Cypress Trails Elementary School

leadership

analysis

students

Florida

college and career

mission

family and community involvement

needs assessment

school improvement

ambitious

striving

teaching

achievement

relationships

success

areas of focus

resources

instruction

supportive environment

strategic planning

collaboration

vision

learning

growth

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2021-22 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	2021-22: A (66%) 2018-19: A (65%) 2017-18: A (74%)
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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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.

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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 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.
Cordrey, Alexandra	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
Edgecomb, Kamille	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.

Demographic Information

Principal start date
Sunday 7/1/2018, Bruce Saulter

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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
37

Total number of students enrolled at the school
493

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	80	93	91	87	85	66	0	0	0	0	0	0	0	502
Attendance below 90 percent	34	20	23	14	19	13	0	0	0	0	0	0	0	123
One or more suspensions	4	4	0	1	5	3	0	0	0	0	0	0	0	17
Course failure in ELA	3	8	15	14	34	16	0	0	0	0	0	0	0	90
Course failure in Math	0	15	13	15	26	8	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	11	12	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	19	15	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	3	8	20	20	25	14	0	0	0	0	0	0	0	90

Using the table above, complete the table below with the number of students by current grade level who have 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	6	8	13	17	30	19	0	0	0	0	0	0	0	93

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	12	0	1	0	0	0	0	0	0	0	14
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

Wednesday 9/14/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	59%	56%				64%	58%	57%
ELA Learning Gains	78%						70%	63%	58%
ELA Lowest 25th Percentile	59%						73%	56%	53%
Math Achievement	68%	53%	50%				74%	68%	63%
Math Learning Gains	69%						63%	68%	62%
Math Lowest 25th Percentile	50%						56%	59%	51%
Science Achievement	71%	59%	59%				55%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	54%	1%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	68%	62%	6%	58%	10%
Cohort Comparison		-55%				
05	2022					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	65%	13%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	51%	2%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	47	45	35	47						
ELL	56	88		63	63						
BLK	48	77		52	68		42				
HSP	67	76	53	69	67	53	67				
MUL	82			91							
WHT	80	76		75	65		83				
FRL	61	78	62	62	64	52	58				

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				
HSP	63	69	80	73	65	67	48				
MUL	83			92							
WHT	64	70	83	79	63	36	68				

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
FRL	60	69	75	72	66	65	54				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	523
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	
Federal Index - English Language Learners	66
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	
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	
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	
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	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	87
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	76
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

-All grade levels 3-5 either increased in ELA achievement or stayed the same from FY19 to FY22:
Grade 3-FY19 56%-FY22 56% (stayed the same)
Grade 4-FY19 68%-FY22 70% (increase of 2%)

Grade 5-FY19 63%-FY22 66% (increase of 3%)
-All grades 3-5 achievement outscored the district in ELA.
-Students with Disabilities is our lowest performing ESSA Subgroup. SWD scored 47% achievement over all in FY19 and decreased to 29% achievement in FY22. SWD L25% was 69% in FY19 and decreased to 45% in FY22.

-All grade levels 3-5 decreased in math achievement when comparing FSA FY19 to FSA FY22:
Grade 3-FY19 79%-FY22 67% (decrease of 12%)
Grade 4-FY19 64%-FY22 61% (decrease of 3%)
Grade 5-FY19 74%-FY22 63% (decrease of 11%)
-Grades 3 and 4 increased achievement levels and grade 5 decreased in math when comparing FSA FY21 to FSA FY22:
Grade 3-FY21 47%-FY22 67& (increase of 20%)
Grade 4-FY21 38%-FY22 61% (increase of 23%)
Grade 5-FY21 72%-FY22 63% (decrease of 9%)
-Grades 3 and 5 outscored the district in Math.
-Students with Disabilities is our lowest performing ESSA Subgroup. SWD scored 63% achievement overall
in FY19 and decreased to 35% achievement in FY22.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

-The Lowest 25% in English Language Arts decreased from 73% on FSA FY19 to 59% on FSA FY22. The Students With Disabilities subgroup decreased from 47% achievement over all on FSA FY19 to 29% achievement on FSA FY22. -SWD L25% was 69% on FSA FY19 and decreased to 45% on FSA FY22.

-Overall Math achievement decreased from 74% on FSA FY19 to 69% on FSA FY22.The Lowest 25% in Math decreased from 56% on FSA FY19 to 50% on FSA FY22. SWD scored 63% achievement overall on FSA FY19 and decreased to 35% achievement on FSA FY22.

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

Some of the factors that led to these needs for improvement were teacher absences due to COVID and mandatory quarantine and resource staff being pulled to cover classes. To address this need, ESE/ intervention schedules will be followed daily and resource staff will not be utilized in class coverages, classes will be split.
Flexible scheduling will be utilized to condense fine arts and resource teachers schedules to provide multiple blocks of remediation time for students to be supported in small group based on their specific deficits. All student data with an emphasis on SWD data will be analyzed and data chats will be conducted with all teachers/staff that service those students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

-Grade 5 Science scores increased from 55% on FSA FY19 to 71% on FSA FY22. This is an increase of 16%.

-Grade 3-5 Math Achievement increased overall from 55% FSA FY21 to 69% FSA FY22. This is an increase of 14%. Math learning gains increased from 63% on FSA FY19 to 70% on FSA FY22.

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

-The increase in science scores can be attributed to our STEM Lab Resource teacher providing small group instruction to grade 5 students in Science and to teaching STEM on the wheel to all grade levels. She also provided professional development to teachers and attended PLCs/Team Planning to work hand in hand with teachers to support students.

-The increase in math learning gains can be attributed to targeted small group instruction provided by certified tutors and resource teachers based on analysis of student data and identification of standards in need of remediation. Teachers utilized iReady Math to assign student lessons based on area of need.

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

In order to accelerate learning, biweekly PLCs and team common planning will be held by content area to analyze student data and action plan. Teacher/Student and Admin/Teacher data chats will be conducted each trimester and will include goal setting and monitoring plans. Students in need or remediation or enrichment will be identified and serviced by certified tutors, resource teachers, or classroom teachers before/during/after school.

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.

Professional Development sessions will be centered on the new BEST standards in ELA and Math. Teachers will be attending biweekly PLCs and Cadre Meetings in their content area to support instruction. Teacher team planning and observations will be scheduled. Admin will be conducting walk throughs and providing instructional feedback based on their observations to individual teachers. Admin data chats will be conducted each trimester to support teachers individually.

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

Certified tutors were hired and provided schedules to service students identified in need of remediation in ELA and Math.
A community partnership with Mathnasium was incorporated this year to be able to offer students and families more support in Math. Lion Country Safari will be coming in to lead professional development for teachers, students, and parents to support science standards.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When reviewing our school data, we see that our biggest decrease was within ELA Learning Gains of the Lowest 25%. On FSA FY22 59% of L25% students demonstrated a learning gain which is a decrease of 14% from FSA FY19 in which 73% of the Lowest 25% made a learning gain. When analyzing our ESSA subgroups, only 45% of Students with Disabilities within the Lowest 25% made a learning gain which is a decrease of 24% from FSA FY19 when 69% of students made a learning gain.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase our Lowest 25% making learning gains from 59% to 62% in ELA on the FY23 FAST Assessment. By February 2023, 60% of our Lowest 25% should be on track for a learning gain as measured by the Progress Monitoring Assessment #2. By May 2023, 62% of our Lowest 25% will make a learning gain as measured by the Progress Monitoring Assessment #3. Our goal is to raise the percentage of growth for Students with Disabilities from 45% to a minimum of 62% on FY23 FAST ELA Assessment. By February 2023, 55% of Students with Disabilities should be on track for a learning gain as measured by the Progress Monitoring Assessment #2. By May 2023, 62% of Students with Disabilities will make a learning gain as measured by the Progress Monitoring Assessment #3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through classroom observations, PLC's, Team Collaborative Planning Sessions, and the constant monitoring of student achievement data on Benchmark Unit Assessments, Progress Monitoring Assessments, iReady Diagnostics.
Person responsible for monitoring outcome:	Bruce Saulter (bruce.saulter@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 BEST Standards in the area of ELA.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Instructional tutors and tutorial programs
a. Employ one out-of-system tutor for ELA to remediate and enrich
students in grades K-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 FY22 FSA, FY23
PMs, Benchmark Unit Assessments, iReady.
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   Bruce Saulter (bruce.saulter@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

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.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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 C "Mental Health and Wellness," 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.

-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 school culture and environment.

Along with administration, our School Counselor helps to promote a positive culture and environment at Cypress Trails Elementary. The School Counselor along with our School Psychologist and Behavioral Health Professional lead Social-Emotional Learning on campus through Morning Meetings, the wellness of faculty/staff and families, and 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. We 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 and administrators.