

Pinellas County Schools

CYPRESS WOODS ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 27
- V. Title I Requirements (optional)..... 30
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Teach It! Learn It! Live It!

Provide the school's vision statement

To achieve Cypress Woods Elementary's vision, we will prepare our students to become independent learners with the desires, skills, and abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Katrina Schneider

schneiderk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Duties include, but are not limited to, promoting and maintaining high student achievement by shaping a vision of academic success for all students, monitoring the School Improvement Plan and school-wide data, providing curricular and instructional leadership and support, maintaining overall school operations, ensuring a safe and supportive learning environment, cultivating leadership in others, and fostering a positive school climate that meets the needs of all learners, staff, and families

Leadership Team Member #2

Employee's Name

Kristin Drainville

drainvillek@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Duties include, but are not limited to, assisting in monitoring School Improvement Plan, instructional leadership and support, developing and maintaining a positive and safe school climate, monitoring school wide data, Early Childhood learning, school testing coordinator, teacher evaluations and walk throughs, discipline, Family Engagement, Safety/Emergency Drills, Transportation, CST, MTSS member, PBIS lead.

Leadership Team Member #3

Employee's Name

Taryn Ecker

eckert@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

School Based Leadership Team (SBLT), Multitiered System of Supports (MTSS), Data Based Problem Solving and Response to Intervention (RTI), Positive Behavior Intervention Supports (PBIS), Facilitate individual academic and behavior plans, Assessing and supporting student needs, Comprehensive evaluations for Exceptional Student Education (ESE) and Section 504, Small group and individual counseling and skills training, Crisis support, Threat Management, Bullying Investigations.

Leadership Team Member #4

Employee's Name

Melinda Hassenplug

hassenplugm@pcsb.org

Position Title

School Social Worker

Job Duties and Responsibilities

Child Study Team, Attendance, School Based Leadership Team (SBLT), Assessing and supporting student needs, small group/individual counseling, Crisis support.

Leadership Team Member #5

Employee's Name

Laura Trudell

trudelll@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

504 Coordinator, School Based Leadership Team (SBLT), Positive Behavior Intervention Supports (PBIS), Assessing and supporting student needs, small group, individual and whole class counseling, Crisis support, Threat Management, Bullying Investigations.

Leadership Team Member #6

Employee's Name

Jaclyn Reyes

reyesja@pcsb.org

Position Title

Library Media Technology Specialist

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives with ELA and technology, part of decision-making team with respect to school wide initiatives, instructional support and data monitoring.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Stakeholders are involved in the development of the School Improvement Plan (SIP) at all stages -

including the use of an annual survey for families, students and staff during the school year, a SIP review and planning meeting(s) in the summer, and through our SAC which includes members from school staff, parents and community members. We analyze STAR/FAST PM cycle data and district assessments data relevant to our goal areas. SIP Team discuss/monitor current goals & actions steps, analyze best practices and determine the next steps in goal setting & action planning to create a School Improvement Plan draft. Our school's Areas of Focus are determined, and an action plan is created with strategies to maximize school improvement and meet students' needs. After the draft plan is developed, goals and action steps are adjusted based on the feedback of our SAC prior to the final vote of the plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) is monitored monthly by dedicated SIP teams, which review student data and assess the effectiveness of action steps. The School-Based Leadership Team closely track the progress of students in all subgroups—especially those with the largest achievement gaps—to evaluate whether interventions are positively impacting learning outcomes. Components of the SIP are regularly reviewed through grade-level PLCs and site-embedded professional development. Additionally, a mid-year reflection and a 90-day action plan are created to address any identified areas of need and to revise the plan accordingly. Revisions are considered following each district assessment cycle and grading period to ensure continued alignment with student needs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	42.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	67	102	78	89	96				502
Absent 10% or more school days	0	7	6	7	10	8				38
One or more suspensions	0	0	1	1	0	4				6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	0	2	6	10	2	5				25
Level 1 on statewide Math assessment	0	3	4	6	4	2				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	0	1	1	0				3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	1	3	0				6

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	2	1	12				17

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	62	97	83	91	99	95				527
Absent 10% or more school days		12	12	6	8	14				52
One or more suspensions			1		1					2
Course failure in English Language Arts (ELA)										0
Course failure in Math					1	1				2
Level 1 on statewide ELA assessment		1	10	9	3	8				31
Level 1 on statewide Math assessment		5	8	7	4	3				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	2	1					7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	5	2	2					11

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3	2		3	4				12

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	1							2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	81	68	62	76	64	59	74	61	57
Grade 3 ELA Achievement	85	70	61	81	67	59	83	63	58
ELA Learning Gains	68	65	63	68	62	60	62	64	60
ELA Lowest 25th Percentile	66	63	58	66	59	56	50	62	57
Math Achievement*	86	72	66	87	69	64	86	66	62
Math Learning Gains	76	69	64	74	67	63	77	68	62
Math Lowest 25th Percentile	64	56	50	57	56	51	65	58	52
Science Achievement	76	72	62	75	70	58	82	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						75%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						602
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
75%	72%	74%	81%	79%	75%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	69%	No		
English Language Learners	76%	No		
Hispanic Students	62%	No		
Multiracial Students	93%	No		
White Students	79%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	81%	85%	68%	66%	86%	76%	64%	76%					
Students With Disabilities	67%	67%	72%	83%	74%	76%	60%	55%					
English Language Learners	86%	83%	55%		90%	64%							
Hispanic Students	67%	75%	61%	50%	64%	50%		69%					
Multiracial Students	86%				100%								
White Students	83%	85%	71%	74%	89%	79%	73%	75%					
Economically Disadvantaged Students	71%	71%	56%	47%	78%	70%	63%	64%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	76%	81%	68%	66%	87%	74%	57%	75%					67%
Students With Disabilities	52%	61%	48%		71%	55%	25%	56%					
English Language Learners	61%		73%		89%	100%		50%					67%
Hispanic Students	71%		65%		76%	68%	64%	60%					
Multiracial Students	79%				71%								
White Students	77%	85%	67%	68%	90%	77%	59%	76%					71%
Economically Disadvantaged Students	68%	74%	68%	63%	79%	68%	52%	65%					75%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%	83%	62%	50%	86%	77%	65%	82%					90%
Students With Disabilities	62%	100%	59%	53%	70%	81%	74%	59%					
English Language Learners	55%		67%	55%	77%	61%							90%
Asian Students	82%				91%								
Hispanic Students	72%	91%	63%		85%	69%		74%					
Multiracial Students	81%		73%		88%	82%							
White Students	76%	81%	63%	50%	88%	78%	62%	84%					89%
Economically Disadvantaged Students	65%	73%	60%	50%	77%	72%	62%	74%					100%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	84%	68%	16%	60%	24%
ELA	4	82%	66%	16%	60%	22%
ELA	5	74%	66%	8%	61%	13%
Math	3	81%	71%	10%	66%	15%
Math	4	89%	72%	17%	65%	24%
Math	5	86%	69%	17%	62%	24%
Science	5	76%	70%	6%	60%	16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

ELA proficiency for the 2025-26 school year was 81%, which was an increase of 5% from the previous year. This increase was a direct result of commitment to data-driven planning and reviews for ELA. Teachers continued to collaboratively plan but school scheduled out more data reviews in PLCs to coincide with module assessments and state assessments. Increased access to ELA intervention curriculum and consistent use of Extended Learning Programs (ELP) for ELA. School schedule updated to streamline support for struggling readers.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science proficiency for the 2025-26 school year was 76% but still scored higher than the District and State. In looking through data analysis of strands, it showed our school preformed the lowest in Nature of Science.

Greatest Decline

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

Math proficiency for the 2025-26 school year was 86%, which was a 1% decrease from the previous school year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math proficiency as a school was 24 points higher than the state average. Highlighted gaps: 5th grade proficiency was 25 and 4th grade was 23 points higher than the state average and 3rd grade was 18 points higher that the state average.

EWS Areas of Concern

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

Data from EWS, showed our highest number of students who scored a Level 1 on statewide assessments, is in ELA.

Highest Priorities

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

- 1) SWDs proficiency in Reading, Math and Science
- 2) Science proficiency
- 3) ELA proficiency, learning gains and L25 learning gains
- 4) Math proficiency, learning gains and L25 learning gain

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning, Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school's area of focus is strengthening instruction through collaborative planning, differentiated instruction, language-rich classrooms, academic discourse, and the implementation of Pinellas County Schools ELA and Math Academic Decision Trees. Additionally, writing-to-learn strategies will be embedded across content areas to deepen student understanding of the BEST Standards.

Analysis of prior year FAST ELA, FAST Mathematics, and Science assessment data identified opportunities to increase overall proficiency and learning gains, particularly among the Lowest 25% and Students with Disabilities (ESE) subgroups. Data analysis revealed a need to improve outcomes for ESE students in both ELA and Mathematics while continuing to accelerate achievement for all learners. This area of focus was selected to ensure instructional decisions are data-driven, targeted, and responsive to individual student needs through differentiated support, intervention, enrichment, and ongoing progress monitoring.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2027, Cypress Woods Elementary will achieve the following outcomes:

- ELA 3-5 Proficiency will increase from 81% to 86%.
- ELA 3-5 Learning Gains will increase from 68% to 73%.
- ELA Lowest 25% Learning Gains will increase from 66% to 73%.
- Grade 3 ELA Proficiency will increase from 85% to 90%.
- ELA ESE Proficiency will increase from 65% to 70%.
- ELA ESE Learning Gains will increase from 72% to 77%.

- Math 3-5 Proficiency will increase from 86% to 91%.
- Math 3-5 Learning Gains will increase from 76% to 81%.

- Math Lowest 25% Learning Gains will increase from 64% to 70%.
- Math ESE Proficiency will increase from 73% to 78%.
- Math ESE Learning Gains will increase from 74% to 79%.
- Grade 5 Science Proficiency will increase from 76% to 81%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through ongoing classroom walkthroughs, PLC discussions, collaborative planning meetings, lesson plan reviews, instructional coaching cycles, and data chats. Student progress will be monitored using FAST PM assessments, district common assessments, progress monitoring tools, classroom formative assessments, science benchmarks, and writing-to-learn artifacts. Academic Decision Trees will be utilized to review student performance data and guide intervention, enrichment, and instructional adjustments throughout the school year.

Person responsible for monitoring outcome

Katrina Schneider, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cypress Woods Elementary will implement evidence-based instructional practices that strengthen Tier 1 instruction and provide targeted support for all learners. These practices include collaborative planning, differentiated small-group instruction, academic discourse, explicit academic vocabulary instruction, writing-to-learn strategies, and the use of PCS ELA and Math Academic Decision Trees. Teachers will utilize data from FAST assessments, classroom assessments, and progress monitoring tools to identify student needs and determine appropriate intervention, enrichment, and instructional supports. Writing-to-learn strategies, including The Writing Revolution techniques, error analysis, exit tickets, and student reflections, will be integrated across content areas to increase student engagement, reasoning, and mastery of the BEST Standards.

Rationale:

Research supports the use of collaborative planning, data-driven decision-making, differentiated instruction, academic discourse, and writing-to-learn strategies as effective methods for improving student achievement. The implementation of PCS Academic Decision Trees provides a consistent framework for analyzing student performance and matching students with appropriate instructional supports. Additionally, language-rich classrooms that emphasize academic vocabulary, structured discourse, and written responses help students deepen content understanding and strengthen literacy skills across all subject areas. These evidence-based interventions were selected to address identified achievement gaps, increase proficiency and learning gains, and improve outcomes for the Lowest 25% and ESE student subgroups while supporting continued academic growth for all

students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative planning

Person Monitoring:

Katrina Schneider, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- Identify ELA and Mathematics teacher leaders at each grade level to support implementation of instructional priorities and facilitate collaborative planning conversations.
- Provide ongoing collaborative planning opportunities across grade levels, service providers, and support staff to ensure alignment of instruction, intervention, enrichment, and progress-monitoring practices.
- Deliver just-in-time professional learning through district content specialists, teacher leaders, TDEs, and curriculum-specific training, academic discourse, writing-to-learn strategies, and the implementation of PCS ELA and Math Academic Decision Trees.
- Utilize Academic Decision Trees during PLCs and data chats to analyze student performance and determine targeted instructional supports, interventions, and enrichment opportunities.
- Implement student goal-setting and data reflection processes during each FAST progress monitoring cycle to increase student ownership of learning.
- Intentionally plan for differentiated small-group instruction based on formative and summative assessment data, ensuring targeted support for all learners, including ESE students and the Lowest 25% subgroup.
- Conduct data-focused PLCs centered on district assessments, module assessments, benchmarks, FAST progress monitoring data, and classroom evidence to monitor student growth and adjust instruction accordingly.
- Monitor implementation through classroom walkthroughs, lesson plan reviews, PLC documentation, and student work samples with a focus on evidence of differentiation, small-group instruction, academic discourse, writing-to-learn strategies, and standards-aligned instruction.
- Provide all students with consistent opportunities to engage in rigorous, grade-level content aligned to the Florida BEST Standards through purposeful questioning, collaborative discussions, problem-solving, and written responses.
- School administrators, instructional leaders, and teacher leaders will regularly review student achievement data, walkthrough trends, and PLC outcomes to determine the impact of instructional practices and make adjustments necessary to achieve school improvement goals.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Black/African American students in grades 3-5 scored 60% proficiency in FAST ELA and 60% proficiency in FAST Mathematics during the 2025-2026 school year. While our Black/African American students achieved 100% proficiency in Grade 5 Science, achievement data indicates a continued need to close proficiency gaps and accelerate achievement in ELA and Mathematics. Analysis of FAST and district assessment data demonstrates the importance of providing targeted instructional supports, differentiated instruction, and ongoing progress monitoring to ensure equitable access to rigorous grade-level standards. Continued focus on this subgroup will support increased academic achievement and improved outcomes across all content areas.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black/African American students will increase proficiency from 60% to 85% in ELA and from 60% to 90% in Mathematics as measured by the FAST PM3 assessment. The school will maintain strong Science achievement with a target of 100% proficiency on the Grade 5 Science assessment. These outcomes will be achieved through collaborative planning, differentiated instruction, academic discourse, targeted intervention, and ongoing progress monitoring. These measurable goals are aligned with the school-wide goals of their peers.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student achievement will be monitored through FAST progress monitoring assessments, district benchmark assessments, module assessments, classroom formative assessments, and Science assessments. The School-Based Leadership Team (SBLT), administration, and instructional staff will review subgroup performance during PLCs, collaborative planning meetings, and data chats to evaluate student growth, identify instructional needs, and adjust supports throughout the school year.

Person responsible for monitoring outcome

Katrina Schneider, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Educators and service providers will collaboratively plan to deepen understanding of each student's academic needs and ensure equitable access to rigorous grade-level instruction. Teachers will utilize Academic Decision Trees, PLC data analysis, differentiated small-group instruction, academic discourse, and writing-to-learn strategies to address identified learning gaps. Ongoing analysis of student performance data will guide instructional decisions, intervention placement, enrichment opportunities, and progress-monitoring efforts to support achievement for Black/African American students.

Rationale:

Research supports the use of differentiated instruction, collaborative planning, data-driven decision-making, and targeted intervention as effective practices for improving achievement among historically underperforming student groups. Providing students with consistent access to rigorous standards-based instruction, meaningful academic discourse, and responsive interventions will help accelerate learning, increase proficiency rates, and reduce achievement gaps in ELA and Mathematics.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Differentiation

Person Monitoring:

Katrina Schneider, Principal

By When/Frequency:

On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- Identify ELA and Mathematics teacher leaders at each grade level to support implementation of instructional priorities and facilitate collaborative planning conversations around subgroup needs.
- Provide ongoing collaborative planning opportunities across grade levels, service providers, and support staff to ensure alignment of instruction, intervention, enrichment, and progress-monitoring practices.
- Implement student goal-setting and data reflection processes during each FAST progress monitoring cycle to increase student ownership of learning.
- Intentionally plan for differentiated instruction based on formative and summative assessment data, ensuring targeted support for identified subgroups.
- Conduct data-focused PLCs centered on district assessments, module assessments, benchmarks, FAST progress monitoring data, and classroom evidence to monitor student growth and adjust instruction accordingly.
- Monitor implementation through classroom walkthroughs, lesson plan reviews, PLC documentation, and student work samples with a focus on evidence of differentiation, small-group instruction, academic discourse, writing-to-learn strategies, and standards-aligned instruction.
- Provide students with consistent opportunities to engage in rigorous, grade-level content aligned to the Florida BEST Standards through purposeful questioning, collaborative discussions, problem-

solving, and written responses.

- School administrators, instructional leaders, and teacher leaders will regularly review student achievement data, walkthrough trends, and PLC outcomes to determine the impact of instructional practices and make adjustments necessary to achieve school improvement goals.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Students with Disabilities (SWD) subgroup demonstrated areas of strength and opportunities for growth during the 2025-2026 school year. SWD students achieved 60% proficiency in FAST ELA, 67% ELA Learning Gains, and 83% ELA Lowest 25% Learning Gains. In Mathematics, SWD students achieved 69% proficiency, 67% Learning Gains, and 60% Lowest 25% Learning Gains. While these results reflect positive growth for many students, data analysis indicates a continued need to increase proficiency rates and accelerate learning gains for students with disabilities. This area of focus was identified through a review of FAST assessment data and subgroup performance trends. Continued emphasis on differentiated instruction, targeted intervention, collaborative planning, and progress monitoring will support improved outcomes and equitable access to rigorous grade-level standards.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students with Disabilities (SWD) will increase ELA proficiency from 60% to 70%, ELA Learning Gains from 67% to 75%, and ELA Lowest 25% Learning Gains from 83% to 85% as measured by the FAST PM3 assessment. In Mathematics, SWD students will increase proficiency from 69% to 75%, Math Learning Gains from 67% to 75%, and Math Lowest 25% Learning Gains from 60% to 75%. These outcomes will be achieved through differentiated instruction, collaborative planning, targeted intervention, and ongoing progress monitoring.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student achievement will be monitored through FAST progress monitoring assessments, district benchmark assessments, module assessments, classroom formative assessments, and ongoing progress-monitoring data. The School-Based Leadership Team (SBLT), administration, ESE staff, and

classroom teachers will review SWD subgroup data during PLCs, collaborative planning sessions, and data chats to evaluate student growth, identify barriers to achievement, and adjust instructional supports and interventions throughout the school year.

Person responsible for monitoring outcome

Katrina Schneider, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Educators, ESE service providers, and instructional support staff will collaboratively plan and utilize student data to ensure that students with disabilities receive appropriate access to grade-level standards and targeted instructional support. Teachers will implement differentiated small-group instruction, utilize PCS Academic Decision Trees, engage students in academic discourse and writing-to-learn strategies, and provide interventions aligned to individual student needs. Ongoing analysis of assessment data and progress-monitoring results will guide instructional decisions and intervention planning to support accelerated student growth.

Rationale:

Research supports the use of differentiated instruction, collaborative planning, explicit instruction, data-driven decision-making, and targeted intervention as effective practices for improving outcomes for students with disabilities. By providing consistent access to rigorous standards-based instruction, appropriate accommodations, and responsive interventions, students will be better positioned to increase proficiency, accelerate learning gains, and achieve academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Differentiation

Person Monitoring:

Katrina Schneider, Principal

By When/Frequency:

On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- Identify ELA and Mathematics teacher leaders at each grade level to support implementation of instructional priorities and facilitate collaborative planning conversations around subgroup needs.
- Provide ongoing collaborative planning opportunities across grade levels, service providers, and support staff to ensure alignment of instruction, intervention, enrichment, and progress-monitoring

practices.

- Implement student goal-setting and data reflection processes during each FAST progress monitoring cycle to increase student ownership of learning.
- Intentionally plan for differentiated instruction based on formative and summative assessment data, ensuring targeted support for identified subgroups.
- Conduct data-focused PLCs centered on district assessments, module assessments, benchmarks, FAST progress monitoring data, and classroom evidence to monitor student growth and adjust instruction accordingly.
- Monitor implementation through classroom walkthroughs, lesson plan reviews, PLC documentation, and student work samples with a focus on evidence of differentiation, small-group instruction, academic discourse, writing-to-learn strategies, and standards-aligned instruction.
- Provide students with consistent opportunities to engage in rigorous, grade-level content aligned to the Florida BEST Standards through purposeful questioning, collaborative discussions, problem-solving, and written responses.
- School administrators, instructional leaders, and teacher leaders will regularly review student achievement data, walkthrough trends, and PLC outcomes to determine the impact of instructional practices and make adjustments necessary to achieve school improvement goals.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A positive school culture and learning environment is characterized by supportive, inclusive conditions that meet the diverse needs of all students. It is built on strong relationships, clear expectations for behavior and learning, and a shared commitment to safety, respect, responsibility, and achievement. During the 2025-2026 school year, Cypress Woods Elementary recorded 345 minor infractions and 42 office discipline referrals. Cypress Woods has a positive school climate overall, but data indicates the need for continued emphasis on proactive behavior supports, consistent implementation of schoolwide expectations, and recognition of positive behaviors. Continued focus on PBIS will support positive student behavior, maximize instructional time, strengthen school connectedness, and contribute to increased academic achievement across all content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026-2027 school year, Cypress Woods Elementary will reduce minor behavior infractions

from 345 to 300 or fewer (14% reduction) and reduce office discipline referrals from 42 to 30 or fewer. Additionally, the school will maintain or increase student achievement outcomes in ELA, Mathematics, and Science through the implementation of a positive learning environment that supports student engagement and academic success.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Behavior data will be reviewed monthly by the PBIS Team, School-Based Leadership Team, and administration. Monitoring will include analysis of minor infractions, office discipline referrals, attendance data, classroom behavior trends, and stakeholder feedback. Data will be used to identify areas of need, adjust interventions, and ensure consistent implementation of PBIS practices across all grade levels. Ongoing monitoring will support improved student behavior, increased instructional time, and positive academic outcomes.

Person responsible for monitoring outcome

Kristin Drainville, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cypress Woods Elementary will continue implementing a schoolwide Positive Behavior Interventions and Supports (PBIS) framework focused on explicitly teaching behavioral expectations, recognizing positive behaviors, and creating supportive learning environments. Students will participate in PBIS lessons, classroom community circles (Harmony), character education activities, and schoolwide recognition programs that reinforce positive behavior and academic success. Staff will utilize consistent behavior expectations and restorative practices to build strong relationships and promote student accountability.

Rationale:

Research demonstrates that schools implementing PBIS with fidelity experience reductions in disciplinary incidents, improved school climate, increased student engagement, and higher academic achievement. Explicit instruction of behavioral expectations, coupled with consistent recognition and reinforcement of positive behaviors, helps create predictable and supportive learning environments where students can thrive academically and socially. Continued implementation of PBIS aligns with Cypress Woods Elementary's commitment to maintaining a safe, respectful, and inclusive school culture that supports success for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Positive Behavior and Interventions Supports

Person Monitoring:

Kristin Drainville, Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PBIS Committee review, plan, and make suggested changes

Seek school and community feedback via surveys and stakeholder meetings

Develop changes in planning and rollout implementation at beginning of school year

Increase academic celebrations campus-wide

Celebrate student growth by cycle

Continued use of Harmony meetup (circles)

Implement classroom lessons on positive culture

Increase in character celebrations

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00