

The School District of Palm Beach County

# Cypress Trails Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Cypress Trails Elementary School

133 PARK RD N, Royal Palm Beach, FL 33411

<https://ctes.palmbeachschools.org>

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation 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.
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	Serves 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 through Schoolwide 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.

### **Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of our students and works along with our school guidance counselor.

Through Parent Trainings, we support families with educational workshops facilitated by our Reading Resource Teachers. These trainings provide parents with material and information for parents to support learning at home.

Classroom teachers provide families with weekly, and or per unit newsletters that inform parents what their child/children will learn in school during the week and or unit. These newsletters provide standards and goals for parents to provide support at home.

A school district officer is on campus every day for the safety and security of all students and staff.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring for effective implementation will take place throughout the school year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostics, Imagine Learning Assessments, and FAST Progress Monitoring and ACCESS for ELLs. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic, Imagine Learning Assessment, and the FAST/STAR assessments will occur three times a year. The ACCESS for ELLs will take place once a year.

Frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

Collaborative Planning and Professional Learning Communities occur every month per grade level. Grade level teachers meet with administration to discuss and analyze data, and modify instruction.

### **Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024



<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	75%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	86%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	28	25	29	17	25	0	0	0	143	
One or more suspensions	3	1	0	5	3	6	0	0	0	18	
Course failure in English Language Arts (ELA)	8	7	25	22	1	19	0	0	0	82	
Course failure in Math	5	6	28	32	6	15	0	0	0	92	
Level 1 on statewide ELA assessment	0	0	0	28	20	15	0	0	0	63	
Level 1 on statewide Math assessment	0	0	0	23	13	18	0	0	0	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	17	22	48	32	33	0	0	0	184	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	7	23	34	16	21	0	0	0	107

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	7	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### **Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	34	20	23	14	19	13	0	0	0	123	
One or more suspensions	4	4	0	1	5	3	0	0	0	17	
Course failure in ELA	3	8	15	14	34	16	0	0	0	90	
Course failure in Math	0	15	13	15	26	8	0	0	0	77	
Level 1 on statewide ELA assessment	0	0	0	18	11	12	0	0	0	41	
Level 1 on statewide Math assessment	0	0	0	10	19	15	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	20	20	25	14	0	0	0	90	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	8	13	17	30	19	0	0	0	93

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	12	0	1	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### **Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	34	20	23	14	19	13	0	0	0	123	
One or more suspensions	4	4	0	1	5	3	0	0	0	17	
Course failure in ELA	3	8	15	14	34	16	0	0	0	90	
Course failure in Math	0	15	13	15	26	8	0	0	0	77	
Level 1 on statewide ELA assessment	0	0	0	18	11	12	0	0	0	41	
Level 1 on statewide Math assessment	0	0	0	10	19	15	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	20	20	25	14	0	0	0	90	

#### The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	8	13	17	30	19	0	0	0	93

#### The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	12	0	1	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	53	53	67	59	56	64		
ELA Learning Gains				78			81		
ELA Lowest 25th Percentile				59			80		
Math Achievement*	67	57	59	68	53	50	55		
Math Learning Gains				69			65		
Math Lowest 25th Percentile				50			47		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	65	54	54	71	59	59	55		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	58	56	59	61			61		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	29	Yes	1	1
ELL	49			
AMI				
ASN	55			
BLK	50			
HSP	56			
MUL				
PAC				
WHT	75			
FRL	50			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	41			
ELL	66			
AMI				
ASN				
BLK	57			
HSP	64			
MUL	87			
PAC				
WHT	76			
FRL	62			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			67			65					58
SWD	22			30							3	
ELL	39			48							4	58
AMI												
ASN	50			60							2	
BLK	42			54			63				4	
HSP	53			65			55				5	57
MUL												
PAC												
WHT	67			80			83				4	
FRL	46			57			54				5	52

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	67	78	59	68	69	50	71					61
SWD	29	47	45	35	47							
ELL	56	88		63	63							61
AMI												
ASN												
BLK	48	77		52	68		42					
HSP	67	76	53	69	67	53	67					56
MUL	82			91								
PAC												
WHT	80	76		75	65		83					
FRL	61	78	62	62	64	52	58					58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	81	80	55	65	47	55					61
SWD	31	70		26	30							60
ELL	50			50								61

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	55	63		34	63		50					
HSP	57	86		56	43		36					59
MUL	83			67								
PAC												
WHT	70	89		65	78		71					
FRL	57	77	77	49	63	50	45					64

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	56%	4%	54%	6%
04	2023 - Spring	61%	58%	3%	58%	3%
03	2023 - Spring	49%	48%	1%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	65%	57%	8%	59%	6%
04	2023 - Spring	60%	52%	8%	61%	-1%
05	2023 - Spring	67%	56%	11%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	51%	11%	51%	11%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 component was ELA achievement at 58%. 3rd grade was 52%. Contributing factors were new standards and curriculum taught in 3-5 Language arts, new computer based testing platform, and no tutor for grades 3-5 ELA.

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

ELA achievement was the greatest decline from 67% to 58%. Grade 3 dropped from 59% to 52%. Contributing factors were new standards and curriculum taught in 3-5 Language arts, new computer based testing platform, and no tutor for grades 3-5 ELA.

**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.**

3rd grade reading was the only subject where we fell below the state average and that was by 1%. Contributing factors were new standards and curriculum taught in 3-5 Language arts, new computer based testing platform, and no tutor for grades 3-5 ELA.

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

Our Math scores showed the most improvement from 68% to 70%. New actions taken were having a math tutor to support struggling students. We continued usage of iReady Math and the core curriculum resources.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

One concern is the high rate of absenteeism. Students are arriving to school tardy or not at all and missing core instruction and intervention groups.

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

Increase ELA achievement to 62%  
Increase ELA achievement in grade 3 to 62%  
Demonstrate ELA learning gains of 64% or higher.

#### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Based on last year's PM3 data. Our overall ELA achievement declined from 67% to 58%. Our area of focus is to raise ELA achievement from 58% to 62% on PM3 this school year. A specific focus will be based on grade 3 ELA achievement with a goal of increasing from 52% to 62%.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2024, ELA achievement will increase from 58% to 62% on PM3. A specific focus will be based on grade 3 ELA achievement with a goal of increasing from 52% to 62%.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Cypress Trails Elementary School, we use a variety of monitoring techniques:

Monitoring Unit assessments and compare the achievement levels to our FY23 achievement and to the FY24 district achievement.

Use PM1 and PM2 as well as iReady diagnostics to track student growth and individual student growth for needed remediation.

Trimester data chats with teachers to monitor student progress and reorganize remediation groups based on needs.

**Person responsible for monitoring outcome:**

Bruce Saulter (bruce.saulter@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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.
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.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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)

**By When:** Weekly

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)

**By When:** Biweekly PLCs

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)

**By When:** At the end of each trimester.

## #2. Positive Culture and Environment specifically relating to Other

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Upon analysis of our SEQ survey the item that showed the greatest need was, "Students Treat Each Other with Respect." Only 56% of students responded positively to this item. This data led us to our area of focus, which is building community. We have implemented the Ron Clark House System to help students develop a sense of community and relationships with their peers.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2024, the amount of students who respond positively to, "Students Treat Each Other with Respect," will increase to 70% on the SEQ.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored through walk throughs focused on daily interactions observed in common areas (classrooms, lunchroom, fine arts, etc.)

School Counselor logs for peer mediation

Number of discipline referrals for student altercations

House Meetings will be used for student check in and discussions.

SEQ survey at the end of the year.

### Person responsible for monitoring outcome:

Lauren Hall (lauren.hall@palmbeachschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The intervention being implemented is the House System. Every student in the school is sorted in to one of four houses. Students earn points for their house by being going above and beyond in many areas including character and community. Students who exhibit exemplary citizenship are awarded a point for their house and their picture is displayed on the leader board. Students are highlighted and celebrated at House Meetings. House Meetings give students a way to feel connected to one another and build commonalities with peers.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected after researching the House Program, traveling to Atlanta to witness it in action. This evidence based intervention has been proven to decrease disciplinary referrals and increase positive relations between peers.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

Ron Clark House System Professional Development for staff on how to implement the program with fidelity.

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

**By When:** October 2023

Ron Clark Student Leader Training. Ron Clark will be bringing his own student leaders to town to host a workshop for our student house leaders. Here they will learn leadership techniques to bring back to their houses and peers.

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

**By When:** October 2023

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

**By When:** May 2024

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.

**Person Responsible:** Kamille Edgecomb (kamille.edgecomb@palmbeachschools.org)

**By When:** Monthly until May 2024

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held
- d. Monthly House meetings are conducted to motivate and team building
- e. Ongoing student recognition through the use of the RCA app.

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

**By When:** Monthly until May 2024

## Title I Requirements

### **Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))**

N/A

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A