings.</p>
Bentley, Karin	Staffing Specialist	<p>Ms. Bentley serves as our Staffing Specialist. She supports students, teachers and families with understanding the special needs of students with disabilities as well as our Gifted students. She conducts both 504 meetings and IEP meetings and provides parents with resources and extra support. She provides staff development opportunities for teachers so that they are better prepared to provide and document the services being offered to their students in need of ESE services. She monitors the implementation of both the 504 plans and IEPs and monitors school wide data of our students with disabilities to look for trends and patterns.</p>
Cole, Marissa	Instructional Coach	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job-embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft. Mrs. Cole is also our MTSS coach/interventionist. In this role, Mrs. Cole coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: tier 1, tier 2 or tier 3. She schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children.</p>
<p>Leslie, Angela</p>	<p>Instructional Media</p>	<p>The Media Specialist will manage and maintain the current media collection at Cypress Springs and continue to update the collection so that the school maintains a diverse electronic and print inventory. The Media Specialist will facilitate the use of resources to impact avenues of learning that lead to student academic success. The Media Specialist will utilize the resources in the Media Center throughout the regular day and during parent nights to improve the integration of effective instructional technologies with students and help families maximize the resources on campus, including books and digital resources.</p>
<p>Anderson, Patrice</p>	<p>Other</p>	<p>The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being. She provides whole class lessons using the district provided curriculum.</p>

**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.

Input was gathered from many avenues including, but not limited to, the staff, student and parent Panarama survey results, the SAC board from the previous school year, the leadership team members and individual team meetings with each grade level from Cypress Springs.



**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 SIP will be monitored by the principal and assistant principal regularly. The progress towards the SIP goals will be discussed at the weekly leadership team meetings. The plan will be revised as necessary based on the most recent data points gathered throughout the school year.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	70%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	76%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	14	28	17	10	24	14	0	0	0	107
One or more suspensions	0	3	0	3	2	3	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	20	16	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	2	16	9	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	14	20	20	0	0	0	0	69

**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	4	2	6	22	10	0	0	0	44

**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	0	0	0	2	0	1	0	0	0	3
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	2	14	12	18	19	8	0	0	0	73
One or more suspensions	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	12	4	0	0	0	16
Course failure in Math	0	0	0	0	9	4	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	29	32	15	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	21	25	19	0	0	0	65
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	15	10	15	0	0	0	0	0	40

**The number of students identified retained:**

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

**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	2	14	12	18	19	8	0	0	0	73
One or more suspensions	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	12	4	0	0	0	16
Course failure in Math	0	0	0	0	9	4	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	29	32	15	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	21	25	19	0	0	0	65
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	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	15	10	15	0	0	0	0	0	40

**The number of students identified retained:**

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

**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*	63	57	53	67	56	56	66		
ELA Learning Gains				68			62		
ELA Lowest 25th Percentile				42			43		
Math Achievement*	70	60	59	74	46	50	66		
Math Learning Gains				66			46		
Math Lowest 25th Percentile				38			33		
Science Achievement*	61	63	54	76	61	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	51	59	59	53			42		

\* 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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	100
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	24	Yes	3	1
ELL	49			
AMI				
ASN	74			
BLK	67			
HSP	56			
MUL	84			
PAC				
WHT	71			
FRL	55			

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	38	Yes	2	
ELL	51			
AMI				
ASN	78			
BLK	74			
HSP	56			

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%
MUL				
PAC				
WHT	70			
FRL	57			

**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	63			70			61					51
SWD	18			37			5				5	45
ELL	45			54			50				5	51
AMI												
ASN	65			77			70				4	
BLK	63			71							2	
HSP	56			57			54				5	52
MUL	80			87							2	
PAC												
WHT	70			82			61				4	
FRL	53			55			50				5	59

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	67	68	42	74	66	38	76					53
SWD	16	45	46	38	43	43	47					25
ELL	49	61	33	56	59	31	64					53
AMI												
ASN	74	75		85	72		100					64

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
BLK	70	73		70	82							
HSP	63	68	43	65	60	33	65					49
MUL												
PAC												
WHT	71	66		82	71	43	89					
FRL	56	68	43	63	61	48	68					46

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	66	62	43	66	46	33	54					42
SWD	8	19	30	25	29	30	6					21
ELL	39	41		50	32		22					42
AMI												
ASN	67	70		85	55		82					18
BLK	71			76								
HSP	61	54	42	59	38	33	43					51
MUL												
PAC												
WHT	74	75		70	54		63					
FRL	58	55	38	54	39	33	45					38

**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	58%	54%	4%	54%	4%
04	2023 - Spring	80%	60%	20%	58%	22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	52%	11%	50%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	78%	59%	19%	59%	19%
04	2023 - Spring	81%	62%	19%	61%	20%
05	2023 - Spring	54%	55%	-1%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	59%	1%	51%	9%

### 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.**

Fifth grade math data showed the lowest performance on FAST with 54% proficiency. Overall the proficiency in math for Cypress Springs was 71% which was a 3% drop from the previous year. Science showed lower performance than the previous year, Overall the proficiency for 2023 was 61% compared to 2022 at 76%. The fifth grade team has changed teachers and has less consistent personnel. With this being a focus, fifth grade is meeting during common planning weekly and will have more classroom walkthroughs throughout the week to provide feedback and observe trends. This was the group of students that were passed on from third grade in the year 2020-2021 and did not receive the full year due to COVID. There were about 20 students that scored a level 1 on the FSA that year and were promoted to fourth grade and continued to struggle in academics even with many supports in place.

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

Science showed lower performance than the previous year, Overall the proficiency for 2023 was 61% compared to 2022 at 76%. The fifth grade team has changed teachers and has less consistent personnel. With this being a focus, fifth grade is meeting during common planning weekly and will have more CWT throughout the week to provide feedback and observe trends.

**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.**



The greatest gap compared to the state average is 4th grade ELA and 4th Grade math. The state proficiency for ELA was 58% and the state average for math was 61%. The 4th grade proficiency for both ELA and math at Cypress Springs was 81%.

Another gap in historical data was the Students with disabilities. The ELA achievement for the 21/22 school year for SWD was 16% proficient, and during the 20/21 school year, the SWD ELA achievement was 8%. This is the greatest gap in learning from the overall achievement. The SWD is one focus this school year based on the historical data.

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

All of the FAST data has either stayed the same (ELA proficiency-67%) or it has dropped by minimal percentage points. Overall achievement continues to be above the state average proficiency but according to the historical data, the scores have declined over the last couple of years.

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

One area of major concern is attendance. For the 22/23 school year, Cypress Springs Elementary had 107 kids absent 10% or more school days.

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

Ensuring that all students are making adequate yearly progress  
Students with disabilities -ELA achievement  
5th grade science  
5th grade math

**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.

Cypress Springs will expand a culture for positive relationships and environment with all stakeholders. This will be done by implementing regular classroom lessons and individual or group counseling lessons that focus on cooperative structures that empower all to maintain positive relationships in an environment that perpetuates safety and collaboration.

Academic learning is enhanced when adults and students have opportunities to interact with others and make meaningful connections both academically and socially.

### Measurable Outcome:

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

According to the Early Warning Indicators, 107 students or approximately 15% had an attendance rate of less than 90%. In addition, 44 students or approximately 6% displayed 2 or more Early Warning Indicators.

With a focus on positive culture and environment, we anticipate both of these data points will show a 50% decrease. By the end of the 2023/2024 school year, only 8% of our students will have an attendance rate of less than 90% and 3% of our students will display 2 or more Early Warning Indicators.

### Monitoring:

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

The Counselor will maintain an ongoing log tracking mental health and social/emotional conferences with students throughout school year. The SAFE coordinator will continue to track required threat assessments, including those triggered by threats of self-harm. Students in crisis will be referred to the appropriate mental health counselor for outside intervention when necessary. Behavioral data will also be tracked to monitor trends and make adjustments.

### Person responsible for monitoring outcome:

Ella Patriarch (ella.patriarch@ocps.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.)

All teachers will utilize Second Step to provide health and social skills lessons to their classes. The guidance counselor monitors implementation and provides support as needed.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive school culture is key to the success of all persons on campus, including both staff and students. A culture of continuous learning with staff development and shared leadership opportunities will ensure that the students and staff meet their full potential. When teachers have access to and knowledge of how to use evidence based intervention programs, such as Second Step, students will be better prepared to deal with emotional challenges that they may encounter.

### 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.

The Counselor will create a spreadsheet to track student visits along with the purpose and outcome of each student visit. Data will be reviewed to identify students that would benefit from further life skills instruction, mentorship, or group sessions to increase student self care capacity.

**Person Responsible:** Patrice Anderson (patrice.anderson@ocps.net)

**By When:** End of Year

The school will provide wraparound services to include but are not limited to the clothes closet, food pantry and holiday supports.

**Person Responsible:** Patrice Anderson (patrice.anderson@ocps.net)

**By When:** End of Year

Increase the percentage of students with an average daily attendance rate of 90% through social skills education and mental wellness initiatives such as:

- Continue to promote strong relationships between teachers, administrators, support staff, and students
- Student check ins & support groups
- Calm corners in the classrooms
- Letters and phone calls to families with attendance encouragement and support
- Incentives for high attendance

**Person Responsible:** Patrice Anderson (patrice.anderson@ocps.net)

**By When:** End of Year

The school will encourage positive culture and relationships to include but are not limited to Hawk of the week, Staffulty of the month, the treat trolley for teachers and recognition of the monthly character traits.

**Person Responsible:** Arlene Rosa (arlene.rosa@ocps.net)

**By When:** End of Year

The school will further develop relationships through extracurricular activities and school clubs.

**Person Responsible:** Carla Whetzel (carla.whetzel@ocps.net)

**By When:** End of Year

The counselor will grant all teacher access to the Second Step curriculum. She will ensure that they understand how and when to use the lessons appropriately with students.

**Person Responsible:** Patrice Anderson (patrice.anderson@ocps.net)

**By When:** End of Year

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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.

Cypress Springs will focus on differentiating instruction in order to increase proficiency rates for all students, especially the lowest 25% and our ELL and ESE subgroups. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students.

**Measurable Outcome:**

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

At least 70% of our overall student population will show the equivalent of one year's growth based on the ELA end of year FAST assessments (+2 points) and at least 70% (+4 points) of our student population will show the equivalent of one year's growth based on the Math FAST end of year assessments. During the 2021/22 school year 45% of our Students with Disabilities showed learning gains in ELA. 61% of our English Language Learners showed learning gains in ELA and 42% of the students in the lowest 25% showed learning gains in ELA. Each of these subgroups will show a minimum increase of 10 percentage points in the category of ELA learning gains.

**Monitoring:**

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

Cypress Springs will monitor targeted students through a data spreadsheet, tracking ongoing progress of students in high-risk subgroups. Students will be monitored through monthly data meetings with classroom teachers, the MTSS coach and instructional coaches. Data will also be monitored in weekly Leadership Team Meetings. Teachers will also have individual data chats with students.

**Person responsible for monitoring outcome:**

Marissa Cole (97710@ocps.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.)

The MTSS team will determine the intervention resources that will be used for each child. These resources may include, ExactPath, SuccessMaker, SIPP and Phonics for Reading.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Implementation of an effective MTSS program eliminates the "wait to fail" situation that prevents at-risk students from receiving intervention sooner versus later. While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas. These progress monitoring techniques provide information that allow teachers to better evaluate student needs and match instruction, resources and interventions appropriately. MTSS also encourages better collaboration between teachers and families as families are kept abreast of ongoing changes to a child's instructional plan.

**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.

Our MTSS coach/interventionist, Mrs. Cole will coach teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2 and Tier 3. She will schedule and facilitate monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. She will maintain a resource room with intervention materials for classroom teachers.

**Person Responsible:** Ella Patriarch (ella.patriarch@ocps.net)

**By When:** End of Year

Teachers will conduct data chats with students on a monthly basis. Teachers will support students in setting appropriate goals and monitoring data towards these goals.

**Person Responsible:** Arlene Rosa (arlene.rosa@ocps.net)

**By When:** End of Year

Administration will meet monthly with grade-level teams for data chats to review student progress with an emphasis on the progress of the lowest 25% and our ELL and ESE populations.

**Person Responsible:** Ella Patriarch (ella.patriarch@ocps.net)

**By When:** End of Year

Administration and Coaches will conduct professional development on small group instruction. Small groups will be implemented during the math intervention block and more emphasis will be put on small groups during the ELA core block.

**Person Responsible:** Ella Patriarch (ella.patriarch@ocps.net)

**By When:** End of Year

Cypress Springs will be using Successmaker, Exact Path, Imagine Learning and SIPPs to monitor progress and provide an extra layer of support for all students. After the initial diagnostics and FAST assessments, the students will be identified that need more intensive support. Mrs. Cole will monitor the intervention progress and make changes to the level of support that they are receiving.

**Person Responsible:** Marissa Cole (97710@ocps.net)

**By When:** End of Year

**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).

Content specialists from the school leadership team will meet with the school administrators to make recommendations for resources to support our lowest 25% students, especially our ESE and ELL students. These resources will be shared with the SAC team for their input prior to purchasing any additional resources with SAC funds. Updates on the implementation and its impact on student progress/ achievement will be shared with stakeholders at future SAC meetings.