2024-2027

Cypress Cove Elementary

SCHOOL ADVANCEMENT PLAN

Every Student, Every Future

St. Tammany Parish

This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- **Data Analysis Guiding Questions**

STRENGTHS	WEAKNESSES
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.	
All Students	
In Spring 2024 DIBELs 8th assessment Cypress Cove Elementary kindergarten students scored 3% above the District's average for well above benchmark kindergarten students. In Spring 2024 DIBELs 8th assessment Cypress Cove Elementary first grade students scored 5% below the District's average for well below benchmark first grade students.	In Spring 2024 DIBELs 8th assessment Cypress Cove Elementary first grade students scored 2% higher than the District's average for below benchmark first grade students. In Spring 2024 DIBELs 8th assessment 69% of first grade students at Cypress Cove Elementary scored at or above Benchmark. In Spring 2025 DIBELS 8th assessment Cypress Cove Elementary 68% of kindergarten students scored at or above Benchmark, which is 1% below Spring 2024 results.

In Spring 2025 DIBELS 8th assessment Cypress Cove Elementary first grade students scored 81% at or above Benchmark, which is 3% higher than the district's % of students scoring at or above Benchmark. In Spring 2025 DIBELs 8th assessment 81% of first grade students at Cypress Cove Elementary scored at or above Benchmark, which is 12% higher than the Spring 2024 scores. In Spring 2025 DIBELS 8th Assessment, 19% of Kindergarten students score below to well below in Correct Letter Sounds (CLS) compared to 30% in Spring 2024.	In Spring 2025 DIBELS 8th assessment Cypress Cove Elementary 68% of kindergarten students scored at or above Benchmark, which is 1% below the district.
At-Risk Student Groups **(SWE and ESL data must be included as well as any other potential labeled student group)**	
In Spring 2024 DIBELS 8th Assessment 66.7% of our English Learners scored on or above benchmark. In Spring 2024 DIBELS 8th Assessment 51.2% of our Students With Exceptionalities population scored on or above benchmark. In Spring 2025 DIBELS 8th Assessment 50% of Students With Exceptionalities scored at or above Benchmark compared to 19% of Students With Exceptionalities scored at or above benchmark in the Fall 2024 DIBELS 8th Assessment. In Spring 2025 DIBELS 8th Assessment 65% of English Language Learners scored at or above Benchmark compared to 5% of English Language Learners scored at or above benchmark in the Fall 2024 DIBELS 8th Assessment.	In 2023-2024 school year, Students With Exceptionalities received 31% of total referrals. In Fall 2024 DIBELS 8th Assessment, 5% of our English Learners scored at or above Benchmark.

SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
MRA results of Spring 2024 Culture domain score was 75 out of 100. For the 2023-2024 school year, less than 4 % of students had a major discipline referral. For the 2024-2025, there were 145 major referrals schoolwide. Grade Level Breakdown: PreK 13 Kindergarten 97 First grade 35 Spring 2025 MRA survey results indicate an area of weakness in family and community engagement. The Spring 2025 MRA overall LIM Score is 79. Leadership is 78. Culture is 82. Academics is 77. All scores indicate positive growth.	MRA results in Spring of 2024 Academic domain score was 70 out of 100. Within the MRA academic domain, the survey indicated a decrease in student goal support by 9%. For the 2023-2024 school year there were 17 boys with multiple referrals.
2025-2026	
STUDENT ACHIEVEMENT DATA	
All Students	
In Spring 2026, 78% of Kindergarten students scored benchmark or above on DIBELs 8th Assessment, which is an 11% increase from 2025.	In Spring 2026, 31% of Kindergarten students scored below or well below nonsense words read correctly (NWF-WRC), which is 2% higher than the previous year.

In Spring 2026, 33% of Kindergarten students scored below or well below benchmark in Letter Naming Fluency, which is 3% lower than Spring 2025.	In Spring 2026, 73% of first grade students scored benchmark and above on the DIBELS 8th Assessment, which is an 8% decrease from Spring 2025.
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
In Spring 2026, 75% of Kindergarten English Language Learners scored benchmark or above on the DIBELS 8th Assessment. In Spring 2026, 60% of Kindergarten and First Grade SWE students with full inclusion minutes scored benchmark or above on DIBELS 8th Assessment.	In Spring 2026, 48% of first grade English Language Learners scored benchmark or above on DIBELS 8th Assessment. In Spring 2026, 42% of Kindergarten and First Grade SWE students scored benchmark or above on DIBELS 8th Assessment.
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
According to the Spring 2026 MRA Report, scores are: Overall is 77. Leadership is 79. Culture is 79. Academics is 74. (Satisfactory is 70-79). 379 surveys were completed which is an increase of 204 compared to 2025.	For the 2025-2026, there were 162 major referrals schoolwide, which is an increase of 17 from 2025. Grade Level Breakdown: PreK 67 Kindergarten 50 First grade 45
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	

SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	**Leadership Goal** (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)
2024-25	
Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content.	Domain:Instructional Leadership Indicator: Meeting Student Needs
2025-26	
Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met	Domain:Instructional Leadership Indicator: Meeting Student Needs
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

Date of ILT	Outcome	Materials	Follow-Up
8/19/24	review of previous SAP / weaknesses to develop WIG	notes	analyze previous SAP to determine WIG (Attendance)
9/9/24	Dyslexia indicator from Shaywitz checklist	notes	analyze data to determine student intervention
9/23/24	DIBELS results/ dissecting data for intervention groups	notes	analyze data to determine intervention groups
10/7/24	small group instruction/high dosage tutoring	notes	intentional planning for small gro group instruction
11/4/25	small group instruction/high dosage tutoring	notes	review list CKLA successful resources
12/2/25	small group instruction/high dosage tutoring	notes	analyze data to determine group adjustments
1/13/25	The Writing Revolution with Emily Mull	notes	teacher implementation review student work
2/26/2	Eureka PLC Follow-Up; MOY Math Data, Revolutionize CKLA questioning	notes	analyze data to determine small math group instruction
3/10/24	EOY Math Assessments	notes	review potential problematic questions plan for instruction
4/7/24	Louisiana Educator Rubric Training	notes	collect questions/concerns address concerns

5/12/24	Teacher/Parent MRA Survey	notes	analyze data for next school year
8/5/25	review of previous SAP / weaknesses to develop WIG	notes	analyze previous SAP to determine WIG (continue Attendance)
9/3/25	DIBELS results/ analyzing data for Targeted Support groups	notes	analyze data to determine Targeted Support
10/13/25	Targeted Support Plans	notes	intentional planning for small group instruction
10/30/25	Culminating Activities	notes	intentional planning for culminating activities and flex days
11/10/25	What is PLC?	notes	What is PLC? Data Driven Decisions
12/15/25	MOY DIBELS	Notes, Amplify Access	Analyzing DIBELs data
1/12/26	Family Math and LIteracy Event	notes	Plan meaningful stations
2/9/26	Targeted Support	Amplify	Analyze data to create groups
2/23/26	Targeted Support	Amplify	Analyze data to create groups
3/23/26	LIM in the Classroom	Symposium Notes	Collaborate new ideas
4/27/26	DIBELS results/ analyzing data for Targeted Support groups	Amplify	Looked at student growth, analyzed what did/did not work, plan for next school year

5/11/25	DIBELS results/ analyzing data for Targeted Support groups	Amplify/Previous Notes	Continued to look at student growth, analyzed what did/did not work, plan for next school year

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound***
  - ***Is the goal relevant? Does it align with the school needs assessment?***
  - ***Is the goal measurable? How will you progress monitor?***

- ***Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?***
- ***What new learning and/or support is needed to meet the goal?***

Schoolwide Goal

From Fall 2024 to Fall 2027, Cypress Cove Elementary School will increase the SPS from 81.3 to 84.3 through a focus on developing teachers to adjust instruction by utilizing instructional support with high-quality instructional materials.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
81.3	80.9	83.3	84.3
	Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

2024-25 Components of SPS

Assessment Index (AI)

- **What is your current AI in –**
  - **ELA?**
  - **Math?**
  - **Science?**
  - **Social Studies?**
  - **Overall?**
- **Where are there opportunities for growth?**

Progress Index (PI)

- **What is your current PI in –**
  - **ELA?**
  - **Math?**
  - **Overall?**
- **Where are there opportunities for growth?**

Interests and Opportunities (I/O)

- **What is your current I/O?**

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- **Where are there opportunities for growth?**

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Achieve Index (AI)

- **What is your current AI in –**
  - **ELA?**
  - **Math?**
  - **Science?**
  - **Social Studies?**
  - **Overall?**
- **Where are there opportunities for growth?**

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Growth Index (GI)

- **What is your current GI in –**
  - **ELA?**
  - **Math?**
  - **Lowest 25% in ELA?**
  - **Lowest 25% in Math?**
  - **ELL population?**
  - **Overall?**
- **Where are there opportunities for growth?**

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<tr><td colspan="2">2026-27 Components of SPS</td></tr>
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Achieve Index (AI)

- **What is your current AI in –**
  - **ELA?**
  - **Math?**
  - **Science?**
  - **Social Studies?**
  - **Overall?**
- **Where are there opportunities for growth?**

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Growth Index (GI)

- **What is your current GI in –**
  - **ELA?**
  - **Math?**
  - **Lowest 25% in ELA?**
  - **Lowest 25% in Math?**
  - **ELL population?**
  - **Overall?**
- **Where are there opportunities for growth?**

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PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different*.

- **Priority Goal #1 (Culture) - Increase school and family partnerships**
- **Priority Goal #2 (Academics) - Increase students foundational math skills**
- **Priority Goal #3 (Academics) - Increase students foundational reading skills**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Cypress Elementary School will increase the MRA sub-measure Family and Community Engagement from 73 points to 79 points through a focus on School and Family Partnerships.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
73%	75%	79%	77%	77%	79%	
	Met Goal? **Yes**		Met Goal? **Yes**		Met Goal? **Y N**	

How are we going to get there?

<u>Purchased Resources to Support Priority Goals</u>

Professional Development Offered
In Spring of 2024 faculty and staff participated in Leader in Me Core 1 training. **Lighthouse team-Culture, Academic, and Leadership Teams meet monthly to review goals and plans.** **Lighthouse team members were sent to Leader in Me symposiums.** **The Lighthouse Team meets with our LIM Coach 2 times a year for continued training and reflection on progress.** **Administration meets with LIM Coach monthly for extended coaching 4 times per year.** **Parent Newsletter/ Refrigerator Reminders** **Core 2 LIM training in August 2026**

Short Term Wins (STW) (LEAD measures)
What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Monthly Habit Home Connections. Students will turn in monthly home connections. Students will share their home connections during Habit Huddles.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Teachers encourage parental support through Monthly Habit Home Connections. Students actively share their 7 Habits Knowledge during their weekly Habit Huddles. Students and teachers consistently speak the language on campus. A few students have turned in home connections.

Quarter 2 Reflection –

Adult Lighthouse Team held monthly meetings to discuss and plan. Attendance is minimal. Culture Team created monthly "Featured Leaders" slideshow to showcase students who practice the 7 Habits. The Academic Team began Attendance Trackers for students and faculty. The Leadership Team is working on Student Lighthouse Team.
Lighthouse Team met with LIM Coach to plan steps going forward.

Quarter 3 Reflection –

Student Lighthouse Team was established via parental permission and student interviews. Thirteen students were selected to be on the team. They were a mix of kindergarteners and first graders. They have been given roles throughout the school. Those roles include: cafe sweepers, junior deputies with the School Resource Officer, afternoon DJ, Tumbler Rumblers, and program emcees and guides for parent events. The students did an amazing job!

End of year Reflection –

At the last LIM Coaching Day, we reviewed our goals and reflected on how much we have accomplished this year. We started the Schoolwide and Classroom Attendance Trackers for our W.I.G., celebrated meeting W.I.G goals, and established our Student Lighthouse Team. We did have a lack of participation in the monthly Team Meetings, and are working on ways to encourage more faculty and staff to participate.
The team is working on the LIM Playbook for next year.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**

	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

25-26: Teachers include weekly updates on Habit Huddle topics on their weekly newsletters. Students participate in daily Habit Huddle meetings. Students and teachers have integrated Leader in Me language into academic lessons and discussions across campus. Home connection displays for each grade level in addition to incentivising completion of monthly home connections has greatly increased overall participation.

Quarter 2 Reflection –

25-26:
Home connection displays for each grade level in addition to incentivising completion of monthly home connections has greatly increased overall participation.
Using monthly faculty meeting time for action team planning increased overall staff participation.

Quarter 3 Reflection –

25-26:
Culture team created a student mural for first grade students. Leadership team included the community in a school beautification day and food drive. Academic Team planned Club Day for first grade.

End of year Reflection –

25-26:
Core 2 training is scheduled for August 2026 for staff. The academic team is outlining Attendance WIG Celebrations for next school year. Teacher and student portfolios are under construction for next school year.

2026-27

Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Cypress Cove Elementary School will increase the percent proficient or above from on the BOY Math Assessment from 78.4% to 85% through a focus on foundational math skills.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient

All Students	68.9% K BOY Proficient or above 88% of 1st Grade BOY Proficient or above	68.5% K BOY Proficient or above 89.3% of 1st Grade BOY Proficient or above		
		Met Goal? **yes**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there?
Teachers will use the Core Curriculum Resources to instruct students in foundational Math skills. During PLCs, teachers will use assessment data to analyze and guide future instruction in small groups for high dose tutoring and/or enrichment.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
Weekly PLCs (including Admin, Interventionist, Teachers, TRT, Instructional Coach), Grade Level Training provided by Eureka representative , one-on-one teacher coaching provided by Instructional Coach, Learning Walks.

Short Term Wins
What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- We will review progress monitoring, benchmark data, and common assessment results.

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Teachers used results of BOY assessments to determine small groups for targeted instruction.

Quarter 2 Reflection –

Review of progress monitoring data allowed teachers to make adjustments in small group instruction. Teachers are able to teach based on student needs.

Quarter 3 Reflection –

Teachers used data to plan and annotate lessons to target skills. PLCs allowed for teacher collaboration.
Learning Walks were a favorite amongst teachers.

End of year Reflection –

Teachers utilized Eureka resources to better plan for small group instruction. Pre-assessments also helped with planning.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

25-26:

Teachers used results of BOY assessments to determine small groups for targeted instruction. However, math targeted support groups were not effectively facilitated.

Quarter 2 Reflection –

Review of progress monitoring data allowed teachers to make adjustments in small group instruction. Teachers are able to teach based on student needs.

Quarter 3 Reflection –

25-26:

Teachers used data to plan and annotate lessons to target skills. PLCs allowed for teacher collaboration.

End of year Reflection –

25-26:

Math Catalyst is available for teachers to utilize for targeted support, but it was not used effectively. The team plans to support teachers in implementing best practices for math targeted support times.

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal From Fall 2024 to Spring 2027, Cypress Cove Elementary School will increase DIBELS scores from 49% at or above benchmark to 70% at or above benchmark through a focus on foundational reading skills.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students				
	69% of students at or above Benchmark EOY K - 68% at or above benchmark EOY 1-69% at or above benchmark EOY	74% of students at or above Benchmark EOY K - 29% at or above Benchmark BOY K-67% at or above Benchmark EOY 1st - 49% at or above Benchmark BOY 1st- 81% at or above Benchmark EOY Met Goal? **YES!**	75% of students at or above Benchmark EOY K - 30% at or above Benchmark BOY K-78% at or above Benchmark EOY 1st - 61% at or above Benchmark BOY 1st- 73% at or above Benchmark EOY Met Goal? **YES!**	% of students at or above Benchmark EOY K % at or above Benchmark BOY K % at or above Benchmark EOY 1st % at or above Benchmark BOY 1st % at or above Benchmark EOY Met Goal? **YES!**

Student Group(s)				
SWE				
	K - 14% at or above 24-25 BOY 24-25 (3 students) K- 40% at or above Benchmark 24-25 EOY (9 students) 1st - 29% at or above 24-25 BOY (7 students) 1st- 56% at or above Benchmark 24-25 EOY (9 students)	Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL				
	K - 5% at or above Benchmark 24-25 BOY 24-25 (1 student) K- 52% at or above Benchmark EOY 24-25 (11 students) 1st -53% at or above 24-25 BOY (16 students) 1st- 74 % at or above Benchmark 24-25 EOY (23 students)	Met Goal? **Y N**	K 0% on or above benchmark BOY K 75% on or above benchmark EOY 1st 29% on or above benchmark BOY 1st 48% on or above benchmark EOY	
Lowest 25% in ELA?				

		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there?
Teachers will use the Core Curriculum Resources to instruct students in foundational reading skills. Teachers will use benchmark and progress monitoring data, common assessments to analyze and guide future instruction in small groups for high dose tutoring and/or enrichment.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
Weekly PLCs (including Admin, Interventionist, Teachers, TRT, Instructional Coach), Grade Level Training provided by CKLA representative , one-on-one teacher coaching provided by Instructional Coach, Learning Walks.

Short Term Wins
What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **We will review progress monitoring, benchmark data, and common assessments results.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Benchmark DIBELS Data BOY, MOY, EOY	**BOY 24-25 at or above benchmark 29% Kindergarten and 49% 1st Grade**	**Students made progress in their area(s) of need.**		**Students made progress in their area(s) of need. Many students were moved out of intervention based on MOY DIBELS scores.**	**K: 60% at or above Benchmark in MOY DIBELS** **1st: 65% at or above Benchmark in MOY DIBELS**	**Based on progress monitoring data, students are making a lot of progress toward the EOY goal.**	**K: 68% at or above Benchmark in EOY DIBELS** **1st: 81% at or above Benchmark in EOY DIBELS**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Analyzing BOY DIBELS scores gave teachers a picture of their classes and allowed them to target missing skills.

Quarter 2 Reflection –

Interventionist assisted teachers in reviewing their progress monitoring data to determine groups.

Quarter 3 Reflection –

Midyear testing showed growth in some areas. Teachers continue interventions and high dosage tutoring.

End of year Reflection –

DIBELS data indicates tremendous growth of our students. Intervention and high-dosage tutoring has helped our students grow leaps and bounds.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

25-26:

Analyzing BOY DIBELS scores gave teachers a picture of their classes and allowed them to target missing skills.

Quarter 2 Reflection –

25-26:

Interventionists assisted teachers in reviewing their progress monitoring data to determine Targeted Support groups.

Quarter 3 Reflection –

25-26:

MOY assessments guided targeted support grouping of students. New Kindergarten targeted support groups were facilitated by non-homeroom teachers and tutors .

End of year Reflection –

25-26:

Kindergarten targeted support groups attributed to the increase of EOY DIBELS composite score from 67% to 78%.

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your school's yearly intervention plan to the district-designated location (Title I schools ONLY).

Parent and Family Engagement (PFE) Activities
Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.

- ***How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?***

2024-25:

The SAP plan will be posted on the school website and discussed at the PTA Meeting.

2025-26:

The SAP plan will be posted on the school website and discussed at the PTA Meeting.

2026-27:

The SAP plan will be posted on the school website and discussed at the PTA Meeting.

- ***Identify and describe PFE events (at least 3 per year) and activities to support family engagement.***

Note – There should be a reflection for each PFE event in the "Reflections" section at the end of this document.

2024-25:

Open House - Teachers will discuss the curriculum with parents to ensure they know and understand what is expected of them throughout the school year.

Family Math and Literacy Night - Teachers will set up stations that focus on foundational reading and math skills for families to practice together. They will also be given a handout that will give ideas to practice the skills at home. This was held February 13, 2025.

DIBELS benchmark results were sent home to parents at Beginning of the Year, Middle of the Year, and End of the Year.

2025-26:

Open House - Teachers will discuss the curriculum with parents to ensure they know and understand what is expected of them throughout the school year.

Family Math and Literacy Night - Teachers will set up stations that focus on foundational reading and math skills for families to practice together. They will also be given a handout that will give ideas to practice the skills at home. This will be held February 2025.

DIBELS benchmark results are sent home to parents at Beginning of the Year, Middle of the Year, and End of the Year.

Weekly newsletters are sent home with each student sharing what content the students are learning and things that they can do to support learning at school.

An Attendance brochure is sent home to help parents understand the Attendance WIG.

2026-27:

- Open House - Teachers will discuss the curriculum with parents to ensure they know and understand what is expected of them throughout the school year.
- DIBELS and Donuts- Interventionist and Instructional Coach will work together to share DIBELS data, explain Home Connect letters, and provide home activities to strengthen foundational skills.
- Family Math and Literacy Night - Teachers will set up stations that focus on foundational reading and math skills for families to practice together. They will also be given a handout that will give ideas to practice the skills at home. This will be held February 2027.
- DIBELS benchmark results are sent home to parents at Beginning of the Year, Middle of the Year, and End of the Year.
- Weekly newsletters are sent home with each student sharing what content the students are learning and things that they can do to support learning at school.
- An Attendance brochure is sent home to help parents understand the Attendance WIG.
- Monthly Featured Leaders will be celebrated at a Leadership Breakfast.

- ***How will you communicate information to parents regarding curriculum, assessments, and student progress?***

2024-25:

Teacher's Weekly Newsletters,IEP Meetings, Progress Reports, Report Cards Weekly Assessments, Parent/Teacher Conferences, and School-Home Connect DIBELS Letters, Kindergarten Quarterly Parent Information Letters

2025-26:

Teacher's Weekly Newsletters,IEP Meetings, Progress Reports, Report Cards Weekly Assessments, Parent/Teacher Conferences, and School-Home Connect DIBELS Letters, Kindergarten Quarterly Parent Information Letters

2026-27:

Teacher's Weekly Newsletters,IEP Meetings, Progress Reports, Report Cards Weekly Assessments, Parent/Teacher Conferences, and School-Home Connect DIBELS Letters, Kindergarten Quarterly Parent Information Letters

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:

Incoming**:**

Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for incoming kindergarten students. A part of this tour includes an informational meeting for parents.

Staff attends IEP meetings for new or incoming SWE students.

Outgoing:

First grade students go on a school tour of our feeder school, Honey Island.

The Students with Exceptionality Staff from Cypress Cove Elementary will meet with the Students with Exceptionality Staff from Honey Island Elementary to discuss specific student needs.

2025-26:

Incoming**:**

Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for incoming kindergarten students. A part of this tour includes an informational meeting for parents. This tour is led by our Student Lighthouse Team.

Staff attends IEP meetings for new or incoming SWE students.

Outgoing:

First grade students go on a school tour of our feeder school, Honey Island.

The Students with Exceptionality Staff from Cypress Cove Elementary will meet with the Students with Exceptionality Staff from Honey Island Elementary to discuss specific student needs.

2026-27:

Incoming**:**

Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for incoming kindergarten students. A part of this tour includes an informational meeting for parents. This tour is led by our Student Lighthouse Team.

Staff attends IEP meetings for new or incoming SWE students.

PreKindergarten students and parents will attend a mandatory orientation and informal screening session to help determine class placement and to provide parents with information about the school year and developmental stages of their student.

Outgoing:

First grade students go on a school tour of our feeder school, Honey Island.

The Students with Exceptionality Staff from Cypress Cove Elementary will meet with the Students with Exceptionality Staff from Honey Island Elementary to discuss specific student needs.

FISCAL PLANNING

Budgets used to support these priority areas

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	SCA	Other
X	X												

DISTRICT ASSURANCES

☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐ I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Measurable goals
- Parent and family engagement events aligned with assessed needs
- Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Plans for transitioning incoming and outgoing students in the school community
- Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
- Coordination and integration of federal, state, and local resources, services, and programs
- Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
- A school-wide action plan with timelines and specific activities for implementing the above criteria

☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

_____ _____

Principal Signature Date

_____ _____

Supervisor Signature Date

_____ _____

Superintendent Signature Date