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

ELA

1. List prioritized needs statements.

*In FY24 13 students scored a level 1 on PM3 and 9 students were retained in grade 3 that did not meet good cause. We need to decrease the number of students scoring a level 1 and being retained. *Our overall ELA achievement in FY24 was 67%. As of PM1 we were only at 35% and as of PM2, 51% were proficient. We need to meet our goal of 69% by PM3. *72% of 3rd grade students were proficient on PM 3 FY24. As of PM1 only 28% of 3rd graders were proficient. As of PM2, 42% were proficient. We need to raise 3rd grade achievement to our goal of 74% by PM 3. *As of PM2 only 31% of K-2 students scored an achievement level of 3 or above on Reading and 26% on Early Literacy.

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

* Limited resources for remediation and enrichment - print, web-based and manipulatives * Sustain high student motivation * Early identification of special needs * Lack of participation in pre-kindergarten programs such as VPK * Daily teacher responsibilities exceed the limit of designated work hours * Lack of effective small group instruction * Lack of deep understanding of grade-level Standards * Lack of explicit phonics instruction * Schoolwide challenges on attendance (tardies, early release, etc.) * Lack of prerequisite skills - reading * Limited Reading Endorsed Teachers * Inconsistent parental engagement and support on academics and attendance

3. Share possible solutions that address the root causes.

* Additional Reading curriculum and material (print and technology based) to support grade-levels standards and interventions * SLL resources in addition to beyond classroom-lessons given during lunches whole class morning meeting by resource team *Technology programs * Extended learning opportunity (K-5 tutorial (before/after school & daytime tutorial) * Additional staff members to provide intervention or enrichment * Integration of technology to instruction and learning * Teacher development or staff training in ELA provided by reading coach or other experts on or off campus; Sharing ELA best practices from PD trainings, meetings, conferences, and forums * Meaningful parent training and engagement to support reading at home.

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

• Communication

Newsletter, social media, parent communication apps (Class Tag, Class Dojo, RCA App, etc), emails and call-outs home, and translate all documents

- Parent Training

Literacy Workshop focusing on Benchmark curriculum, reading strategies, and BEST standards.

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

- School

No new suggestions given.

- Students

Add House Characteristics to Compact (Kind, Uplift Others, Successful, United)

- Parents

No new suggestions given.

- Staff Training

Training focused on unpacking literacy standards (B.E.S.T) -tips to share with families Training on Benchmark curriculum- strategy to share with families Technology training to support ELA - log-in and resources to share with families Training on phonics (UFLI) - practice sets to share with families

- Accessibility

Vary times of events; Consider adding translation devices like headsets for trainings or events; Translated materials and invitations; providing information about migrant, ESE, homelessness programs and support

Math

1. List prioritized needs statements.

*Grade 4 Math achievement has declined from 53% to 46% in FY 24. We need to raise Math Achievement to at least 62%. *Only 39% of Students with Disabilities in grades 3-5 scored a level 3 or above. *Our overall Math Achievement in FY24 was 70%. As of PM1 we are only at 11% achievement and PM2 29% achievement. We need to raise our achievement to our goal of 72% by PM3. *Only 60% of the Lowest 25% scored a learning gain in FY24. *As of PM2 only 31% of K-2 students scored an achievement level of 3 or above.

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

*Lacking materials for math instruction (manipulatives, paper, markers, white boards, etc.) *Lacking of curriculum to support small group instruction (curriculum or programs for intervention and enrichment) *Lack of foundational skills (math vocabulary, fact Fluency, etc) *Lack of test-taking strategies (language and format) *iReady Diagnostic format exhausts students with too high-level questioning leaving students too tired to show mastery of on level skills and questions *Lack of professional development for Mathematics *Support staff shortages with less days of intervention for students *Deficits in reading skills affect mathematical skills *Limited amount of instructional time for whole group lesson, small group instruction, and iReady time * Inconsistent parental engagement and support on academics and attendance

3. Share possible solutions that address the root causes.

*Cross curricular support *More time for fact fluency development *Technology infusion in teaching and learning (chrome books, laptop carts, headphones, computer mice, iPads) *K-5 math extended time (before/after school, daytime tutorial) *Technology programs to support math instruction (iReady, IXL, Flocabulary, etc.) *FAST test-prep resources *Math fluency resources (flash cards, manipulatives, white boards, expo markers, paper, etc.) *Professional development provided by teachers or other experts on campus or off campus * Meaningful parent training and engagement to support math fluency at home.

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

• Communication

Newsletter, social media, parent communication apps (Class Tag, Class Dojo, RCA App, etc), emails and call-outs home, and translate all documents

• Parent Training

Parent training on updated math strategies on math concepts and standards

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

- School

No new suggestions given.

- Students

Add House Characteristics to Compact (Kind, Uplift Others, Successful, United)

- Parents

No new suggestions given.

- Staff Training

Training focused on math standards and strategies to support parents in helping their child at home.

- Accessibility

Vary times of events; Consider adding translation devices like headsets for trainings or events; translated materials and invitations; providing information about migrant, ESE, homelessness programs and support

Science

1. List prioritized needs statements.

*76% of Grade 5 students scored a 50% or higher on the FY24 Science Diagnostic Assessment. Only 68% of Grade 5 students scored a 50% or higher on the FY25 Science Diagnostic Assessment. *We have scored the same as or up to 2% below the district on each Science USA, we typically outperform the district in Science.

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

*Students lack knowledge of fair game Benchmarks from Grades 3 & 4 *Students lack necessary test taking strategies *Students require more vocabulary development *Time in the daily schedule does not allow for adequate science instruction (recess, etc.) *Lack of science resources (hands-on, programs, equipment) * Inconsistent parental engagement and support on academics and attendance

3. Share possible solutions that address the root causes.

*Staff to run the STEM lab *Enrichment and remediation resources to support Science curriculum *Staff and resources support during STEM Days and Science Fair Projects *Cutting edge resources to support STEM lab, engineering activities, STEM projects, and Zspace *Increase the amount of school-wide STEM days *Integration of technology and devices that support science instruction (Jumpstart, IXL, Flocabulary, Mystery Science, Walking Classroom, etc.) * Hands-on learning experiences on campus and off campus * Meaningful parent training and engagement to support science at home.

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

• Communication

Newsletter, social media, parent communication apps (Class Tag, Class Dojo, RCA App, etc), emails and call-outs home, share Science/STEM based events with our community/business partners, translate all documents

• Parent Training

STEM nights, Science fair workshops

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

• School

No New Suggestions

- Students

Add House Characteristics to Compact (Kind, Uplift Others, Successful, United)

- Parents

No New Suggestions

- Staff Training

How to better engage and support parents/families as they work with their students at home in Science.

- Accessibility

Vary times of events. Consider adding translation devices like headsets for trainings or events; translated materials and invitations; providing information about migrant, ESE, homelessness programs and support

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: \$178,097.90

Acct Description	Description
Resource Teacher	The Reading Resource Teacher will provide standards-based lessons and interventions for Grades 3-5 in push-in/pull-out models.

Acct Description	Description																																																															
Resource Teacher	The Math/Science Resource Teacher will provide standards-based lessons for students in Grades K-5 in push-in/pull-out models.																																																															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="459 298 1104 375">Item</th> <th data-bbox="1115 298 1255 375">Quantity</th> <th data-bbox="1266 298 1423 375">Rate</th> <th data-bbox="1434 298 1692 375">Supply Type</th> <th data-bbox="1703 298 1896 375">Type</th> <th data-bbox="1906 298 2024 375">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 383 1104 488">Florida Coach Science Practice Assessments</td> <td data-bbox="1115 383 1255 488">90</td> <td data-bbox="1266 383 1423 488">\$6.39</td> <td data-bbox="1434 383 1692 488">Instructional Materials</td> <td data-bbox="1703 383 1896 488">Original</td> <td data-bbox="1906 383 2024 488">\$575.10</td> </tr> <tr> <td data-bbox="459 496 1104 602">Florida Coach Shipping</td> <td data-bbox="1115 496 1255 602">1</td> <td data-bbox="1266 496 1423 602">\$124.70</td> <td data-bbox="1434 496 1692 602">Instructional Materials</td> <td data-bbox="1703 496 1896 602">Original</td> <td data-bbox="1906 496 2024 602">\$124.70</td> </tr> <tr> <td data-bbox="459 610 1104 716">Florida Coach Science Books</td> <td data-bbox="1115 610 1255 716">90</td> <td data-bbox="1266 610 1423 716">\$11.39</td> <td data-bbox="1434 610 1692 716">Instructional Materials</td> <td data-bbox="1703 610 1896 716">Original</td> <td data-bbox="1906 610 2024 716">\$1,025.10</td> </tr> <tr> <td data-bbox="459 724 1104 789">Ream/box of paper</td> <td data-bbox="1115 724 1255 789">1</td> <td data-bbox="1266 724 1423 789">\$34.00</td> <td data-bbox="1434 724 1692 789">General Supplies</td> <td data-bbox="1703 724 1896 789">Original</td> <td data-bbox="1906 724 2024 789">\$34.00</td> </tr> <tr> <td data-bbox="459 797 1104 862">Adjustment - benefits credit and final allocation</td> <td data-bbox="1115 797 1255 862">1</td> <td data-bbox="1266 797 1423 862">\$2,636.00</td> <td data-bbox="1434 797 1692 862">General Supplies</td> <td data-bbox="1703 797 1896 862">Other</td> <td data-bbox="1906 797 2024 862">\$2,636.00</td> </tr> <tr> <td data-bbox="459 870 1104 976">BT 516613 Reducing line in order to increase online subscription line</td> <td data-bbox="1115 870 1255 976">1</td> <td data-bbox="1266 870 1423 976">-\$1,335.00</td> <td data-bbox="1434 870 1692 976">General Supplies</td> <td data-bbox="1703 870 1896 976">Budget Transfer</td> <td data-bbox="1906 870 2024 976">-\$1,335.00</td> </tr> <tr> <td data-bbox="459 984 1104 1081">BT 518341 reduced to cover July ERA tutoring</td> <td data-bbox="1115 984 1255 1081">1</td> <td data-bbox="1266 984 1423 1081">-\$365.21</td> <td data-bbox="1434 984 1692 1081">General Supplies</td> <td data-bbox="1703 984 1896 1081">Budget Transfer</td> <td data-bbox="1906 984 2024 1081">-\$365.21</td> </tr> <tr> <td data-bbox="459 1089 1104 1195">BT 518392 reduced for benefits for JE Tutorial</td> <td data-bbox="1115 1089 1255 1195">1</td> <td data-bbox="1266 1089 1423 1195">-\$30.79</td> <td data-bbox="1434 1089 1692 1195">General Supplies</td> <td data-bbox="1703 1089 1896 1195">Budget Transfer</td> <td data-bbox="1906 1089 2024 1195">-\$30.79</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Florida Coach Science Practice Assessments	90	\$6.39	Instructional Materials	Original	\$575.10	Florida Coach Shipping	1	\$124.70	Instructional Materials	Original	\$124.70	Florida Coach Science Books	90	\$11.39	Instructional Materials	Original	\$1,025.10	Ream/box of paper	1	\$34.00	General Supplies	Original	\$34.00	Adjustment - benefits credit and final allocation	1	\$2,636.00	General Supplies	Other	\$2,636.00	BT 516613 Reducing line in order to increase online subscription line	1	-\$1,335.00	General Supplies	Budget Transfer	-\$1,335.00	BT 518341 reduced to cover July ERA tutoring	1	-\$365.21	General Supplies	Budget Transfer	-\$365.21	BT 518392 reduced for benefits for JE Tutorial	1	-\$30.79	General Supplies	Budget Transfer	-\$30.79
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Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Top Score Writing Digital License for Grades 2-5 (teacher license)	11	\$149.00	Original	\$1,639.00
	BT 516613 Increasing line due to increased cost	1	\$1,335.00	Budget Transfer	\$1,335.00

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: **\$3,063.60**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Ron Clark Academy Application for Parent Messaging & Communication; Rationale: The RCA Application is used to communicate with parents and notify them of their student successes	1	\$1,800.00	Original	\$1,800.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Communication Folders	600	\$1.45	General Supplies	Original	\$870.00
	Agenda Books - Title I will not pay for customization	120	\$3.28	General Supplies	Original	\$393.60

Action Step: Professional Learning

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

Budget Total: **\$6,916.00**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The Team leaders for the 2025-2026 school year will meet in August to collaborate for planning the 2025-2026 school year with a focus on academics and school climate.	8	\$25.00	1	4	1	Certified	Original	\$800.00
Stipends	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	The teachers in Grades K-5 and Resource will earn stipend for attending student learning climate & culture Conference which is about "How to utilize house system strategies for instruction in the classroom". The professional learning will be conducted by representatives from Ron Clark Academy and the location is TBD (normally held at a district school campus). The target date is 7/30/2025 and is good for 7 hours.	25	\$25.00	1	7	1	Original	\$4,375.00	

Mission Statement

1. Mission Statement

The mission of parent and family engagement at Cypress Trails Elementary School 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

Name	Title
Bruce Saulter	Principal
Lauren Hall	Assistant Principal/Title I Contact
Kristy Monzon	Kindergarten Team Leader
Amy Flechtner	Second Grade Team Leader
Samantha Woerner	SAI Teacher
Heather Lozano	Fine Arts Team Leader
Carmen Campbell	Community Member
Lynn Balch	Community Member
Nicholas Ruggiero	Fourth Grade Team Leader
Kamille Edgecomb Smith	School Counselor
JeniLee Brazauskas	ESE Coordinator/School Based Team Leader
Grace York	Third Grade Team Leader
Shawn Och	Fifth Grade Team Leader
Susan Monticello	STEM Teacher

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 1/15/202 at 2:30 pm and the Stakeholder meeting was held 2/5/2025 at 4:00 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. Input was recorded in the template and the SWP was approved by Title I.

Name	Title
Bruce Saulter	Principal
Lauren Hall	Assistant Principal/Title I Contact
Kamille Edgecomb Smith	School Counselor
Susan Monticello	STEM Teacher

Annual Parent Meeting

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

Wednesday, October 1, 2025 at 4:00 PM in the Cypress Trails 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 FY26 PFEP summary, copy of FY26 Compact, parent evaluations, and reflection notes template.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

RCA House App

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

Staff will learn how to use House Points to drive instruction and how to communicate on the RCA App with Stakeholders about student progress and accomplishments. 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 app communication with teachers and support their child's progress. This will increase communication between staff, students, and parents therefore increasing student achievement in K-5.

- What will teachers submit as evidence of implementation?

Teachers can submit evidence of House Points being awarded, app communication or message logs, photos, House Point Reports

- Month of Training

August 2025

- Responsible Person(s)

Lauren Hall

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Best Practices for Sharing Student Progress at the Mid Year Mark

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

Staff will learn how to access, analyze, and share data reports from our main data sources (iReady, STAR, FAST) with families to support students at the Mid Year Mark. Staff will action plan how to help students grow to PM3.

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

Parents will be able to support their student at home based off of the data shared through the Mid Year Mark Reports. This will increase achievement on PM3.

- What will teachers submit as evidence of implementation?

Teachers will submit samples of the Mid Year Mark Data Reports, Parent Conference Notes, Data Chat Record Forms, Phone Call Logs.

- Month of Training

November 2025

- Responsible Person(s)

Lauren Hall

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

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

Parents will learn how to help their child at home with grade level curriculum expectations like how to read grade level text and answer comprehension questions, practice math facts, and practice science vocabulary. Parents will also learn how to utilize the RCA App and track their child's progress.

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

Families will read grade level text and work on comprehension questions. Families will also practice strategies for practicing math facts and science vocabulary that is appropriate for their child's grade level. Families will get to interact with the RCA App.

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

By parents working on these academic skills at home with their child, we should see academic achievement increase on progress monitoring assessments administered three times throughout the year.

- Date of Training

August 27, 2025

- Responsible Person(s)

Lauren Hall

- Resources and Materials

Grade level PowerPoint Presentations and Academic Resources (Text, Comprehension Questions, Math Flash Cards, Science Vocabulary), RCA App Guide

- Amount (e.g. \$10.00)

0

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 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 on the Grade 5 SSA.

- Date of Training

January 2026 (no later than the 23rd)

- 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.

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Family Academic Game 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 therefore improving achievement levels for PM3.

- Date of Training

March 2025 (no later than the March 27, 2025)

- Responsible Person(s)

Kamille Smith

- Resources and Materials

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

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

The New World's Reading Initiative

- Describe how agency/organization supports families.

The New World's Reading Initiative is sponsoring our Reading Based Parent Trainings for all families. They will provide dinner, free books, and reading strategy instruction for ways that parents can support their reader at home.

- 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

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 workshops on different days of the week and provide 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

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

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

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

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 Skills/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

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

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

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 Kickoff, 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

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 Science curriculum and rotational models as well as Math Programs. Specialists are utilized to support staff on Benchmark and UFLI. Outside businesses like Mathnasium and Cox Science Center work with staff to reinforce Math and Science Standards focused on E-STEM.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The principal has put in place strategies to recruit and retain certified and effective 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.