

The School District of Palm Beach County

Cypress Trails Elementary School



2018-19 Schoolwide Improvement Plan

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Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

<https://ctes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	B*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

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.

Cypress Trails is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Cypress Trails envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Title
Saulter, Bruce	Principal
Ventriglio, Theresa	Teacher, K-12
Hall, Lauren	Assistant Principal
Egipciaco, Karina	School Counselor
Dettling, Megan	Teacher, ESE
Waldon, Michelle	Teacher, K-12
robinson, sharon	Teacher, K-12

Duties

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

The school leadership team uses data to identify at-risk students. The data includes diagnostic testing, anecdotal notes, classroom assessments, and reading running records. The team works in conjunction with the School Based Team (SBT) and Child Study Team (CST) to review early warning signs, ensuring that interventions align with student needs and are instituted in a timely manner. Members of the leadership team work with the faculty to identify areas for professional development. They regularly participate in professional learning community (PLC) meetings.

The SBT Leadership team members are:

Administration--Bruce Saulter, Lauren Hall

SBT Leader/ESE Coordinator/Resource Teacher-Megan Dettling

SAI Teacher/SAC Chair--Theresa Ventriglio

School Counselor-- Karina Egipciaco

ELL Coordinator- Michelle Waldon

Reading Resource- Sharon Robinson

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	14	8	10	12	10	10	0	0	0	0	0	0	0	64
One or more suspensions	4	3	9	11	2	1	0	0	0	0	0	0	0	30
Course failure in ELA or Math	14	27	25	34	17	22	0	0	0	0	0	0	0	139
Level 1 on statewide assessment	0	0	0	24	14	13	0	0	0	0	0	0	0	51

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	7	6	10	27	9	14	0	0	0	0	0	0	0	73

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	5	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	3	4	3	8	12	6	0	0	0	0	0	0	0	36

Date this data was collected

Thursday 8/16/2018

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	13	11	11	7	13	4	0	0	0	0	0	0	0	59
One or more suspensions	0	2	8	0	2	10	0	0	0	0	0	0	0	22
Course failure in ELA or Math	19	16	24	23	14	27	0	0	0	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	19	14	21	0	0	0	0	0	0	0	54

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	7	2	4	18	10	20	0	0	0	0	0	0	0	61

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	13	11	11	7	13	4	0	0	0	0	0	0	0	59
One or more suspensions	0	2	8	0	2	10	0	0	0	0	0	0	0	22
Course failure in ELA or Math	19	16	24	23	14	27	0	0	0	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	19	14	21	0	0	0	0	0	0	0	54

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	7	2	4	18	10	20	0	0	0	0	0	0	0	61

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?

Third Grade English Language Arts (ELA) proficiency performed the lowest out of grades 3-5, with a decrease of 7% from the prior year. This is not a trend as in the 2017, third grade performed higher than both grades 4 and 5 with a 63% proficiency rate.

Which data component showed the greatest decline from prior year?

Third Grade ELA demonstrated the greatest decline, which was a decline of 7% from the prior year.

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

Grade 3 ELA proficiency level demonstrated the biggest gap of -1% when compared to the state average.

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

Grades 4 and 5 ELA demonstrated the most improvement.

Grade 4 demonstrated 11% increase and grade 5 demonstrated 22% increase from the prior year. This is not a trend as both groups declined the prior year.

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

Targeted scheduling to meet student needs for ELA interventions.

Administration, Exceptional Student Education (ESE), English Language Learners (ELL), Supplemental Academic Instruction (SAI), Resource, and Community Language Facilitator (CLF) teachers were all utilized in small group instruction in areas demonstrating deficiencies, such as ELA. The focus on instruction included research-based interventions such as Leveled Literacy Intervention (LLI), Foundations, Lively Letters, Words Their Way, and Guided Reading.

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	66%	57%	56%	60%	52%	52%
ELA Learning Gains	70%	61%	55%	61%	56%	52%
ELA Lowest 25th Percentile	73%	56%	48%	50%	51%	46%
Math Achievement	79%	65%	62%	78%	61%	58%
Math Learning Gains	84%	63%	59%	71%	61%	58%
Math Lowest 25th Percentile	75%	53%	47%	59%	51%	46%
Science Achievement	70%	56%	55%	56%	53%	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	14 (13)	8 (11)	10 (11)	12 (7)	10 (13)	10 (4)	64 (59)
One or more suspensions	4 (0)	3 (2)	9 (8)	11 (0)	2 (2)	1 (10)	30 (22)
Course failure in ELA or Math	14 (19)	27 (16)	25 (24)	34 (23)	17 (14)	22 (27)	139 (123)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (19)	14 (14)	13 (21)	51 (54)

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	56%	56%	0%	57%	-1%
	2017	63%	54%	9%	58%	5%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	69%	58%	11%	56%	13%
	2017	58%	57%	1%	56%	2%
Same Grade Comparison		11%				
Cohort Comparison		6%				
05	2018	70%	59%	11%	55%	15%
	2017	48%	52%	-4%	53%	-5%
Same Grade Comparison		22%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	63%	4%	62%	5%
	2017	65%	62%	3%	62%	3%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	78%	63%	15%	62%	16%
	2017	76%	64%	12%	64%	12%
Same Grade Comparison		2%				
Cohort Comparison		13%				
05	2018	84%	66%	18%	61%	23%
	2017	88%	61%	27%	57%	31%
Same Grade Comparison		-4%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	68%	56%	12%	55%	13%
	2017					
Cohort Comparison						

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
SWD	53	56	54	64	68						
ELL	52	67		62	75						
BLK	60	69	75	73	90	78	48				
HSP	68	67	73	81	72	67	79				
MUL	100			100							
WHT	66	71		78	86		77				
FRL	66	72	76	78	82	76	67				
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
SWD	24	30	45	70	79		42				
ELL	52	63		74	80						
BLK	43	54	38	71	75	73	47				
HSP	60	69	75	79	91	93	57				
WHT	66	52	50	81	78	60	69				
FRL	55	54	54	76	79	78	55				

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	If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3 (LTO #1).
Rationale	Based on our previous year's grade 3 ELA data, which showed a decrease of 7% from 63% to 56%, our school will focus on targeted ELA instruction in grades K-3. This area of focus aligns with the District's Strategic Plan to increase reading on grade level to 75% by year 2021.
Intended Outcome	To improve ELA proficiency in grade 3 by 5% or more, which will help us to reach our target of 75% by 2021, as stated in the Strategic Plan.
Point Person	Bruce Saulter (bruce.saulter@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction--Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:</p> <ul style="list-style-type: none"> -ELA teachers in K-3 will be provided professional development on Florida Standards and effective and differentiated instruction through the Core Knowledge Language Arts (CKLA) Program to support all learners. -Whole group and small group phonics and word work will be implemented in grades K-2. Kindergarten through grade 1 will be utilizing Foundations and grade 2 will be utilizing Words Their Way. -School-wide professional development will be delivered to assist teachers in utilizing research-based ELL strategies with the goal to engage ELL students in more active learning. -PLCs will be held weekly for all grade levels K-5 to assist teachers in developing their capacity to deliver effective instruction in core subject areas. -Strategic scheduling of all support personnel, including CLF, ESE, Resource, ELL, SAI, and Administration will assist with small group ELA needs-based instruction. -Weekly SBT meetings will be held to analyze students' data and to align strategic interventions.
Person Responsible	Lauren Hall (lauren.hall@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Members of the Leadership Team will monitor instruction and student performance weekly during their leadership meetings.</p> <p>Administration will be holding data chats with teachers to discuss student goal setting and progress toward reaching student goals.</p> <p>Teachers will work with District support personnel to plan effective instruction through the use of the CKLA program.</p>
Person Responsible	Bruce Saulter (bruce.saulter@palmbeachschools.org)

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, Â§ 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.

The goal is to increase parent participation through subject area activity nights. These events will focus on the core subject areas: reading, mathematics, writing, and science. We hold a Science Technology Engineering Mathematics (STEM) Night where we invite parents in to take part in STEM activities with their child. The school will create relevant activities so parents can work with students to increase academic achievement in all subject areas. Brochures were distributed to encourage parents to become involved by serving on the School Advisory Council (SAC). The school is working to increase parent membership in the Parent Teacher Organization (PTO) by making sure this organization has a presence at all school activities. Parents are encouraged to volunteer at school, and to attend special events. Parents are included in the school based team and response to intervention process. Teachers maintain logs of parent communication and endeavor to hold a parent conference a minimum of two times yearly. Student agendas and daily communication folders are employed to ensure regular communication between home and school. An automated calling system keeps parents informed about important events and dates at school. The school website is updated regularly and a newsletter is distributed monthly.

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.

The SBT meets regularly to discuss students who are not meeting academic goals or who are having difficulty socially or emotionally. The SBT supports teachers by recommending strategies and intervention aimed to overcome barriers to success. The SBT coordinator and/or Case Manager is responsible for reviewing the referral process with the teachers and for monitoring the progress of the students. The school counselor is an active member of the team and responds to individual needs by providing student support, parent contact and support, and/or appropriate referrals to community resources.

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

Over the course of the year, Kindergarten teachers and administrators will meet with area pre-school directors to discuss expectations for in-coming students. During Kindergarten Round-Up, the Kindergarten team will meet with the parents who have students enrolled in our feeder Pre-Kindergarten programs. The team will share information about registration, curriculum, and additional services offered at the school site. Parents will be invited to visit Cypress Trails to meet the staff, tour the facility, and observe the curriculum in action. Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into Kindergarten. Student progress is communicated to parents through weekly reports showing mastery of assessed skills. Fifth grade teachers and the guidance counselor work with the middle school to arrange a tour for our out-going fifth grade students, and to facilitate their transition to the sixth grade.

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.

The School-Based Response To Intervention (RTI) Leadership Team meets weekly to review universal screening data, Response to Intervention data and progress monitoring data. This includes monitoring the academic performance of various subgroups. Based on this information, the team identifies the professional development activities needed to create effective learning environments. Students are identified who are not meeting academic targets and assists curriculum teams with monitoring student progress. The identified students are offered supplemental interventions (SAI, LLI, tutorials), and monitored over time. Those who do not make adequate progress are referred to the CST. Teachers are given training on intervention strategies to assist identified students and a Case Manager is assigned to assist with monitoring student interventions and recommended strategies.

Our school integrates Single School Culture by sharing our universal goals for success, following a behavior matrix and by eaching or modeling expected behavior. We instill an appreciation for multicultural diversity through our anti-bullying structured lessons and implementation of the SwPBS programs and protocols.

Cypress Trails works closely with the community to meet the diverse needs of our students. Business partners include, but are not limited to, PNC Bank, Barnes and Noble, Lion Country Safari.

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

N/A

Part V: Budget

Total:

\$0.00