

Cypress Elementary School

2019/2020 - Comprehensive Needs Assessment
School Success Planning Work Site Visit (via Zoom)

Cypress Vision



Mission Statement

Cypress Elementary School is a learning community dedicated to developing resilient, lifelong learners who will work towards reaching their highest potential.

Norms

At Cypress Elementary, we commit to the following norms:

- *Be an active listener and engaged participant.
- *Work as a school community to problem-solve.
- *Be on-time, prepared, accountable, and on-task.
- *Have a positive attitude and growth mindset.
- *Provide a safe and inclusive environment for all.

Cypress Elementary 2019-20

Core Beliefs

At Cypress Elementary, we believe:

- * Our school community makes a difference in motivating and inspiring students' lives.
- *Positive relationships and working together are essential for our students to succeed.
- *It is our collective responsibility to nurture and improve the unique talents, skills, and abilities of all students.

Commitments

At Cypress Elementary, we are committed to the following best practices:

- *Building positive relationships with students and families.
- *Rigorous instruction that sets high expectations for ALL learners.
- *Collaborative planning time focused on instruction, data, and equity.
- *Differentiating instruction and assessments based on student needs.
- *Empowering students to become independent thinkers and take ownership of their learning.

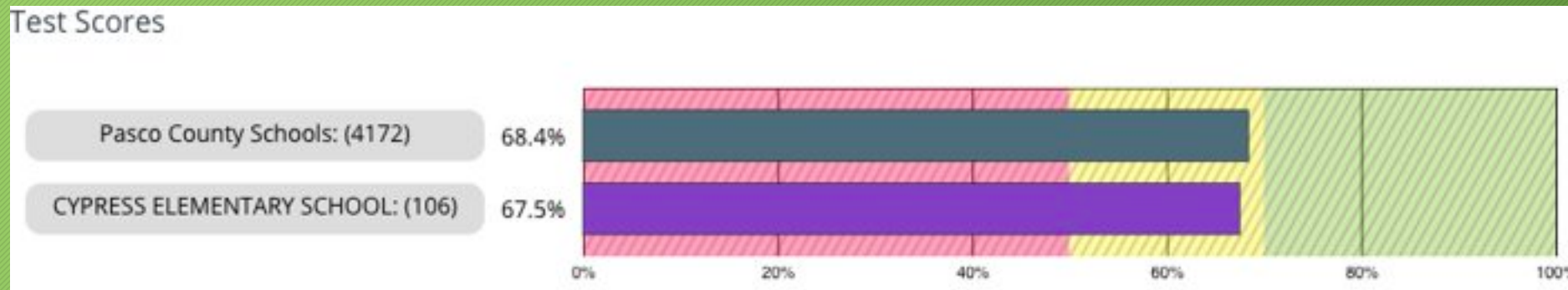
Student Data:

- Overall Data Strengths Summary:
 - March 2020: 62% of our students were on target for IRLA.
 - We have maintained our focus on the Essential Standards and are monitoring and intervening on the Essential Standards only. (7 steps of Interventions with grade level team supporting all students)
- Overall Data Areas of Growth Summary:
 - As of now, Cypress has maintained our targeted monthly growth in IRLA for all grade levels this year!

Overall Data Areas of Strength/Growth Summary:

4th Grade Math

- Fourth grade Math, as of Quarter 2 Quarterly Tests, showed a growth from Quarter 1. As a grade level, they showed to now be at 67.5% which was less than 1% away from the district average. (We were at 58.8% for Quarter 1)

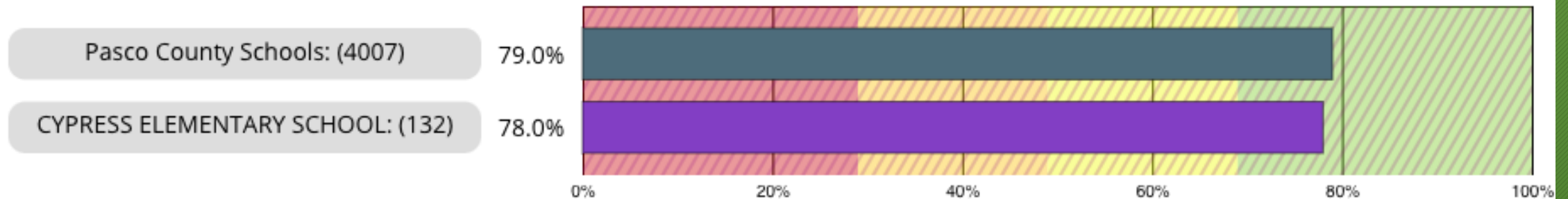


Overall Data Areas of Strength/Growth Summary:

5th Grade Science

- In Fifth grade Science, we went from an average of 65.9% proficient in Quarter 1, to a large growth of 78% proficient in Quarter 2!

i SC.4.E.6.1 (2 Items)

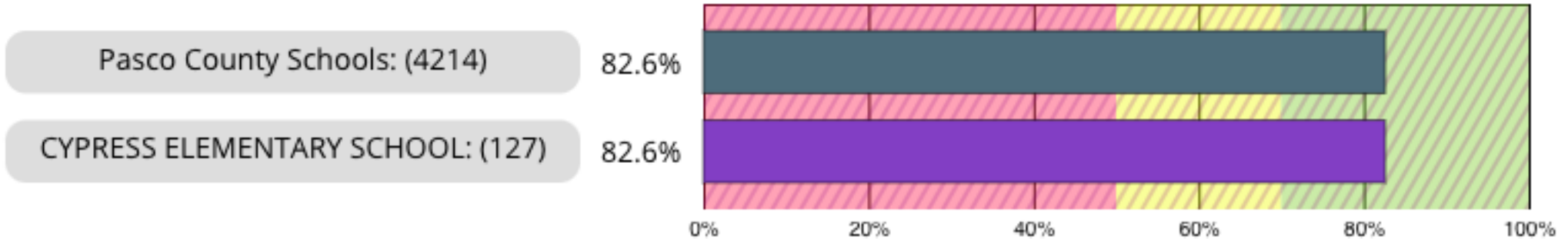


Overall Data Areas of Strength/Growth Summary:

1st Grade
Math

- In First grade Math there has been continuous growth between quarters. Quarter 1 80% proficient, Quarter 2 81% proficient, and Quarter 3 83% proficient.

Test Scores

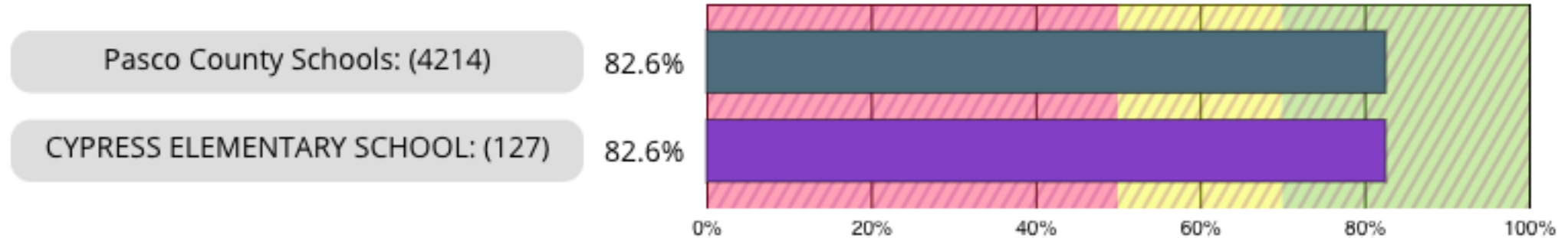


Overall Data Areas of Strength/Growth Summary:

Overall ELA

- In ELA there was growth between Quarter 1 and Quarter 2. Quarter 1 81% of students were in the proficient range and in Quarter 2 87% of students were in the proficient range.

Test Scores



Achievement Levels of Students in Subgroups

Students With Disabilities

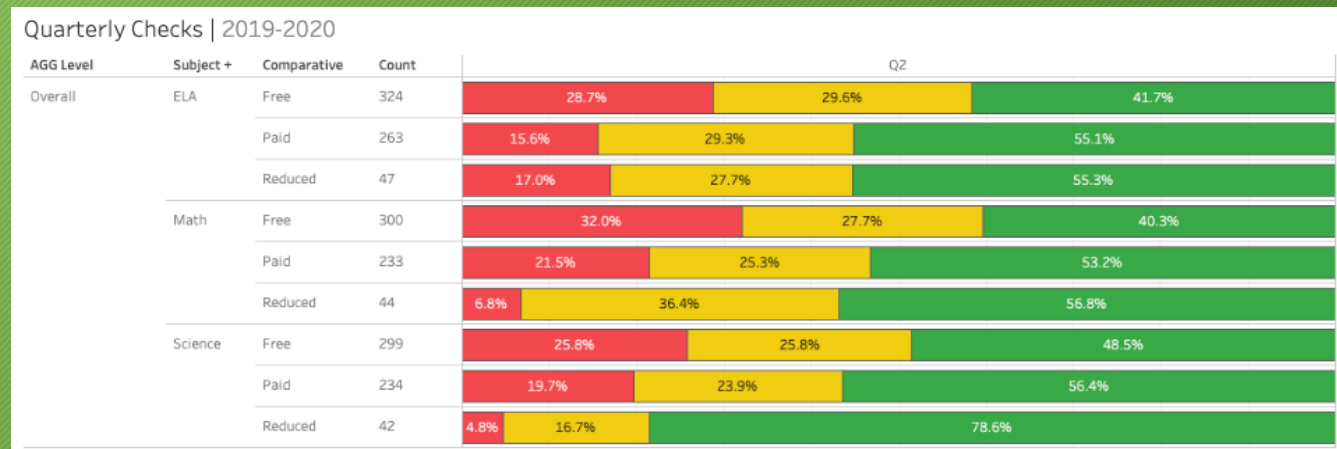
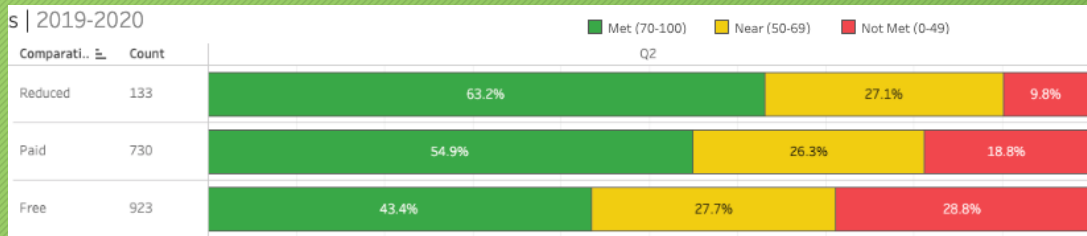
- **Strengths:** In 1st Grade, overall, SWD had 68.5% meet proficiency. With 72.2% of SWD meeting with proficiency in Science.
- **Gaps:** Overall, SWD had 25% higher number of students not meeting proficiency in each of the areas comparative to their Non-SWD students. ELA - 26.5% gap, Math – 35.2% gap, Science – 24.1% gap. Overall, for Q2, only 26.3% of SWD met proficiency – 25.9% in ELA, 24.0% - Math, and 29% - Science.

Quarterly Checks | 2019-2020

AGG Level	Subject +	Comparative	Count	Q2		
Overall	ELA	No	526	17.9%	29.3%	52.9%
		Yes	108	44.4%	29.6%	25.9%
Math	Math	No	481	20.0%	28.7%	51.4%
		Yes	96	55.2%	20.8%	24.0%
Science	Science	No	482	17.8%	23.4%	58.7%
		Yes	93	41.9%	29.0%	29.0%

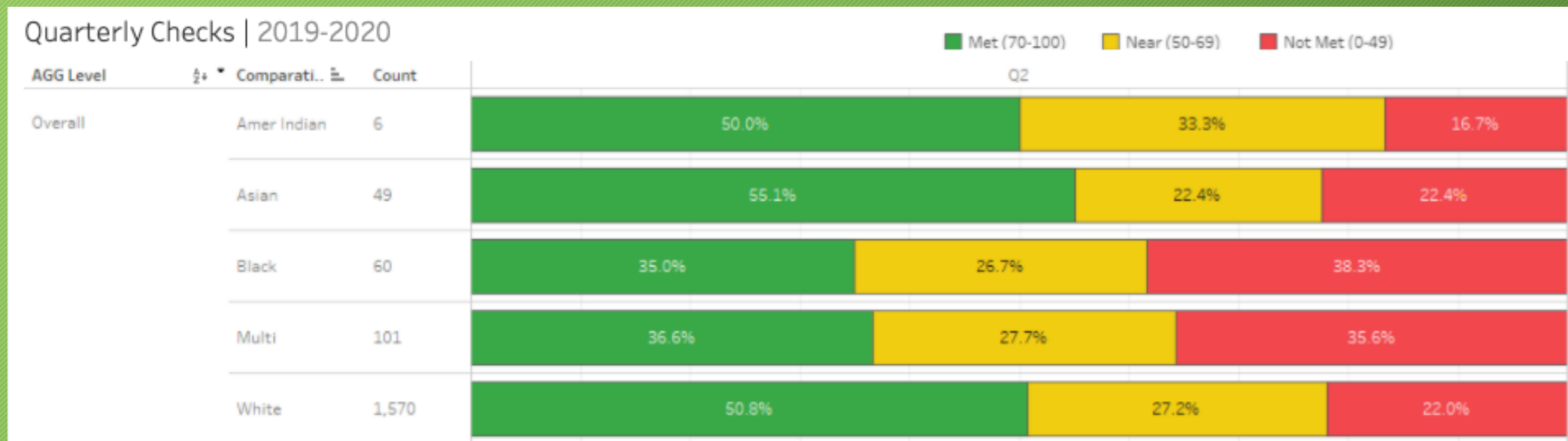
FRL/ED Students:

- **Gaps:** Overall, the category of Free lunch had a higher percentage of students not meeting proficiency (by at least 10%). In Grade levels: 2nd, 3rd had more than 50% of Free Lunch students that did not meet proficiency in ELA. 3rd & 5th had more than 55% of Free Lunch students that did not meet proficiency in Math.
- **Strengths:** The overall percentage of Reduced Lunch students that met proficiency was 9.3% higher than students that had Paid Lunch. Reduced lunch students had more proficiency in Math & Science than both Free and Paid Lunch. 78.6% of Reduce Lunch students met proficiency in science. 100% of reduced lunch students in 1st and 2nd grade met proficiency in science.



Black Students:

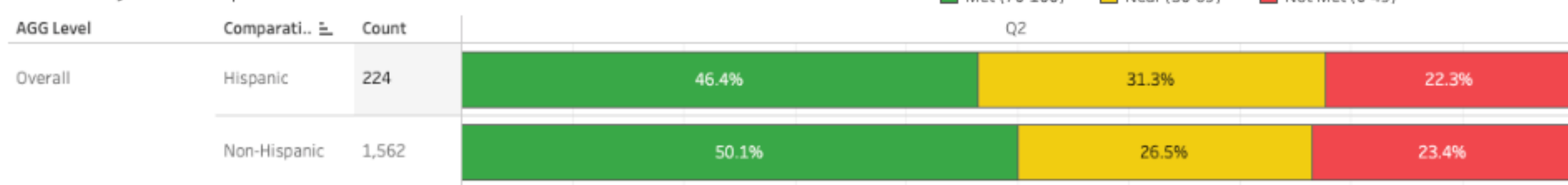
- **Gaps:** Overall, only 35% of Black students met proficiency on Q2 Quarterly Checks, comparative to the 50.8% of White/non-Hispanic peers.
- **Strengths:** 50% of Black students met proficiency is Math, comparative to the 46.9% of White/non-Hispanic peers that met proficiency.



Hispanic Students:

- **Strengths & Gaps:** There are no significant differences between Hispanic & Non-Hispanic Students.

Quarterly Checks | 2019-2020

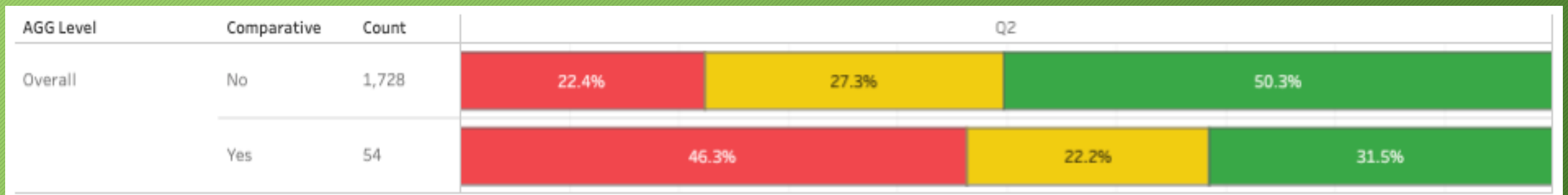


ELL/LEP Students:

- Strengths:** Overall, 1st Grade Hispanic students, had 80% proficiency on Quarter 2 Quarterly Checks.

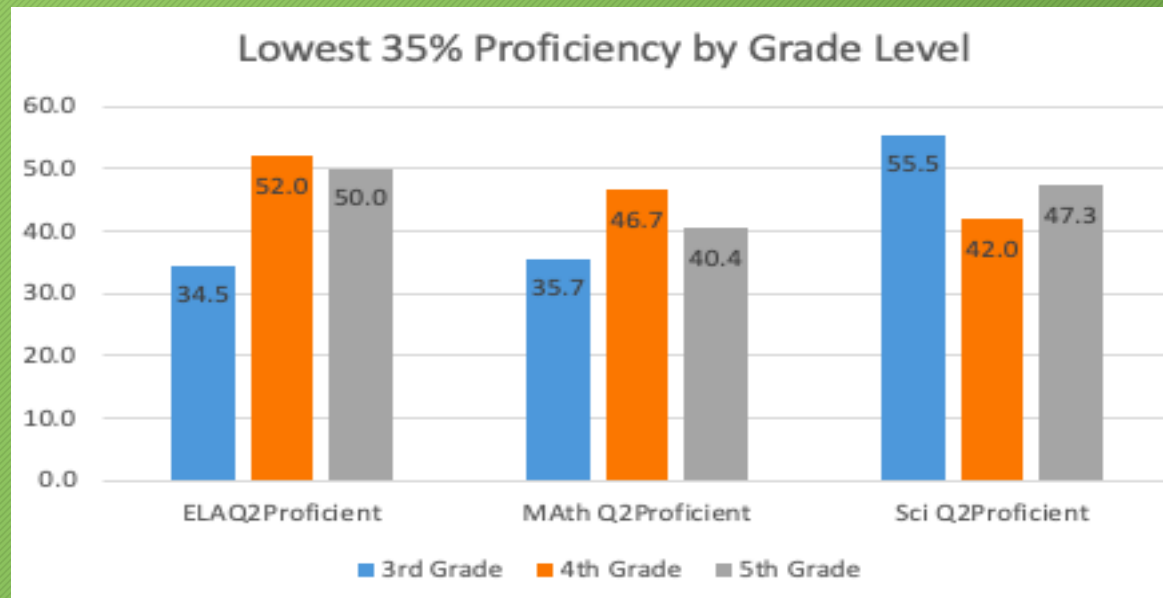


- Gaps:** Overall, ELL students demonstrated 46.3% of students not meeting proficiency.



Students in the Lowest 35%

- **Strengths:** 3rd grade's lowest 35% had the highest percent proficient on both ELA and Math QC's with 52% proficient in ELA, and 46% in Math.
- **Gaps:** Overall for Q2, the average percent proficient in ELA was 65.8%. The average percent proficient of the lowest 35% was 54%. In Math, the overall Q2 average for percent proficient was 65.9%. With a 45.3% proficiency of the lowest 35%.



2017 - 2019 School Grade Components By Subgroup

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	29	54	55	25	49	41	21		
HSP	71	80	70	58	60	55	58		
MUL	57			50					
WHT	55	53	53	54	51	35	47		
FRL	50	56	57	45	50	41	42		

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.
WHT	54	45	17	58	43	22	53		
HSP	50	33		49	35				
ASN	69			85					
MUL	67	54		53	54				
SWD	17	22	14	25	32	19	17		
FRL	45	37	16	47	34	21	40		

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.
WHT	56	59	50	55	61	65	45		
HSP	47	50		47	43		38		
ASN	92			100					
MUL	69			75					
SWD	30	36	35	32	58	76	52		
FRL	51	59	53	48	59	58	38		
ELL	62			62					

Staff and Student Engagement Data:

Staff Engagement:

- **Areas of strength:**
 - I have had opportunities at work to learn and grow.
 - I know what is expected of me at work.
- **Areas for growth:**
 - In the last six months, someone at work has talked to me about my progress.
 - In the last seven days, I have received recognition or praise for good work.

Staff and Student Engagement Data:

Student Engagement:

- **Areas of strength:**

- I have a best friend of school.
- The adults at school care about me.

This past summer we had 2 days of SEL Retreats with the staff, and then during the school year we have added to our SEL learning, continuing to add to our personal reflection notebooks.

- **Areas for growth:**

- The student Gallup data had a slight decrease in the grand mean from 4.33 to 4.21.

Staff and Student Engagement Data (con't):

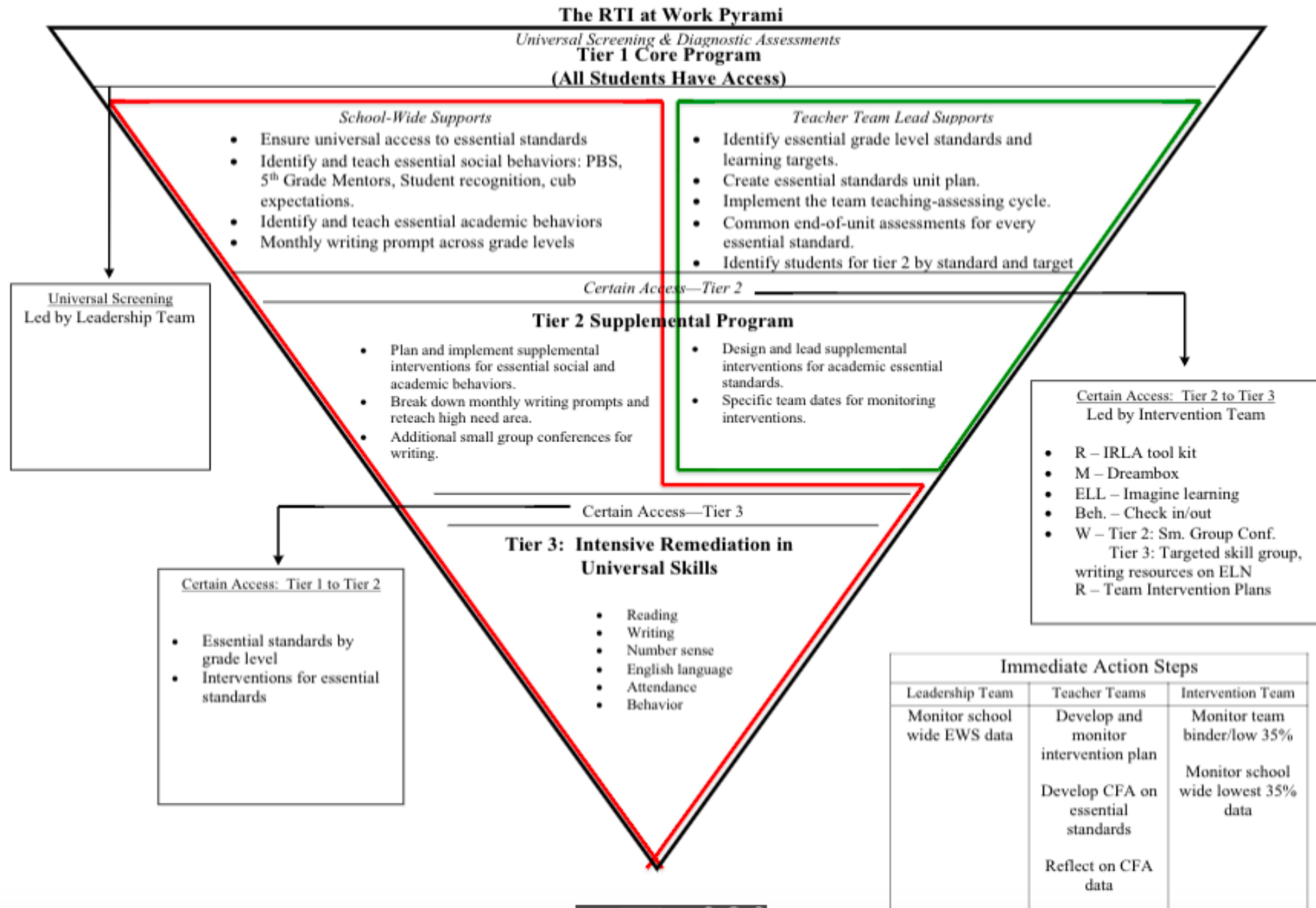
- **Growth areas:** We engaged in many learning opportunities for our teachers surrounding Student Engagement, as it was a focus for us this year. Each team received a Kagan kit and we saw an increase in the level of student engagement in our classrooms during walkthroughs, etc. Rather than just a “turn and talk”, the classrooms have moved to a more “student-centered and student-driven” classroom. Students were observed engaging in the learning and sharing out their ideas. They added on to each others learning and analyzed each others ideas in a respectful way.
- **Specific questions that showed a decrease were:**
 - My teachers make me feel my schoolwork is important.
 - In the last seven days, someone has told me I have done good work at school.
- This year we were without a full-time school counselor which lead to the weakening of our 5th grade leadership program. Our part-time counselor was a brand-new counselor. We will tighten up our student-led leadership team with the use of our peer mentors, CES ambassadors, and Cub Crew.
- The Fifth Grade Readers did have a delayed start this year, although did get started with reading with our younger Cubs (Kindergarten).

Parent Engagement Data:

- **Areas of strength:** The school is considered a family culture with participation in family events, and a great group of active and dedicated regular volunteers.
- **Areas for growth:** The need for after school events for **all** grade levels- sports, clubs, etc. Another concern for parents is the age of the building and the need to be remodeled to improve learning outcomes and a sense of pride. Disruptive student behaviors within basic and our inclusive classrooms. Along with inappropriate behaviors from SBP students witnessed by all students on campus.

Artifacts/Products from the District Key Priorities Guide

RtI at Work Pyramid



Simplifying RtI Culture Survey Results

F	G	H	I	J	K	L
Our school supports i	When something at c	Our school schedule i	Staff use team time to	Our teams write norr	Our school enjoys a n	It is evident that learn
2	2	4	4	4	4	3
4	3	2	4	4	2	5
3	2	3	5	3	4	3
5	4	4	4	5	3	5

We got very little feedback from staff regarding the RtI Culture Survey, this was discussed at the AP Meetings, and feedback was obtained for how to better implement this in the future.

Essential Standards/Learning Charts

<p>KCC.1.3 Read and write numerals from 0-20. Represent a number of objects with written numeral 0-20 (with 0 representing a count no objects)</p> <p>Mod 1 Mod 5</p>	<p>1.OA. Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>MAFS.1.OA.2.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>Mod.1 Q1* Mod. 2 Q2*</p>	<p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Mod 1 Mod 4 Q1* Q2* Mod7</p>	<p>NBT 1.2 Fluently add and subtract within 1,000</p> <p>Module 2</p>	<p>4.NBT 2.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>Module 1</p>	<p>MAFS.5.NBT.2.5 Fluently multiply using the standard algorithm.</p> <p>Module 2</p>
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First Grade Intervention:

1st grade daily intervention 2019-2020

3-23-20 to 4-3-20

Enter 2Y Exit .80 TIER 3

Letter identification, sounds, I G entry, Power Words (Carman)

Register	Poll	Lees	Brantley	Perez	German	Lipinski
	Liam B. .46			Sammy A. .45		Kenneth M. .01
						2

Tier 3- Intervention Strategy/Resource Used (IRLA Toolkit, flashcards, multi-sensory activity, SIPPS, IRLA Toolkit) :	3/2 Online SIPPS videos, read the story, letter and sound, sight words	3/4 Online SIPPS videos, read the story, letter and sound, sight words	3/5 Online SIPPS videos, read the story, letter and sound, sight words	3/6 Online SIPPS videos, read the story, letter and sound, sight words	3/7 Online SIPPS videos, read the story, letter and sound, sight words
Students: Sammy and Liam	3/9 Online SIPPS videos, read the story, letter and sound, sight words	3/10 Online SIPPS videos, read the story, letter and sound, sight words	3/11 ERD	3/12 Online SIPPS videos, read the story, letter and sound, sight words	3/13 Online SIPPS videos, read the story, letter and sound, sight words
Carman Week of	Monday Absent	Tuesday Absent	Wednesday Absent	Thursday Absent	Friday Absent
3/2					
3/9					

CES 20/21 SuP Goal: High Impact Instruction

- **Goal: Teachers will plan, deliver, assess and monitor standards-based instruction matched to the rigor of the standards in all content areas.**
 - Within PLCs and PST, teams will collaborate to design, implement, and monitor essential learning standards, common formative assessments, facilitation grids, exit tickets and writing rubrics.
 - Lessons in ALL content areas will require students to produce textual evidence and explain their learning in writing.
 - Teachers will work with support staff to build a multi-tiered system of support/instruction to ensure that 80% of students will show more than a year of growth in reading as evidenced through IRLA, Comprehension Checks, CFAs, Quarterly Assessments, and FSA.
 - Teachers will cognitively engage students, with students being the center of learning, in the classroom through accountable talk and collaborative tasks (Kagan Cooperative learning)

CES 20/21 SuP Goal: Collaborative Culture

- **Goal:** In order to strengthen our collaborative culture, Cypress staff will work together to develop a stronger collective responsibility of all staff.
 - Strengthen and implement school-wide expectations with visuals to promote consistent student behavior with reinforcements.
 - Develop the role of our CUBS Leadership with 5th grade student leadership.
 - Celebrate Staff and Student accomplishments through a collective effort throughout the school year.
 - Establish consistent communication of feedback to teachers.
 - Students actively engaged and are owners of their learning.
 - Students develop a positive self-talk through a growth mindset during their morning news/meeting brain smart start activities.
 - Staff will focus on supporting students to be in an executive functioning brain state. Students will use self-calming strategies to accomplish their academic and social emotional goals.

CES 20/21 SuP Goal: Data-Driven Decisions

- **Goal: Build a multi-tiered system of support for students to ensure 75% or more of students achieve growth in all content areas.**
 - Teams will take collective responsibility to develop intervention based on the grade level essential standards and plan to ensure growth for all students.
 - Teachers will use data to adapt instruction to flexibly meet students' needs.
 - Essential Standards will be monitored, based on data to determine reteaching opportunities for mastery of those identified standards.
 - PLC's will work collaboratively, using grade level data to plan for Tier 2 and Tier 3 and enrichment.
 - Interventions for math will include clear criteria across the grade level for fluency, conceptual understanding, and application.

Strategies and Professional Development:

- Conscious Discipline
- Core PD for Content
- Strengthen Intervention through PLC's

Utilizing School Coaches:

- Coaches will continue to meet with teachers to discuss data and classroom action plans monthly and/or quarterly. Coaches will continue to make connections between the IPG and the PLC Guiding Questions. Coaches will continue the Math Module Studies until they are able to gradually release that work to the team leads as is appropriate. Coaches will narrow their focus to Math Lesson Studies as groups are ready for this further learning. Possible PD around unpacking of the new standards, if they are rolled out in Coach Meetings/Trainings.

Supports from Needed from District:

- Math support and Courtney Lough for ELA.
- Need to add more allocations to support behavior and classroom disruptions to intervene with Conscious Discipline strategies for Tier 1 & Tier 2 behavior students.