
Title I Comprehensive Schoolwide Plan
CYPRESS TRAILS ELEMENTARY SCHOOL (1941)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

On the PM1 FAST, 60% of 3rd Grade Students are on track to meet grade-level standards by the end of the year, 57% of 4th Grade Students, & 60% of 5th Grade Students. We are below the FY23 target of 70% overall and 62% in 3rd Grade. The lowest domain is "Reading Prose & Poetry" On the PM2 STAR, 63% of KG students are on track to meet grade level standards by the end of the school year, 57% of 1st Grade Students, & 62% of 2nd Grade Students. We are below the FY23 target of 70%. The lowest domain is "Reading Across Genres" for 2nd Grade and "Reading Prose & Poetry" for Grades KG & 1st.

2. List the root causes for the needs assessment statements you prioritized.

Removal of access to iReady Teacher Toolbox Limited resources Student motivation Social emotional needs Early identification of special needs Lack of participation in Pre-K programs Daily teacher responsibilities exceed the limit of designated work hours Lack of small group instructions resources, planning, and personnel Lack of deep understanding of grade-level standards. Unrealistic pacing of scope & sequence More parent engagement

3. Share possible solutions that address the root causes.

Reading curriculum/material to support grade level standards and interventions K-5 tutorial SEL resources Additional staff members to provide intervention and enrichment Technology programs and devices for intervention/enrichment Teacher common planning, development, and training in ELA Making reading logs fun for students Providing parents with resources for students to practice at home or work with their child

4. How will school strengthen the PFEP to support ELA?

Literacy workshop focusing on new Benchmark curriculum and BEST standards. Parent link, email, website, resources sent to home will be used Inform parents about ,Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Literacy workshop focusing on new Benchmark curriculum and BEST standards strategies

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School-wide reading logs with incentives School-wide reading challenges or contests

- **Students**

Own their learning Read daily, including weekends Be an active problem solver

- **Parents**

Read to your child and let him/her see you read Help or check homework

- **Staff Training**

Training focused on unpacking literacy standards and Benchmark curriculum Training on how to use technology to support ELA and share with families

- **Accessibility**

Continuing to provide translated resources for families. All families are invited to meetings and trainings. Accommodation will be provided to all families -limited English proficiency, disabilities, migratory work and homelessness

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

On the PM1 FAST, 68% of 3rd Grade Students are on track to meet grade-level standards by the end of the year, 59% of 4th Grade Students, 63% of 5th Grade Students, & 90% of 6th Grade Students. This is 14%, 10%, 7%, and 38% above the district respectively. Overall we are below our FY23 target of 71%. On PM2 STAR, 59% of ESE students and 60% of ELL students are on track to meet grade-level standards by the end of the year. These percentages are below the FY23 goal of 71%.

2. List the root causes for the needs assessment statements you prioritized.

Lack of manipulatives for Math instruction (Full class sets required) Lack of access to iReady Teacher Toolbox Lack of curriculum/resources to support small group instruction for intervention and enrichment Lack of foundational skills (math vocabulary, facts, etc) Lack of time for providing interventions and/or small groups Lack of test taking strategies

3. Share possible solutions that address the root causes.

Cross curricular support Programs/Resources for Math fluency development Technology devices K-5 Math tutorial/ small group differentiated support Technology programs to support Math instruction FAST test-prep materials Math resources and supplies

4. How will school strengthen the PFEP to support Math?

• Communication

Provide parents with videos available through their student portal per lesson or unit. Parent link, email, website, resources sent to home will be used Inform parents about ,Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

Parent workshops to provide strategies and resources to work with students at home Training parents what students are working on in class Parent training on updated Math concepts and standards

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide necessary assistance and resources to parents

- **Students**

Own their learning Practice Math facts and vocabulary Be an active problem solver

- **Parents**

Use real life examples to support grade level curriculum Practice fluency with math facts

- **Staff Training**

Training focused on Math standards, adaptive technology, and new textbook resources to share with families. Teachers can also attend cadre meetings for planning.

- **Accessibility**

Newsletter, classroom communication apps, translate documents, Unit overview letters. All families are invited to meetings and trainings. Accommodation will be provided to all families -limited English proficiency, disabilities, migratory work and homelessness

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

On Unit Standards Assessments (USAs), 5th Grade students are behind the school district on 7 out of 10 assessments. Students with disabilities are behind the district on 8 out of 10 assessments. The greatest needs are in Nature of Science and Properties of Matter. On the Winter Science Diagnostic Test, 44% of students are on track to score a Level 3+ on the Florida Science Assessment. This is 15% lower than last year's diagnostic and 27% lower than last year's Florida Science Assessment. Areas of decrease include Earth Space Science and Nature of Science.

2. List the root causes for the needs assessment statements you prioritized.

Students lack knowledge of fair game benchmarks Students lack necessary test taking strategies Students require more vocabulary development Time in the daily schedule does not allow for adequate Science instruction Lack of Science resources (hands-on, programs, equipment)

3. Share possible solutions that address the root causes.

Science Fine Arts teacher to utilize the STEM Lab for instruction and enrichment Supplies to support STEMscopes curriculum and STEM Lab Increase the number of school-wide STEM days Programs that support Science instruction Technology devices to support Science instruction Incorporate Science vocabulary into the Reading block

4. How will school strengthen the PFEP to support Science?

• Communication

Provide science vocabulary words and resources to parents. Parent link, email, website, resources sent to home will be used Inform parents about ,Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

STEM Nights, Science Fair training and science strategies

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Provide STEM-based reading materials for students

- **Students**

Be an active participant in class and participate in school events Be an active problem solver

- **Parents**

Talk to your children about what they are learning

- **Staff Training**

Walking Classroom and Z-Space Training and share information with families

- **Accessibility**

Newsletter, classroom communication apps, translate documents, share community events with business partners. All families are invited to meetings and trainings. Accommodation will be provided to all families -limited English proficiency, disabilities, migratory work and homelessness

Action Step: Classroom Instruction

Teachers will utilize resources that will support their ability to differentiate instruction, enrich vocabulary development across all subjects, and supplement standards-based instruction with background knowledge.

Budget Total: \$159,762.00

Acct Description	Description								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Substitute for Title I Funded Resource Teacher	1	\$16.00	7	6.5	1	Original	\$728.00	
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The tutor will work with Grades 3-5 to support Math instruction in small groups. - Sept-April	1	\$37.00	4	6.5	27	Certified	Original	\$25,974.00
	The tutor will work with Grades 3-5 to support ELA instruction in small groups. - Sept - April	1	\$37.00	4	6.5	27	Certified	Original	\$25,974.00
	The tutor will work with Grades K-2 to support small group instruction in ELA and Math - Jan-April	1	\$37.00	4	6.5	13	Certified	Original	\$12,506.00
Resource Teacher	Math & Science Resource Teacher for Grade K-5. The teacher will teach Science/STEM to all classes on the Fine Arts Wheel and will teach small group instruction.								

Action Step: Parent/Family Engagement

Encourage parents to actively participate in their child's education to build a strong, lasting partnership between home and school by providing consistent communication and building parent capacity.

Budget Total: \$3,491.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Addition/Subtraction Flash Cards	80	\$4.99	Manipulatives	Original	\$399.20
	Tote Bags (36 per pack)	2	\$16.90	General Supplies	Original	\$33.80
	Math Counters (450 per pack)	2	\$19.99	Manipulatives	Original	\$39.98
	Communication Folders	773	\$1.45	General Supplies	Original	\$1,120.85
	Sight Words On A Ring	80	\$5.99	Instructional Materials	Original	\$479.20
	Jumbo Pencils (Packs of 36)	3	\$21.99	General Supplies	Original	\$65.97
	Agenda Books	100	\$3.28	General Supplies	Original	\$328.00
Printing	Item	Quantity	Rate	Type	Total	
	iReady Reading and Math; Ongoing Communication of Student's Progress to Families; (2 orders of printing per year) Printing progress templates only. No student data will be sent to the printing company.	2	\$512.00	Original	\$1,024.00	

Action Step: Professional Development

Teachers will collaborate together during the school day and after school to plan for effective instruction and build teacher capacity.

Budget Total: \$11,757.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Plan standards-based lessons for the1st Trimester in July/August;Three teachers will collaboratively plan to support out-of-system longterm tutors in Grades 3-5 ELA, Grades 3-5 Math, and K-2 ELA & Math. These teachers will analyze student data to create groups and plan lessons based on state standards.	3	\$25.00	1	3	25	Certified	Original	\$5,625.00
	Team Leaders; Analyze school data and develop plans for the FY24 school year - July/August	7	\$25.00	1	3	1	Certified	Original	\$525.00
	Classroom & Resource Teachers;Plan standards-based lessons for the1st Trimester in July/August	36	\$25.00	1	3	1	Certified	Original	\$2,700.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

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.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Bruce Saulter	Principal
Lauren Hall	Assistant Principal/Title I Contact
Audrey Sacco	Kindergarten Team Leader
Grace York	First Grade Team Leader
Francina McGuire	Second Grade Team Leader
Kimberly Herrmann	Third Grade Team Leader
Samantha Woerner	Fifth Grade Team Leader
Heather Lozano	Fine Arts Team Leader
Carmen Campbell	Community Member

Name	Title
Lynn Balch	Community Member
Nicholas Ruggiero	Fourth Grade Team Leader
Kamille Edgecomb	School Counselor
Alexandra Cordrey	ESE Coordinator/School Based Team Leader

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Team Leaders are selected by administration from input from their colleagues. All parents were invited via invitation and call out to participate in the PFEP/Compact development.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Input from Stakeholders was documented on a draft version of each document and compiled in the minutes from the meeting. Templates were used that were provided by Federal and State Programs. Staff meeting was held 1/18/2023 at 2:30 pm and the Stakeholder meeting was held 2/1/2023 at 4:30 pm.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Discussion during the staff meeting and the Stakeholder meeting resulted in the Title I parent and family engagement funds to be utilized to purchase materials and home learning resources for parent trainings focusing on Benchmark, BEST Standards, Math textbook resources and adaptive technology, STEM, and Science Fair.

Name	Title
Bruce Saulter	Principal
Lauren Hall	Assistant Principal/Title I Contact
Kamille Edgecomb	School Counselor

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The annual meeting is set for October 4, 2023 at 4:30pm in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers, and the community will be notified of the annual meeting by sending out an invitation via email attached to parent link call out. The meeting will also be posted on the marquee.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

A Power Point presentation will be utilized to teach stakeholders about the Title I program at Cypress Trails Elementary School. It will provide details about how the Title I funds will support learning, staff development, and family involvement. Stakeholders will be provided with an agenda, copy of the compact, and an evaluation to provide feedback. Invitation, Sign-In Sheets, Agenda, PPT, copy of FY24 PFEP summary, copy of FY24 Compact, parent evaluations, and reflection notes template.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Foundational Reading Skills

- What specific strategy, skill or program will staff learn to implement with families?

Help teachers create resources that align with Benchmark and the Foundations phonics program to use in their classrooms and to send home for parent support.

- What is the expected impact of this training on family engagement?

Parents will be better equipped to help their students at home with phonics and other reading behaviors.

- What will teachers submit as evidence of implementation?

Teacher will submit copies of resources made and presentations shared.

- Month of Training

October

- Responsible Person(s)

Lauren Hall

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

House System

- **What specific strategy, skill or program will staff learn to implement with families?**

Staff will be able to work with families to understand all of the components of the house system and how they can support their child with setting goals and being successful for their house. Areas include attendance, iReady performance, behavior, etc.

- **What is the expected impact of this training on family engagement?**

Students will be successful in earning points for their house with support of their families at home. Families will stay engaged in the House System through communication with teachers and support their child's progress.

- **What will teachers submit as evidence of implementation?**

Parent Class Tag Messages, Parent Conference Notes, Point Sheet Breakdown, Parent Call Outs, Newsletter

- **Month of Training**

September

- **Responsible Person(s)**

Kamille Edgecomb

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Literacy Workshop

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support literacy at home and support the B.E.S.T. standards in Grades K-5 with an emphasis on the Foundations Program, Benchmark Reading Series, iReady home usage, and FAST Testing.

- Describe the interactive hands-on component of the training.

Families will work on make and take activities to support reading at home like a sound wall, reading question stems, etc.

- What is the expected impact of this training on student achievement?

Families will have a better understanding of the standards and literacy resources. They will also have tools to support their children at home with the use of guiding questions to improve their child's reading comprehension.

- **Date of Training**

November

- **Responsible Person(s)**

Lauren Hall

- **Resources and Materials**

Resources to support B.E.S.T. standards and Benchmark Reading Series along with handouts of guiding comprehension questions to use with their child. Foundations parent resources. Materials to build a sound wall at home.

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

0

2. Reflection/Evaluation of Training #1

- **Name of Training**

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Family STEM Resources Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support the learning of the Nature of Science benchmarks through conducting a science experiment together as a family using the scientific method.

- Describe the interactive hands-on component of the training.

Families will conduct an experiment in the science lab with household materials that they can duplicate at home.

- What is the expected impact of this training on student achievement?

Students in Grades K-5 will have more content knowledge on the Nature of Science standard which will help them understand the scientific method and increase science achievement.

- Date of Training

February

- Responsible Person(s)

Susan Monticello

- Resources and Materials

Resources aligned to the Nature of Science standards and scientific method graphic organizer. Hands on experiment resources.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Family Academic Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Families will learn about resources available to create academic games at home to support their children with standard-based learning. Resources including virtual programs for students to practice science vocabulary and math fluency.

- Describe the interactive hands-on component of the training.

Families will play hands on games with their children to enhance learning of math, science, and reading.

- What is the expected impact of this training on student achievement?

The expected impact is that families will be able to develop fun and engaging ways to support their children with learning at home.

- Date of Training

March

- Responsible Person(s)

Kamille Edgecomb

- Resources and Materials

Interactive Virtual Resources like Kahoot! and Fact Monster, board games, Mathnasium Resources

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

SDPBC McKinney Vento and Foster Department

- Describe how agency/organization supports families.

The partners in the McKinney Vento and Foster Care department supports families through connecting them with community resources, transportation, school supplies, clothes, etc.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails, school-based team meeting notes, Student Housing Questionnaires, lists of resources.

- Frequency

Ongoing throughout the year.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Mathnasium

- Describe how agency/organization supports families.

Mathnasium is sponsoring learning incentives for students and families. They will provide sponsorship for family learning opportunities and schoolwide events.

- Based on the description list the documentation you will provide to showcase this partnership.

Resources will be posted on school website, call outs, parent event sign ins, agendas, pictures, emails, calendar notes

- Frequency

Ongoing throughout the year.

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Lion Country Safari

- Describe how agency/organization supports families.

Lion Country Safari collaborates with school staff in the creation and implementation of programs designed for families, students, and teacher professional development. Members of Lion Country Safari participate in our Committee Meetings and STEM based parent nights to provide information for parents.

- Based on the description list the documentation you will provide to showcase this partnership.

Resources will be posted on school website, call outs, parent event sign ins, agendas, pictures, emails, calendar notes

- Frequency

Ongoing throughout the year.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

- **List evidence that you will upload based on your description.**

Agendas, sign in sheets, evaluations, parent link print outs, conference notes, newsletters, flyers, minutes

- **Description**

Cypress Trails Elementary School will inform parents about the curriculum and proficiency levels through Open House, Curriculum Night, SAC Meetings, parent teacher conferences at least twice a year either by phone, virtual meeting, or in person.

- **List evidence that you will upload based on your description.**

agendas, sign in sheets, parent conference notes, school website, newsletters, parent call logs

- **Description**

Cypress Trails Elementary School will inform parents about the assessment and achievement levels through Open House, Curriculum Night, SAC Meetings, parent teacher conferences at least twice a year either by in person, phone or virtual meeting.

- **List evidence that you will upload based on your description.**

agendas, sign in sheets, conference notes, school website, newsletters, parent call logs, minutes

- Description

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, text, and email messages. Parent input is solicited during Stakeholder Meetings and the Annual Meeting.

- List evidence that you will upload based on your description.

Flyer, Newsletter, Call Outs, Photos, Minutes, Emails

- Description

Cypress Trails Elementary School will continue to provide a virtual option when possible for meetings and/or activities based on parent input so all can participate. We will offer childcare when volunteers are available.

- List evidence that you will upload based on your description.

Agendas, sign in sheets, evaluations, photos, newsletter, school website, call out, minutes

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

The English as a Second Oral Language (ESOL) Contact at Cypress Trails Elementary School will provide families with resources to use at home. The Community Language Facilitators (CLF) will be available to translate both written and oral communication in Spanish with families as needed. Also, translation will be available for parent/teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings. If other languages are needed, staff can request additional translators or utilize a resource called Language Line to use over the phone.

- List evidence that you will upload based on your description.

Handouts of Resources, Phone Logs, translations, Request Forms, Parent Conference Notes

- Description

Cypress Trails Elementary School utilizes the support of the district resource staff to provide accommodations for parents and families with disabilities as needed with our consider ADA compliant building The entire school campus is accessible for those with a physical disability that requires the use of a device for mobility or those that might be visually impaired.

- List evidence that you will upload based on your description.

Para Schedules, Parent Conference Notes, pictures, Emails

- Description

Cypress Trails Elementary School will work together with the school district to support families engaged in migratory work if families in that situation register at the school. The school will request for the migrant list and then work closely with the district migrant contact for appropriate services for targeted students. School Counselor will provide home visits for these families. Staff will be instructed on how to make referrals to the Migrant Department and make home visits if and when needed.

- List evidence that you will upload based on your description.

Home Visit/Phone Log, Parent Conference Notes, Student Lists, Emails

- Description

Cypress Trails Elementary School upholds the McKinney-Vento Act with fidelity and staff works closely with the Safe School Department and the liaison to support families experiencing a hardship. The school will request the list of students affected by homelessness and will work with the McKinney-Vento District contact for appropriate support and services. The School Counselor will provide visits to these families wherever they are living. Letters will be sent home with these students for parent assistance and communication. Transportation will be arranged through the district for students experiencing homelessness to attend school. Referral form 2479 will be used to document with the district. Any needed uniforms or school supplies are provided.

- List evidence that you will upload based on your description.

Home Visit/Phone Log, Parent Conference Notes, Student Lists, Form 2479, List of resources given, Email Correspondence

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

All students participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, are posted in each classroom. A system of school-wide Positive Behavioral Support is in place, with clear expectations. Teachers explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, student assemblies, ways to interact appropriately online, etc. The after school program mirrors these guidelines and serves as an extensive of teaching and learning. All students are sorted into houses and earn points for their house for going above and beyond when showing positive behavior, excelling academically or demonstrating exceptional character. The Wellness Warriors (our School Counselor, School Psychologist, & Behavioral Health Professional) schedule whole group class sessions to work with students on social/emotional needs. A SwPBS team oversees the implementation, and provides PD in classroom management. Morning Meeting Social Emotional Program will be used in all classrooms to help to create a positive community. Morning Meeting uses strategies like meet up and buddy up to help build positive student-teacher and student-student relationships. Students will be encouraged to reflect on their behavior should problems arise. Administration will review and oversee the steps to be taken prior to a disciplinary referral to the office. These steps will include student reflection and parental notification. Instruction will be differentiated to meet the needs of all students and ensure active engagement. Teachers will be encouraged to pursue training in the area of classroom management such as CHAMPS. Cypress Trails is a bully free zone. Students are made aware of the process for reporting incidents of bullying: forms available in every classroom, a bully box for anonymous reporting, an online submission form, and a hotline number for students to report bullying and/or harassment. The school counselor is the lead contact for the "bully box" and the hotline. She is available to provide short-term counseling for individuals and small groups and addresses on-going and emergent needs. All enrolled students are invited to be active participants in all school functions, such as school sponsored activities, clubs, and/or field trips. Cypress Trails Elementary School provides all of our students with opportunities that will support their academic success. All students are collaborating in a student-centered, personalized environment. All students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. All students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. All students are empowered and supported through high expectations to be college and career ready. All students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. All students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. The School Based Team (SBT) meets regularly to discuss students who are not meeting academic goals or who are having difficulty socially or emotionally. The SBT supports teachers by recommending strategies and intervention aimed to overcome barriers to success. The SBT coordinator and/or Case Manager is responsible for reviewing the referral process with the teachers and for monitoring the progress of the students. The school counselor is an active member of the team and responds to individual needs by providing student support, parent contact and support, and/or appropriate referrals to community resources. Cypress Trails will incorporate the content required under Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as it applies to each grade level. This content will include Holocaust studies, the history of Africans and African Americans, the contributions of Hispanic Americans, women's contributions, and the sacrifices of veterans. The school will achieve this using relevant literary works such as Number the Stars, and by engaging students in topical reading and research projects targeting these objectives. Through key activities and assignments, students will be encouraged to share information about themselves and their families in ways that

acknowledge and value diversity. Evidences: Professional Development Agendas/Handouts, Lesson Plans, Behavior Matrix, SBT Meeting Agendas, Morning Meeting Implementation Photo/Video

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Tier 1 Implementation: Core instruction and services received by all students The school has adopted a set of universal guidelines and positive behavioral expectations to be in place schoolwide. Lessons have been developed to demonstrate and model behavioral expectations for students. A SwPBS team has been formed to oversee implementation, and provide professional development in classroom management. Morning Meeting Social Emotional Program will be used in all classrooms to help to create a positive community. Morning Meeting uses strategies like meet up and buddy up to help build positive student-teacher and student-student relationships. Academic instruction will be differentiated to meet the needs of all students and ensure active engagement. Expectations for each learning activity will be posted by the teacher, to encourage self-monitoring on the part of students. Tier 2 Implementation: If students are not meeting academic or social/emotional standards students are referred to the School Based Team. The School Based Team (SBT) meets regularly to discuss students who are not meeting academic goals or who are having difficulty socially or emotionally. The SBT supports teachers by recommending strategies and intervention aimed to overcome barriers to success. The SBT coordinator and/or Case Manager is responsible for reviewing the referral process with the teachers and for monitoring the progress of the students. The school counselor and Behavioral Health Professional are active members of the team and responds to individual needs by providing student support, parent contact and support, and/or appropriate referrals to community resources. In addition to Tier 1 instruction, some students will receive additional academic or social/emotional supports such as iii (additional 30 minutes outside the instructional block), SAI 45-60 minutes of additional support for ELA, and/or Mathematics and Reading interventions in the form of tutorial support (morning, afternoon, or during the school day) based on student data. Weekly data points are collected and reviewed every 8 weeks by the SBT. Tier 3 Implementation: In addition to Tier 1 and 2 services students are provided with even more intensive interventions which may include small group or one on one counseling/mentoring, as well as additional time and more individual instruction in Reading Interventions with a Reading Resource Teacher focusing on skills that are a deficit. Data will continued to be monitored for tier 2 and 3 and then reviewed every 8 weeks. If students are still not showing signs of closing the achievement gap, they will be referred to the Child Study Team for evaluation. Evidences: Schedules, Parent Conference Notes, SBT Meeting Agendas, Lesson Plans

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Students are immersed in rigorous tasks encompassing the full intent of the standards. Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. The School of Science, Technology, Engineering, and Math (S.T.E.M) at Cypress Trails will provide an inclusive program that includes standards-based instruction using a student centered approach to teaching and learning. This comprehensive program will incorporate research-based best practices for the integration of STEM content combined with literacy into the curriculum. The program is inquiry based with a high interest in integrated STEM studies and STEM careers. We have an E-STEM Lab with Z-space 3D computers for students to utilize. Virtual Field trips and enrichment activities are STEM related and encouraged. After School Clubs are also offered such as SECME. ELA Teachers will build on the students' background knowledge of science topics by integrating in-depth science content into literacy instruction, Benchmark resources in Grades K-5. Students collaborate in a student-centered, personalized environment to enhance their education. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. During Professional Learning Communities meetings, faculty meetings, and leadership meetings, data is analyzed to look at student performance with regard to the expectations of the standards in English Language Arts (ELA), mathematics, and science. A schedule is created allowing for 90-120 uninterrupted minutes of ELA instruction, in addition to 30 minutes of supplementary instruction for students identified as not proficient in reading. The schedule also allows for 60 minutes of uninterrupted time for math instruction. Students are continuously monitored with regard to performance against the standards. Areas for reteaching or remediation are identified by the teachers and addressed through individual and small group instruction. Leveled Literacy Intervention is used to improve proficiency in reading. Classroom libraries as well as online Reading programs iReady are provided to support independent reading at a variety of levels. Students are taught how to choose books appropriate to their level, and self-monitor their reading progress. Students receive inclusive services for ESE/ELL. Teachers and administrators conduct data chats with students, working with them to gauge their current progress and set goals for future achievement. Computer assisted learning is incorporated as teachers make use of laptop carts, classroom computers, Smart Boards, and the Google Suite. Data, informal and formal, is also utilized to formulate small group instruction and tutorial services. Evidences: Data Chat Forms, PLC Schedule, Agendas, Lesson Plans, Faculty Meeting Sign In Sheets, Professional Development Agendas, Google Classrooms

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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. 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. Cypress Trails provides all of our students with opportunities that will support their academic success. All students are collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Students are empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. The School of Science, Technology, Engineering, and Math (S.T.E.M) at Cypress Trails will provide an inclusive program that includes standards-based instruction using a student centered approach to teaching and learning. This comprehensive program will incorporate research-based best practices for the integration of STEM content combined with literacy into the curriculum. The program is inquiry based with a high interest in integrated STEM studies and STEM careers. We have an E-STEM Lab with Z-space 3D computers for students to utilize. Field trips are STEM related and encouraged. After School Clubs are also offered such as SECME. Family events such as STEM Night and STEM Career Day are held each year to educate both students and parents about possible careers and programs. Gifted Classes and Resources are available to students that have demonstrated the need for enrichment. Students in grades 3-5 that have demonstrated a talent in math are given the opportunity to be in an Advanced Math Program (AMP) to advance in coursework based on their skill level instead of their grade. Evidences: Career Day Sign In Sheets/Agenda, STEM Focused Field Trips, Club Meeting Dates, AMP/Enrichment Lesson Plans

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Over the course of the year, Kindergarten teachers and administrators will call area pre-school directors to discuss expectations for in-coming students. During Kindergarten Round-Up, the Kindergarten team will meet with the parents who have students enrolled in our feeder Pre-Kindergarten programs. The team will share information about registration, curriculum, and additional services offered at the school site. Parents will be invited to visit Cypress Trails to meet the staff, tour the facility, and observe the curriculum in action if permitted due to safety. Virtual articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into Kindergarten. Student progress is communicated to parents through weekly reports showing mastery of assessed skills.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Cypress Trails Elementary School is focused on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. New teachers to the school participate in the Educator Support Program (ESP), and are paired with an experienced teacher for assistance in preparing lessons, evaluating data, developing curricula, and progress monitoring. An instrument is in place for the mentor and new teacher to follow, highlighting areas for reflection and growth. The mentor teacher meets regularly with the new teacher, and conducts peer observations in the classroom. The mentoring program fosters continuous growth with positive peer support and self-reflection. Mentors are selected based on experience and skill, their commitment to the process, and their capacity to be available to the new teacher. New teachers also receive support through their grade group, and through the PLC process. The PD Team works closely with new teachers to assist them with the planning process and the Palm Beach Model of Instruction. District Support Personnel works with teachers on campus weekly to focus on professional development for the Benchmark reading program. District staff come out to work with teachers who request assistance. District support staff works with teachers on professional development on STEMscopes Science Curriculum as well as Math Programs. Specialists are utilized to support staff on STEM initiatives such as utilizing the Zspace computers. Outside businesses like Lion Country Safari, Mathnasium, and Cox Science Center work with staff to reinforce Science Standards focused on E-STEM.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The principal has put in place strategies to recruit and retain highly qualified teachers. Administration attends District Job Fair when held to interview potential candidates. Administration also reaches out to HR/Regional office for potential candidates. Staff is also encouraged to alert administration to potential candidates through word of mouth. Candidates are interviewed with the participation of members of the Leadership Team. Screening questions have been developed to explore each candidate's areas of strength. The principal checks references and certification status before making a final decision. In addition, faculty are encouraged and supported to pursue opportunities for professional growth. There are many avenues to participation in decision making at the school, through the leadership team, Professional Learning Communities meetings, PDD offerings, participation in SAC, and faculty meetings. The Marzano Teacher Evaluation Model is in place as a framework for generating regular feedback to improve teacher effectiveness. Teachers with school-age children are encouraged to place them at the school, and high quality aftercare is provided. New teachers to the school participate in the Educator Support Program (ESP), and are paired with an experienced teacher for assistance in preparing lessons, evaluating data, developing curricula, and progress monitoring. An instrument is in place for the mentor and new teacher to follow, highlighting areas for reflection and growth. The mentor teacher meets regularly with the new teacher, and conducts observations in the classroom. The mentoring program fosters continuous growth with positive peer support and self-reflection. Mentors are selected based on experience and skill, their commitment to the process, and their capacity to be available to the new teacher. New teachers also receive support through their grade group, and through the PLC process. New teachers are welcomed and introduced to the school through a New Teacher Orientation. Teachers are supported by their team leader and given opportunities to observe an expert teacher in their common grade level or subject area. Coaching support is provided to new teachers by the leadership team. Administration supports new teachers by utilizing an open door policy for support and assistance. New teachers are offered opportunities for part time pay for tutoring students in need of remediation.