

Hillsborough County Public Schools

Cypress Creek Elementary School



2018-19 School Improvement Plan

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Cypress Creek Elementary School

4040 19TH AVE NE, Ruskin, FL 33573

[no web address on file]

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

88%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

79%

School Grades History

Year
Grade

2017-18
 D

2016-17
 C

2015-16
 C

2014-15
 C*

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part 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

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moral, Roy	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Leadership team meetings can include the following:

- Principal
- Assistant Principal / ELP Coordinator
- Guidance Counselor
- SAC Chairs
- School Psychologist/ Behavior team Representative
- School Social Worker/ Attendance Committee Representative
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teachers
- PLC Liaisons for each grade level and/or content area
- District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	35	37	39	20	27	0	0	0	0	0	0	0	158
One or more suspensions	0	2	4	1	1	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	21	46	65	0	0	0	0	0	0	0	132

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	1	1	4	9	15	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 8/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	23	15	15	14	9	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	44	44	0	0	0	0	0	0	0	98

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	0	0	2	6	7	0	0	0	0	0	0	15

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	23	15	15	14	9	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	44	44	0	0	0	0	0	0	0	98

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	0	0	2	6	7	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math bottom quartile score was a 32% Bottom quartile mathematics scores have dropped two years in a row

Which data component showed the greatest decline from prior year?

ELA learning gains dropped 9%. ELA learning gains have dropped two years in a row

Which data component had the biggest gap when compared to the state average?

5th grade math achievement scores had a 35% gap when compared with the state.

Which data component showed the most improvement? Is this a trend?

SWD math achievement went up 12 %. This is the first increase in SWD math achievement in two years.

Describe the actions or changes that led to the improvement in this area

Students with disabilities were provided intense remediation and assistance from Varying Exceptionalities (VE) teachers. VE teachers worked closely with math resource teacher to find interventions and strategies for individual students. Students also had access to extended learning opportunities after school.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	52%	56%	44%	52%	55%
ELA Learning Gains	44%	52%	55%	50%	55%	57%
ELA Lowest 25th Percentile	35%	46%	48%	46%	51%	52%
Math Achievement	37%	55%	62%	42%	53%	61%
Math Learning Gains	38%	57%	59%	42%	54%	61%
Math Lowest 25th Percentile	32%	44%	47%	34%	46%	51%
Science Achievement	46%	51%	55%	55%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (17)	35 (23)	37 (15)	39 (15)	20 (14)	27 (9)	158 (93)
One or more suspensions	0 (0)	2 (0)	4 (1)	1 (1)	1 (0)	0 (2)	8 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (10)	46 (44)	65 (44)	132 (98)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	53%	-8%	57%	-12%
	2017	46%	56%	-10%	58%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	38%	55%	-17%	56%	-18%
	2017	43%	54%	-11%	56%	-13%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
05	2018	34%	51%	-17%	55%	-21%
	2017	41%	52%	-11%	53%	-12%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	55%	-16%	62%	-23%
	2017	51%	54%	-3%	62%	-11%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	38%	57%	-19%	62%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	35%	56%	-21%	64%	-29%
Same Grade Comparison		3%				
Cohort Comparison		-13%				
05	2018	26%	54%	-28%	61%	-35%
	2017	37%	53%	-16%	57%	-20%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	59	56	40	51	45	30	59				
BLK	38	35	16	31	35	36	30				
HSP	39	43	42	32	36	32	45				
MUL	46	50		42	38		70				
SWD	30	36	19	40	47	42	31				
FRL	41	43	36	33	36	33	42				
ELL	38	44	40	29	39	39	30				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	55	48		51	52	38	67				
BLK	42	46	64	32	41	35	53				
HSP	38	51	39	39	34	31	50				
MUL	62	50		62	53						
SWD	11	34	47	28	41	29	15				
FRL	38	48	43	36	37	33	48				
ELL	25	41	30	33	25	23	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Plan for small group instruction
Rationale	Standards based planning in ELA, Math and Science weekly to guide direct instruction for individual students.
Intended Outcome	Achievement levels will increase to a minimum of 40% in ELA and Math, 50% in Science, and learning gains at all levels will increase by a minimum of 20%
Point Person	Teresa Brimo (teresa.brimo@sdhc.k12.fl.us)

Action Step

Description	Instructional staff will participate in a root cause analysis during preplanning. Instructional staff will participate in professional development to unpack upcoming standards and plan for instruction during preplanning. Weekly ongoing PLCs to ensure that differentiation and student engagement is an essential part of planning. Academic coaches and resource team will support instructional staff in all aspects of the action step. Students will use supplemental materials/ software to enhance learning and increase student achievement.
Person Responsible	Andrea Bryner (andrea.bryner@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description	Leadership team will participate in the professional development alongside teachers. Instructional plans will be monitored for fidelity. Walkthroughs will happen weekly to determine if students are engaged and teachers instruction is differentiated. Monitor the fidelity of the implementation of iReady. Teachers will view and analyze electronic data reports from iReady.
Person Responsible	Roy Moral (roy.moral@sdhc.k12.fl.us)

Activity #2

Title	Common Assessments and Learning Goals
Rationale	Instructional staff will ensure that students truly understand how, when and what successful learning looks like in the classroom. Assessments will be created and shared with students. These assessments will be used to inform future instruction and for remediation.
Intended Outcome	Teachers will effectively communicate to students, and students will be able to communicate, what the learning goals and criteria for successful learning.
Point Person	Andrea Bryner (andrea.bryner@sdhc.k12.fl.us)

Action Step

Description	Create common language at all levels for assessment and performance standards. Create common tasks and assessments at all levels. Develop a common language for instructional strategies, in PLCs, school and content wide. This will be supported by content area coaches. Provide students with visuals that promote and support the common language and learning goals.
Person Responsible	Andrea Bryner (andrea.bryner@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description	Instructional leadership team will participate with instructional staff at all aspects of the creation of common tasks, assessments and strategies.
Person Responsible	Roy Moral (roy.moral@sdhc.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

See Parent Involvement Plan

We work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents, and the community work collaboratively to improve skills and habits for personal and academic success. Our goal is to build positive relationships with families. We encourage parents to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS “Building Strong School Culture” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school’s culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers..

Behavior Management Plan

Included in the HCPS “Building Strong School Culture” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/ stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:

<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

Assess the implementation of the SIP:

- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?
- What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of

students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT: Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget	
Total:	\$420,565.00