

The School District of Palm Beach County

Cypress Trails Elementary School



2021-22 Schoolwide Improvement Plan

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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 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%)
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	
* 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

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<https://ctes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position Title	Job Duties and Responsibilities
Saulter, Bruce	Principal	Overseeing the execution and monitoring of School Improvement strategies and actions. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Provides ongoing coaching with constructive feedback to teacher leaders. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
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 School Improvement Plan. Serves as the cheerleader, coach, and standard bearer for the vision. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
Dettling, Megan	Teacher, ESE	Services students with exceptionalities. Oversees the School Based Team and the data collection of the RTI process. Facilitates ESE meetings with families and oversees the implementation of IEPs and EPs. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities
Ventriglio, Theresa	Teacher, K-12	Supporting the teacher development of new and veteran teachers through PD's, mentoring, and all aspects of the coaching model. Provides supplemental and intensive reading support to students that need interventions in the area of ELA.
Egipciano, Karina	School Counselor	Supports students and teachers through School-wide Positive Behavior Support. Services students in need with behavioral and mental health strategies. 504 designee. Developing, implementing and managing school guidance programs. Working with students in individual, small group and classroom settings. Assisting students with creating an academic plan for their education.
Mangual, Arianna	Teacher, K-12	ESOL Contact and K-5 Teacher for English Language Learners. Support and mentor with ESOL strategies. Maintain ELL documentation. Responsible for

Name	Position Title	Job Duties and Responsibilities
		planning, coordinating and implementing a comprehensive ESOL program in one or more schools; training and coaching staff in the use of effective, research- based methodologies leading to English proficiency development and the academic success of ELLs.

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.*

8

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.*

10

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

381

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	79	84	89	83	86	61	0	0	0	0	0	0	0	482
Attendance below 90 percent	0	9	14	6	10	9	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	1	2	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	13	21	32	23	10	0	0	0	0	0	0	0	99
Course failure in Math	0	1	17	31	17	2	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	8	9	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	14	11	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	20	20	25	14	11	0	0	0	0	0	0	0	90
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	26	27	0	0	0	0	0	0	0	88
FY21 Math Winter Diag Level 1 & 2	0	0	0	23	29	19	0	0	0	0	0	0	0	71

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	0	3	16	23	17	10	0	0	0	0	0	0	0	69

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	3	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - 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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	58%	57%	66%	57%	56%
ELA Learning Gains				70%	63%	58%	70%	61%	55%
ELA Lowest 25th Percentile				73%	56%	53%	73%	56%	48%
Math Achievement				74%	68%	63%	79%	65%	62%
Math Learning Gains				63%	68%	62%	84%	63%	59%
Math Lowest 25th Percentile				56%	59%	51%	75%	53%	47%
Science Achievement				55%	51%	53%	70%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	55%	54%	1%	58%	-3%
Cohort Comparison						
04	2021					
	2019	68%	62%	6%	58%	10%
Cohort Comparison		-55%				
05	2021					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	65%	13%	62%	16%
Cohort Comparison						
04	2021					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-78%				
05	2021					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	51%	2%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track student progress or growth over the course of the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning. To monitor ELA progress in grades k-5, we use iReady for Fall, Winter, and Spring. To monitor Math progress in grades k-5, we use Success maker data for Fall, Winter, and Spring. In grades 3-5 we also use Unit Standard Assessments to monitor ELA and Math progress.

iReady provides user-friendly dashboards and clear reports with actionable data that gives teachers a foundational understanding of students' strengths and areas of need. Unit Standardized Assessments, USAs, give teachers data on how well the students have mastered the standard. Support the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning. SuccessMaker is an adaptive math program. Through adaptive motion, the program personalizes learning paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision-making.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.8	41.3	57.0
	Economically Disadvantaged	50.0	38.8	48
	Students With Disabilities	25.0	13.3	26.7
	English Language Learners	0.0	0.0	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		87.8	90.1
	Economically Disadvantaged		88.2	88.9
	Students With Disabilities		83.3	80.0
	English Language Learners		100.0	85.7
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.0	37.8	42.2
	Economically Disadvantaged	40.3	35.9	38.5
	Students With Disabilities	11.1	10.5	10.5
	English Language Learners	44.4	22.2	10.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		76.9	70.6
	Economically Disadvantaged		75.8	67.2
	Students With Disabilities		56.3	42.1
	English Language Learners		66.7	54.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		80.6	74.0
	Economically Disadvantaged		76.9	76.9
	Students With Disabilities		80.0	85.7
	English Language Learners		44.4	44.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70.8	69.0	49.3
	Economically Disadvantaged	68.0	63.6	43.9
	Students With Disabilities	40.0	57.1	42.9
	English Language Learners	62.5	44.4	22.2
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		68.8	62.9
	Economically Disadvantaged		63.0	59.2
	Students With Disabilities		38.5	21.4
	English Language Learners		16.7	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69.0	63.5	64.3
	Economically Disadvantaged	66.7	60.0	63.3
	Students With Disabilities	38.5	26.7	26.7
	English Language Learners	75.0	14.3	37.5

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		68.0	82.7
	Economically Disadvantaged		64.3	81.4
	Students With Disabilities		44.4	80.0
	English Language Learners		20.0	20.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63.5	59.6	58.5
	Economically Disadvantaged	62.8	53.5	52.3
	Students With Disabilities	50.0	50.0	20.0
	English Language Learners	40.0	40.0	50.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	77.4	77.4	85.2
	Economically Disadvantaged	75.0	75.0	82.2
	Students With Disabilities	70.0	60.0	72.7
	English Language Learners	40.0	40.0	60.0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	31	70		26	30						
ELL	50			50							
BLK	55	63		34	63		50				
HSP	57	86		56	43		36				
MUL	83			67							
WHT	70	89		65	78		71				
FRL	57	77	77	49	63	50	45				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
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	61
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Second grade decreased proficiency overall including all subgroup categories in both ELA and math according to FY21 progress monitoring data. Overall second-grade proficiency decreased from 43% to 42% in ELA and 77% to 70% in math. Similarly, fourth-grade decreased proficiency overall including all subgroup categories in both ELA and math according to FY21 progress monitoring data. Overall fourth-grade proficiency decreased from 69% to 63% in ELA and 70% to 64% in math. This indicates a trend of a decline in ELA and math scores in second and fourth grade according to the FY21 progress monitoring data. The decrease in math and ELA scores indicates a need to closely monitor data using professional learning communities to plan for assessments, remediation, and enrichment. Providing opportunities for collaboration with all team members such as administration, ESE, and ESOL staff would increase opportunities for teachers and staff to monitor and analyze student data in all sub-group categories.

Fifth grade ELA and science proficiency scores increased or maintained overall including all subgroup categories according to FY21 progress monitoring data. Overall fifth-grade proficiency increased from 68% to 83% in ELA and 77% to 85% in science. First-grade overall proficiency in ELA and math increased overall from Fall to Spring according to FY21 progress monitoring data. Overall first-grade proficiency increased from 48% to 58% in ELA and 88% to 90% in math. These trends indicate positive performance increases in fifth and first grade according to the FY21 progress monitoring data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our overall FY19 math FSA achievement scores decreased by 5% from 79% to 74%, math learning gains scores decreased by 21% from 84% to 63%, and math lowest 25th percentile decreased by 19% from 75% to 56% when compared to FY18 FSA data. For FY21, FSA Math achievement scores decreased by 19% from 74% to 55% and FSA Math lowest 25th percentile decreased by 6% from 56% to 50%.

Grades 3-5 overall math proficiency scores decreased when comparing Fall to Spring FY21 progress monitoring data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our greatest decline was evident when analyzing math achievement data. Contributing factors of our math achievement data were the impact the global pandemic had on our students and faculty, lack of opportunities for teacher collaboration during math PLCs, and a larger emphasis placed on ELA instruction and progress monitoring. Additionally, the math instructional block lacked solidification.

In order to address the need for math improvement, a priority will be placed on grade-level math PLCs that focus on implementing the continuous improvement model, professional development such as math cadres for teachers, and regularly scheduled data chats with math teachers to monitor student progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FY19 FSA ELA learning gains and lowest 25th percentile maintained the same proficiency score when compared to FY18 FSA ELA data. Our FY19 FSA ELA overall achievement score of 64% outperformed the district by 6% and the state by 7%.

Fifth grade ELA proficiency scores increased or maintained overall including all subgroup categories according to FY21 progress monitoring data.

3rd grade ELA subgroup data either maintained or increased proficiency levels when comparing winter to spring FY21 ELA progress monitoring data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some contributing factors towards our ELA achievement scores include a focus on ELA small group instruction

and interventions during professional development and PLCs, providing district support to assist with facilitating PLCs and support grade-level EL and CKLA curriculum, and opportunities for common planning between ELA teachers in grades k-5.

What strategies will need to be implemented in order to accelerate learning?

FY22 is the first year that Cypress Trails offers full-sized classes of an Advanced Math Program (AMP) in 3rd, 4th, and 5th grade. Our daytime math tutor provides enrichment to groups of students showing a need for access to more challenging math activities in grades 3-5. Our daytime tutor also provides an enrichment math group for 2nd grade students that are being considered to join AMP in their 3rd grade year. Cypress Trails also offers a gifted/high-achieving class in each grade from K-5.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Each gifted teacher is required to be endorsed in Gifted instruction or currently working on getting endorsed through district-provided professional development classes. Each AMP 3rd-5th grade teacher attends math cadres specifically focused on AMP curriculum. Gifted teacher PLCs will be held to focus on the continuous improvement model and best practices for enriching gifted/high-achieving students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to address the need for math improvement, a priority will be placed on grade-level math PLCs that focus on implementing the continuous improvement model, professional development such as math cadres for teachers, and regularly scheduled data chats with math teachers to monitor student progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	<p>To ensure effective and relevant instruction for success of all students in all content areas in alignment with Theme 1 Goal 1, Overall Academic Proficiency. 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 FY21, our school scored 55% in Math Achievement demonstrating a decline of 19%. Our Math learning gains of lowest 25% in FY18 was 75% and decreased by 19% to 56% in FY19. In FY21, the learning gains of lowest 25% was 50% which was a decline of 6%.</p> <p>When analyzing our subgroup data for math achievement we found that:</p> <ul style="list-style-type: none"> SWD- decrease of 27% ELL- decrease of 6% BLK- decrease of 32% HSP- decrease of 13% MUL- decrease of 22% WHT- decrease of 10%
Measurable Outcome:	<p>Our goal is to increase achievement from 55% to 62% in math on FY22 FSA.</p> <p>Our goal is to increase our L25 making learning gains from 56% to 62% on FY22 math FSA.</p> <p>Our goal for all ESSA subgroups is to increase their overall proficiency to a minimum of 62% on FY22 math FSA.</p>
Monitoring:	<p>The area of focus will be monitored through classroom observations, PLC's, and the monitoring of student achievement data on Unit Standard Assessments (USA's), District Diagnostic Tests, and the FY22 Florida Standards Assessment.</p>
Person responsible for monitoring outcome:	<p>Bruce Saulter (bruce.saulter@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small Group/Differentiated Instruction- the school will use out-of-system tutors to provide strategic, differentiated supports for high-needs learners 2. Professional 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 in the area of Math.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 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. 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 will assist in gauging students' progress in reaching mastery of identified standards.

Action Steps to Implement

1. Instructional tutors and tutorial programs
 - a. Employ one out-of-system tutor 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 FY21 FSA, FY22 diagnostics, USAs, Successmaker, and those who have been absent from school due to COVID-related quarantine absences.
 - c. Create flexible schedules to maximize instructional support before, during, and afterschool 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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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 Theme 1, Goal 4 "Holistic Well-being of Students," we will continue our morning meetings, Safety Patrols, Safe School Ambassadors, tutorial programs, after-school clubs, mentoring, and implementation of SEL 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.

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 Curriculum Night.

Cypress Trails Elementary School will inform parents about the curriculum, assessments, and student progress through Curriculum Night 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The two leaders for promoting a positive culture and environment at Cypress Trails Elementary are the School Counselor and the School Behavioral Health Professional. The two collaborate to lead Social-Emotional Learning on campus through Morning Meetings, the wellness of faculty/staff and families, and they lead the Safe Schools Ambassadors program. 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. The two leaders also promote the Character Counts program. 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 two leaders also collaborate with the Safe Schools Department and the Safety Patrols sponsors to initiate "Safe, Kind Leaders". 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00