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Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

<https://ctes.palmbeachschools.org>

Demographics

Principal: Bruce Saulter

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (74%) 2016-17: A (67%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

<https://ctes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">70%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">71%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Saulter, Bruce	Principal	Overseeing the execution and monitoring of School Improvement strategies and actions
Ventriglio, Theresa	Teacher, K-12	Supporting the teacher development of new and veteran teachers through PD's, mentoring, and all aspect of the coaching model SEL Contact to provide mentoring for teachers regarding implementation of SEL strategies
Hall, Lauren	Assistant Principal	Assist principal in overseeing the execution and monitoring of School Improvement strategies and actions Monitoring PLC's and professional development for implementation of strategies that support the SIP
Egipciano, Karina	School Counselor	Supports students and teachers through SWPBS Services students in need with behavioral and mental health strategies in small groups
Dettling, Megan	Teacher, ESE	Services students with exceptionalities Oversees the School Based Team and the data collection of the RTI process
Kress, Mikayla	Other	Behavioral and mental health professional Support student with behavioral and/or mental health concerns Mentor teachers with strategies to utilize in the classroom Assist with PBS implementation
Mangual, Arianna	Teacher, K-12	ESOL Contact and K-5 Teacher Support and mentor with ESOL strategies Maintain ELL documentation
Lacharite, Carmen	Teacher, K-12	Supports struggling students using reading interventions in small groups

Demographic Information

Principal start date

Sunday 7/1/2018, Bruce Saulter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (74%) 2016-17: A (67%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	85	77	69	56	90	0	0	0	0	0	0	0	460
Attendance below 90 percent	20	20	15	8	16	18	0	0	0	0	0	0	0	97
One or more suspensions	0	4	0	1	6	4	0	0	0	0	0	0	0	15
Course failure in ELA	13	35	28	17	15	15	0	0	0	0	0	0	0	123
Course failure in Math	2	30	15	24	7	11	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide ELA assessment	0	0	0	14	8	9	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	9	14	11	0	0	0	0	0	0	0	34
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	24	16	26	0	0	0	0	0	0	0	66
FY20 Math Winter Diag Levels 1 & 2	0	0	0	20	15	23	0	0	0	0	0	0	0	58

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	30	16	15	11	10	0	0	0	0	0	0	0	87

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/31/2020

Prior Year - 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	
Number of students enrolled	86	76	77	68	54	89	0	0	0	0	0	0	0	450
Attendance below 90 percent	10	8	5	5	12	9	0	0	0	0	0	0	0	49
One or more suspensions	3	5	4	7	11	3	0	0	0	0	0	0	0	33
Course failure in ELA or Math	16	34	19	30	24	28	0	0	0	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	15	17	21	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	8	3	17	19	16	0	0	0	0	0	0	0	67

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	
Number of students enrolled	86	76	77	68	54	89	0	0	0	0	0	0	0	450
Attendance below 90 percent	10	8	5	5	12	9	0	0	0	0	0	0	0	49
One or more suspensions	3	5	4	7	11	3	0	0	0	0	0	0	0	33
Course failure in ELA or Math	16	34	19	30	24	28	0	0	0	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	15	17	21	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	8	3	17	19	16	0	0	0	0	0	0	0	67

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	58%	57%	59%	53%	55%
ELA Learning Gains	70%	63%	58%	57%	59%	57%
ELA Lowest 25th Percentile	73%	56%	53%	56%	55%	52%
Math Achievement	74%	68%	63%	79%	62%	61%
Math Learning Gains	63%	68%	62%	81%	62%	61%
Math Lowest 25th Percentile	56%	59%	51%	78%	53%	51%
Science Achievement	55%	51%	53%	60%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	55%	54%	1%	58%	-3%
	2018	56%	56%	0%	57%	-1%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	68%	62%	6%	58%	10%
	2018	69%	58%	11%	56%	13%
Same Grade Comparison		-1%				
Cohort Comparison		12%				
05	2019	63%	59%	4%	56%	7%
	2018	70%	59%	11%	55%	15%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	65%	13%	62%	16%
	2018	67%	63%	4%	62%	5%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	64%	67%	-3%	64%	0%
	2018	78%	63%	15%	62%	16%
Same Grade Comparison		-14%				
Cohort Comparison		-3%				
05	2019	74%	65%	9%	60%	14%
	2018	84%	66%	18%	61%	23%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	51%	2%	53%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	68%	56%	12%	55%	13%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

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.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	47	53	69	63	66	60	65				
ELL	53	74	82	56	48	55	50				
BLK	62	65	40	65	62	70	37				
HSP	63	69	80	73	65	67	48				
MUL	83			92							
WHT	64	70	83	79	63	36	68				
FRL	60	69	75	72	66	65	54				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	88
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest-performing component was seen within Science. We had a 15% decline from one year to the next (FY18 - FY19). The achievement was 70% in FY 18 and declined to 55% in FY19. Traditionally, our Science and ELA scores mirrored each other, however, in FY19 there was a significant gap between ELA and Science achievement. In the past we believed the students were not able to "read" the content, however, these results indicate that understanding the content and vocabulary are the concerns. These results are not a trend and came as a surprise. As per the FY20 science winter diagnostic, we had a 6% growth in achievement compared to FY19 SSA. One of the contributing factors was the implementation of explicit small group reading instruction using science content-based materials and focusing on fair game benchmarks school-wide.

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

The greatest decline was evident in Mathematics. Our overall math achievement declined. Our learning gains decreased by 21%, from 84% in FY18 to 63% in FY19. Our lowest 25% demonstrated a decrease of 19% from 75% in FY18 to 56% in FY19 math FSA. As per the FY20 math winter diagnostic, we had a 5% decrease in achievement compared to FY19 math FSA. FY19 math FSA had 74% achievement and our FY20 math diagnostic had a 69% achievement.

One factor that contributed to the decreases in our math scores was due to the emphasis placed on ELA instruction and monitoring of data. Additionally, the math instructional block lacked solidification.

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 data component with the greatest gap, when compared to the state average, is with our FSA FY19 ELA Lowest 25%. The state average is 53% and our average is 73%, which is 20% above the state. An analysis of our FY20 ELA winter diagnostic results reveals a 72% achievement of our lowest 25% learning gains which is a decline of 1% compared to the FY19 ELA FSA, but we are still 19% above the state.

Our grade 4 and 5 teachers utilized Expeditionary Learning and had a District Support Specialist that provided ongoing PD.

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

Our grade 3 math proficiency demonstrated the most improvement with a 13% increase from 67% in FY18 to 80% in FY19. Our grade 3 FY20 winter math diagnostic showed a predicted achievement of 74% which is a slight decrease from our FY19 FSA score. This data demonstrates that we were on track to anticipate a gain from the FY21 math FSA.

Several strategies were implemented including consistent data chats with both teachers, students, and instructional support staff. We focused on math professional development during PLCs and provided substitutes for common planning. We refined our math block by explicitly breaking down the components of whole group and small group instruction. A rotational model was implemented to instruct the math standards in small group. Instructional tutors were utilized to support the lowest 25% in small group instruction focusing on remediation of standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data trend our area of concern is with student failure (ND). In FY20, 151 students in grades K-5 received ND for ELA or math. Our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

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

At Cypress Trails Elementary School, we focus on student achievement, student learning gains, and overall social-emotional growth. We believe that if we dedicate time to the following priorities we will ensure equitable and equal opportunity for all of our students by positively influencing:

- * Positive Culture and Climate to maintain academic success
- * Increasing engagement and motivation
- * Supporting students' mental health by implementing SEL strategies
- * Strengthen technology capacity
- * Fostering a growth mindset

1. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. Based on ESSA subgroup data, all subgroups are performing well above the federal index of 41% or lower. Our lowest-performing subgroup is our Black/African American students who are performing at 57%, indicating a need for monitoring to ensure they do not fall behind. Student data will be monitored during PLCs and data chats with administration. Students that need extra support will be placed in the in-school tutorial program for targeted instruction. We also plan to implement before and after school tutorial programs to provide support.

2. Ensure student progress and achievement in all content areas decreasing the number of NDs on report cards in ELA and math. Teachers were provided mentoring and professional development during PLCs. District support personnel provided training and real-time coaching to improve teacher pedagogy and increase student achievement.

3. Decreasing the amount of level 1s on statewide assessments, we analyzed data and catered our in-school tutorial program to support our level 1 and level 2 students. Our in-school program ensured student participation and success by eliminating the barriers of transportation, after school activities, childcare, etc. Before and after school tutorial programs were utilized to target level 2 and level 3 students who did not have the aforementioned barriers. All teachers, including fine arts teachers, engaged in ongoing collaboration to ensure program success. Leadership team members were assigned students from the lowest 25% to foster relationships, motivate, and ensure attendance.

4. Continue to increase third-grade students' reading levels to 75% by 2021 (LTO #1) and ensure high school readiness by increasing the number of students enrolled in accelerated courses (LTO #3). We reviewed data to target students in need of reading support and utilized the expertise of our reading endorsed teachers for instruction. We are continuing to grow our Accelerated Math Program (AMP) each year by increasing the number of students participating and by analyzing the demographics to be sure all student subgroups are represented and given the equal opportunity to participate in accelerated courses.

5. Increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

To ensure effective and relevant instruction for success of all students in all content areas in alignment with LTO #1, increasing reading on grade-level to 75% by third grade and LTO #2 ensuring high school readiness.

When reviewing our school data, we see that our lowest component is within math achievement. Our school, in FY18 scored 79% achievement and in FY19 scored 74% achievement demonstrating a decline of 5%.

In FY18, we had learning gains of 84% and decreased by 21% to 63% in FY19. Our learning gains of lowest 25% in FY18 was 75% and decreased by 19% to 56% in FY19.

Our diagnostic FY20 data was a predicted 69% achievement, which is 5% below our FY19 FSA score.

Our learning gains from FY20 diagnostic were a predicted 60%, which is a 3% decrease from FY19 FSA data.

Our predicted L25 learning gains from FY20 diagnostics were 41%, which was a decrease of 15% from our FY19 FSA score of 56%.

Area of Focus Description and Rationale:

When analyzing our subgroup data for math achievement we found that:

- SWD- decrease of 1%
- ELL- decrease of 6%
- BLK- decrease of 8%
- HSP- decrease of 8%
- MUL- decrease of 8%
- WHT- increase of 1%
- FRL- decrease of 6%

When analyzing our subgroup data for math learning gains we found that ESSA Subgroups ELL, BLK, & WHT all had the largest decrease. When analyzing our subgroup data for L25 learning gains we found that the the ESSA Subgroup with the largest decrease was BLK & FRL.

When looking at our mid-year data we were at 69% achievement which was 8% away from our goal of 77%. Our learning gains were at 60% which were 6% away from 66%. Our L25 learning gains were 41%, 21% away from our target of 62%.

Measurable Outcome:

- Our goal is to increase achievement from 69% to 77% in math on FY21 FSA.
- Our goal is to increase overall learning gains to 66%
- Our goal is to increase our L25 making learning gains to 62%

Our goal for all ESSA subgroups is to increase 3%

Person responsible for monitoring outcome:

Bruce Saulter (bruce.saulter@palmbeachschools.org)

Evidence-based Strategy:

1. Small Group/Differentiated Instruction- the school will use out-of-system tutors to provide strategic, differentiated supports for high-needs learners
2. Profession Development/Professional Learning Communities- Teachers will engage in deep, focused, professional development, collaborative planning and data analysis to strengthen standards-based instruction.

3. Tutorials- Teachers will facilitate tutorials for high-needs students before and after the regular school day to provide additional targeted and strategic instruction.

4. Personalized Online Learning- Online learning platforms targeted for increasing student's mastery of the Florida Standards for ELA, math, science, and social studies to provide personalized instruction that is targeted to meets students' specific academic needs.

1. Out-of-system tutors and in-system tutors ensure the differentiated needs of students are met and allow for small group instruction, reteaching, remediation, and acceleration. Focus tutorials for L25s and targeted students from ESSA subgroups to allow students additional remediation and support.

Rationale for Evidence-based Strategy:

2. Developing teachers' instructional expertise through strategic professional learning and PLCs will ensure teachers are planning data-informed instruction that can accelerate student learning to standards mastery.

3. Data chats will ensure students' areas of improvement as well as areas of strength in order to make conscientious decisions towards future goals.

4. Adaptive technologies (iReady, Successmaker, Savvas Realize, Google Suite, RazPlus) will assist in gauging students' progress in reaching mastery of identified standards.

Action Steps to Implement

1. Instructional tutors and tutorial programs

a. Employ two out-of-system tutors, one for ELA and one for math, to remediate and enrich students in grades 3-5. Employ up to 10 teachers to facilitate tutorials before or after the regular school day for high-needs students.

b. Identify students needing strategic support through analysis of FY19 FSA, FY20 diagnostics, USAs, iReady, and Successmaker.

c. Create flexible schedules to maximize instructional support before, during, and after-school hours.

d. Tutors will provide differentiated instruction. Small groups will target struggling students with an emphasis on ESSA subgroups.

e. School leadership will monitor lesson plans, data analysis, and conduct walkthroughs.

Person Responsible Megan Dettling (megan.dettling@palmbeachschools.org)

2. Professional Development/ PLCs-

a. instructional staff will engage in PD outside of the regular school day that focuses on data analysis and effective instruction.

b. Teachers will work collaboratively in PLCs to plan and develop lessons aligned to the standards

c. PD will focus on instructional needs and building expertise for using online learning platforms

d. Leadership will monitor via data analysis of student progress, attendance, evidence of PD implementation with fidelity/classroom walks, and lesson plan review (PD and PLCs may be held virtually based on CDC guidelines)

Person Responsible Lauren Hall (lauren.hall@palmbeachschools.org)

3. Data Chats-

a. create schedules for all teachers to participate in data chats with leadership during each trimester to update student progress, refer students for school-based team or gifted, report attendance or behavior concerns, and ensure students' are receiving appropriate academic program. During data chats, administration will be checking in on all digital platforms for usage, equity, strengths, and weaknesses.

b. secure substitutes to provide coverage for teachers to meet with leadership.

c. leadership will monitor via data chat forms, classroom walkthroughs, data analysis, and lesson plan review.

(data chats may be held virtually based on CDC guidelines)

Person Responsible Bruce Saulter (bruce.saulter@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Students will be actively engaged across all content areas in activities that will meet the requirements pursuant to Florida Statute 1003.42. We will continue to support a single-school culture that provides an opportunity for all students to achieve academic excellence and feel safe on our campus, this includes Safe School Ambassadors, Safety Patrols, and all initiative put forth by SwPBS.

In an effort to meet LTO #1 and #2, we will continue our morning meetings, Safety Patrols, Safe School Ambassadors, tutorial programs, after-school clubs, mentoring, and implementation of ELA strategies across all content areas. SwPBS is used to encourage students' academic and behavioral success, to celebrate that students receive Cypress Cash which is saved by classes to receive incentives, such as dance parties, sports, video games, extra recess, etc. The SwPBS team meets throughout the year to plan and organize activities for staff and students.

SEL strategies are implemented daily during morning meeting. Students are taught to understand and manage their emotions, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The pillars of effective instructions:

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 multi-cultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latinos and Hispanics

The Contributions of Women

The Sacrifices that Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- **Declaration of Independence**
- **Constitution of the United States and the Bill of Rights**
- **Federalist papers: Republican form of government**
- **Flag education**
- **Civil government: functions and interrelationships**
- **History of the United States**
- **Principles of Agriculture**
- **Effects of alcohol and narcotics**
- **Kindness to animals**
- **Florida history**
- **Conservation of natural resources**
- **Health education**
- **Free enterprise**
- **Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.**

Cypress Trails adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success and SwPBS, Family Curriculum Night, Educational Events, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The mission of parent and family engagement at Cypress Trails Elementary is to encourage parents and families to be actively involved in their child's education to build a strong, lasting partnership between home and school.

Cypress Trails Elementary School will utilize a variety of written communication to parents that include flyers, agenda books, the home/school communication folder, and marquee. There will also be verbal and digital communication via Parent Link phone messages and text messages. Information will also be provided during parent-teacher conferences and Open House.

Cypress Trails Elementary School will inform parents about the curriculum, assessments, and student progress through Open House and parent-teacher conferences at least twice a year in person, by phone, or virtually.

SwPBS is used to encourage students' academic and behavioral success, to celebrate that students receive Cypress Cash which is saved by classes to receive incentives, such as dance parties, sports, video games, extra recess, etc. The SwPBS team meets throughout the year to plan and organize activities for staff and students.

SEL strategies are implemented daily during morning meeting. Students are taught to understand and manage their emotions, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Students displaying model behavior in grades 3-5 are targeted to be Safe School Ambassadors. These students serve as role models and also learn techniques through workshops to stand up for others in need.

Character Counts utilizes six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship as a foundational strategy while incorporating other best-practices and methodologies.

The Safety Patrol program enhances the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. Safety patrols are selected from the fifth grade. Patrols are selected with input from teachers, administrators.

Each month fathers, grandfathers, and other male family members will be welcome to attend All Pro Dad Workshops & Breakfasts. These workshops will have a variety of topics to provide training to support fathers at home. The workshops will also include guest speakers from the community and the school. Title I

Funds will be used to purchase materials, refreshments, and home learning resources for parent trainings (STEM Night, Family Team Building Night, and Literacy event).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$449.41
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5000	120-Classroom Teachers	1941 - Cypress Trails Elementary School	School Improvement Funds	494.0	\$449.41	
<i>Notes: Pending SAC Approval</i>						
Total:					\$449.41	