# Cypress Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Cypress Elementary School

## 10055 SWEET BAY CT, New Port Richey, FL 34654

## https://ces.pasco.k12.fl.us

### SIP Authority

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

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

| Additional Target Support and Improvement (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
| --- |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

Cypress Elementary School's mission statement is, "All students will achieve success in college, career, and in life".

### Provide the school's vision statement.

Cypress Elementary School's Vision Statement is, "Cypress Elementary School is a learning community dedicated to developing resilient, lifelong learners who will work towards reaching their highest potential."

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Krapfl, Jeanne | Principal | • Manage our office staff/day-to-day routines<br>• Evaluate all non-instructional staff<br>• Manage maintenance crew and Facilities<br>• Hire/onboard new staff<br>• Meet weekly with ITC Coaching Team<br>• Attend all PLCs as a planning partner<br>• Fill in for lunch duty in different grades as needed<br>• Plan/coordinate staff appreciation events all throughout the year<br>• Attend and support All Pro Dads Chapter<br>• Meet bi-weekly with Behavior Team<br>• Member of Lead Literacy Team (monthly meeting)<br>• Conduct allocation discussions with teachers<br>• Conduct teacher discussions around grade-level changes<br>• Conduct Intermediate formal evaluations<br>• Facilitate class creations at end of year<br>• Facilitate Vertical discussions at end of year<br>• Class placements when new students enter<br>• Retention discussions with teams<br>• Conduct daily walkthroughs with "Look For" Tool<br>• Lead Problem-solving discussions with teacher teams bi-weekly<br>• Conduct threat Assessments (SBTAT) as needed<br>• Attend SAC & meet with Chair to create agenda<br>• Attend PTO meetings and perform appropriate duties<br>• Do daily morning news with student team<br>• Safety Patrol Coordinator (along with Parent Involvement Coordinator)<br>• Car Duty – lead contact<br>• Healthy Schools/Safety facilitator quarterly<br>• Coordinate coverage for absent staff each day on the whiteboard<br>• Lead 5th grade end of the year activities (promotion ceremony, weekly celebrations, field trip)<br>• Articulation meetings with Middle School, approve advanced math coursework<br>• Handle all Accelerated Math components<br>• Manage Budgets:Title One, UniSig, Regular Budget<br>• Handle all things munis, payroll, timeclock approvals<br>• Assign mentors to new teachers<br>• Award MyPGS points for (PLC and ERD)<br>• Handle parent communications/concerns based on historical relationships<br>• Create family connect calls weekly with informative details for staff and families<br>• Create monthly newsletter for families<br>• Coordinate Fundraising events<br>• Event coordinator staff-wide events (Open House, Meet the Teacher, Planning Week)<br>• The admin present during ISS/SBIT meetings<br>• Manage School Calendar of events |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Lovelle, Bridget | Assistant Principal | Testing coordinator<br>Extended School Day coordinator<br>Administrator overseeing all ESOL activities<br>Assist with discipline<br>Attend all PLCs<br>Thinking partner with new STEM coach<br>As a new Assistant Principal she will continue to learn from the Principal and learn more initiatives |

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

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

Our district conducts a Comprehensive Needs Assessment process. This includes the leadership team, academic coaches, administration and district representation of content areas to determine next steps in our continuation of student growth. Our plan (preliminary improvement goals) were presented to our School Advisory Council in May of 2023. The members include; Parents Jason Jones, Sara Leeper, Christine Henry, Brenden Fitterer, Tara Fielding, Business Partner from Publix John Becker, District Liaison Anna Roesler, Staff members Breanne Wicklein, Madison Price, AP Erika Tonello, and Principal Jeanne Krapfl. In corroboration with our CSI acknowledgement, we (Administration) emphasize a full spectrum of stake holder alliances. Among them are a healthy vibrant Parent Teacher Organization, an open and transparent instructional walk-through prerogative, as well as great extra-curricular events including, ALL PRO Dads', Kinder-Camp, academically enriched 'PTO Nights', newsletters, and parent & teacher involvement.

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

The SIP will regularly be monitored for effective implementation utilizing empirical evidence. The goal of Cypress Elementary is directly tied with teaching (PLC), monitoring (walkthroughs) and effectively implementing (goal setting) activities linked with the SIP. These activities include, but are not limited to;
1. Frequent walkthroughs by administration and three ITC, as well as district representations and State partners
2. Planning documents which includes differentiated instruction in lesson plans and State Notecatchers
3. PLC Agendas showing teacher PLC planning with the benchmarks, the B1G M, and the new math series.
4. Just Read Coach Visits - incorporated monthly prompts.
5. G5 individual goal setting meetings with students.
6. An increase in intervention/ enrichment planning- evidence of spreadsheet documents in school sharepoint
7. Incorporating 'Universal Screeners' to pinpoint skill deficits.
8. Visiting data with the SAC after PM1, PM2, and PM3

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

| | |
|---|---|
| **2023-24 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 28% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 67% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification** *updated as of 3/11/2024 | CSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | Yes |
| **2021-22 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)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: D 2019-20: C 2018-19: C 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

**Early Warning Systems**

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 29 | 36 | 34 | 34 | 35 | 29 | 0 | 0 | 0 | 197 |
| One or more suspensions | 3 | 2 | 0 | 5 | 12 | 10 | 0 | 0 | 0 | 32 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 27 | 34 | 0 | 0 | 0 | 65 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 4 | 39 | 47 | 0 | 0 | 0 | 90 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 14 |

**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 | 1 | 1 | 0 | 9 | 22 | 23 | 0 | 0 | 0 | 56 |

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

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 1 | 23 | 20 | 22 | 13 | 22 | 0 | 0 | 0 | 101 |
| One or more suspensions | 0 | 0 | 3 | 2 | 2 | 3 | 0 | 0 | 0 | 10 |
| Course failure in ELA | 0 | 4 | 8 | 18 | 12 | 13 | 0 | 0 | 0 | 55 |
| Course failure in Math | 0 | 4 | 8 | 18 | 12 | 13 | 0 | 0 | 0 | 55 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 37 | 34 | 42 | 0 | 0 | 0 | 113 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 47 | 48 | 73 | 0 | 0 | 0 | 168 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 21 | 11 | 40 | 23 | 22 | 0 | 0 | 0 | 117 |

**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 | 1 | 9 | 11 | 15 | 6 | 11 | 0 | 0 | 0 | 53 |

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 1 | 23 | 20 | 22 | 13 | 22 | 0 | 0 | 0 | 101 |
| One or more suspensions | 0 | 0 | 3 | 2 | 2 | 3 | 0 | 0 | 0 | 10 |
| Course failure in ELA | 0 | 4 | 8 | 18 | 12 | 13 | 0 | 0 | 0 | 55 |
| Course failure in Math | 0 | 4 | 8 | 18 | 12 | 13 | 0 | 0 | 0 | 55 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 37 | 34 | 42 | 0 | 0 | 0 | 113 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 47 | 48 | 73 | 0 | 0 | 0 | 168 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 21 | 11 | 40 | 23 | 22 | 0 | 0 | 0 | 117 |

**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 | 1 | 9 | 11 | 15 | 6 | 11 | 0 | 0 | 0 | 53 |

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 36 | 47 | 53 | 36 | 52 | 56 | 43 | | |
| ELA Learning Gains | | | | 40 | | | 39 | | |
| ELA Lowest 25th Percentile | | | | 35 | | | 38 | | |
| Math Achievement* | 33 | 48 | 59 | 28 | 46 | 50 | 43 | | |
| Math Learning Gains | | | | 30 | | | 42 | | |
| Math Lowest 25th Percentile | | | | 25 | | | 43 | | |
| Science Achievement* | 37 | 50 | 54 | 28 | 50 | 59 | 43 | | |
| Social Studies Achievement* | | | | | 54 | 64 | | | |
| Middle School Acceleration | | | | | 38 | 52 | | | |
| Graduation Rate | | | | | 44 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 69 | 61 | 59 | 77 | | | 64 | | |

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

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

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

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 212 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 37 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 7 |
| Total Points Earned for the Federal Index | 299 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 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% |
| SWD | 9 | Yes | 4 | 2 |
| ELL | 47 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 40 | Yes | 2 | |
| MUL | 33 | Yes | 2 | |
| PAC | | | | |
| WHT | 35 | Yes | 2 | |
| FRL | 35 | Yes | 2 | |

| 2021-22 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% |
| SWD | 20 | Yes | 3 | 1 |
| ELL | 40 | Yes | 1 | |
| AMI | | | | |
| ASN | 59 | | | |
| BLK | 17 | Yes | 1 | 1 |
| HSP | 31 | Yes | 1 | 1 |

| 2021-22 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% |
| MUL | 34 | Yes | 1 | |
| PAC | | | | |
| WHT | 32 | Yes | 1 | |
| FRL | 33 | Yes | 1 | |

## Accountability Components by Subgroup

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

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 36 | | | 33 | | | 37 | | | | | 69 |
| SWD | 10 | | | 10 | | | | | | | 3 | |
| ELL | 33 | | | 40 | | | | | | | 3 | 69 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 46 | | | 32 | | | 43 | | | | 3 | |
| MUL | 33 | | | 33 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 36 | | | 33 | | | 35 | | | | 4 | |
| FRL | 29 | | | 25 | | | 33 | | | | 5 | 64 |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 36 | 40 | 35 | 28 | 30 | 25 | 28 | | | | | 77 |
| SWD | 9 | 29 | 37 | 9 | 19 | 24 | 13 | | | | | |
| ELL | 19 | | | 25 | | | | | | | | 77 |
| AMI | | | | | | | | | | | | |
| ASN | 45 | | | 73 | | | | | | | | |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| BLK | 33 | | | 0 | | | | | | | | |
| HSP | 30 | 27 | 42 | 27 | 31 | 36 | 25 | | | | | |
| MUL | 32 | 42 | | 29 | 33 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 38 | 42 | 39 | 28 | 28 | 19 | 28 | | | | | |
| FRL | 30 | 35 | 31 | 22 | 29 | 25 | 22 | | | | | 73 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 43 | 39 | 38 | 43 | 42 | 43 | 43 | | | | | 64 |
| SWD | 13 | 29 | 36 | 13 | 33 | 46 | 11 | | | | | |
| ELL | 38 | | | 44 | | | | | | | | 64 |
| AMI | | | | | | | | | | | | |
| ASN | 50 | | | 67 | | | | | | | | |
| BLK | 40 | | | 20 | | | | | | | | |
| HSP | 35 | | | 36 | | | | | | | | |
| MUL | 44 | | | 50 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 44 | 41 | 36 | 44 | 39 | 42 | 43 | | | | | |
| FRL | 35 | 28 | 33 | 35 | 36 | 39 | 39 | | | | | |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 39% | 51% | -12% | 54% | -15% |
| 04 | 2023 - Spring | 41% | 55% | -14% | 58% | -17% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 32% | 48% | -16% | 50% | -18% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 31% | 50% | -19% | 59% | -28% |
| 04 | 2023 - Spring | 39% | 54% | -15% | 61% | -22% |
| 08 | 2023 - Spring | * | 67% | * | 55% | * |
| 05 | 2023 - Spring | 34% | 52% | -18% | 55% | -21% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 34% | 49% | -15% | 51% | -17% |

## III. Planning for Improvement

### Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Academically, our math and science scores received the greatest variance in low performance. The similar proficiency deficits in these areas contribute equally with a students': (A) ability to generalize reading comprehension strategies while subsequently applying problem solving solutions and (B) disruptive behaviors reducing instructional time. Cypress Elementary Schools Office discipline referrals are as follows; MyStudent identified 639 ODR's during the 2021-2022 academic year. The advanced breakdown indicates; 53 ODRs in Kindergarten, 37 ODRs in first grade, 121 ODRs in second grade, 94 ODRs in third grade, 111 ODRs in fourth grade, and 223 ODRs in fifth grade. February had the greatest incidence of aberrant behavior (97 ODRs) compared to the December academic calendar (36 ODRs).

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

The 2021-2022 component comparison identified a declination in overall scores. ELA Achievement decreased (7% range), Math achievement decreased (15% range), Math learning gains decreased (14% range), and science achievement decreased (15% range) when compared to the previous year. Math and science had the greatest decline in both proficiency and learning gains from the previous year. Explanations contributing to this decline are dualistic as cited in above. Leadership action relative to statistical decline is mitigated through teacher observations and subsequent training, student behavioral

rewards/expectations, and generalizing reading comprehension ability to other areas like math and science analysis.

**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.**

According to FLDOE, ELA achievement is successfully increasing achievement with a large pool of students preparing for an advancement to level 3. Data reveals a 12 point state range (G3), 13 point state range (G4), 7 point state range (G5) as they advance through increased instructional opportunities. Math and Science proficiency shared the lowest proficiency respectively. According to the FLDOE the range between CES scores and State scores varied widely. G3 math had a 21 point T1 range over the State T1, likewise G5 Math had a 21 point range compared to the state. Factors include increasing reading comprehension skills towards comprehension based solutions inn Math and Science. While also, reducing behavior from non-preferred task which often result in disruptive behavior and lost instructional time.

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

English Language Arts (ELA) proficiency showed the most improvement. School wide actions including, a comprehensive analysis of instruction, grade level PLC providing teacher's instructional coaching, as well as district level curriculum & instruction and MTSS supports. Previous test performance was categorically assessed by grade level. A PLC which emphasized curriculum is enacted around Reading B.E.S.T. standards. These PLCs occurred routinely at CES's by District Specialist. PLC strategies and learning outcomes were further inspected during classroom walkthroughs and through Instructional Coaches.

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

Assessment data identified that student reading difficulties impacted both comprehension and achievement in science/ mathematics proficiency. PLCs taught students (particularly K-3 students) phonemic awareness and contextual reading cues. involving multi-tiered, scaffolded assignments and DIBELS Assessments. Student immersed in learning how to read had difficulty generalizing their reading strategies to other subjects required creativity or resilience. Implementation of professional development mandated the need for a multi-disciplinary approach among subjects.

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

1. When analyzing the Achievement Gap, there is a clear need for differentiation so that every student continues to grow and learn. The highest priorities for school improvement in the upcoming year include continuation of a systematic approach in regard to Tier I instructional practices as well as planning for tier 2 scaffolded instruction. This will all occur during our Professional Learning Communities.

2. Office Discipline Referrals (ODRs) indicate a high prevalence of disruption therefore regressing instructional time. A strong MTSS process, in the area of behavior combined with a strong PBIS program will support an increase in student data.

3. There is a need for Academic Coaching to increase highly effective instructional practices in the classroom as well as the creation of a Lead Literacy Team to support peer growth and create a collaborative culture with peer feedback.

4. Extended Learning Opportunities should continue to include an emphasis on foundational skills to create grade level proficient readers before students get to the 3rd grade.

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

| #1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment |
|---|

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

Cypress Elementary is a CIS School. One 'Area of Focus' contributing to a positive culture and environment is the crucial need to prevent "aberrant/disruptive behavior" through antecedent manipulations. This includes but is not limited to evidence based approaches in MTSS and PBIS. We rationalize, this preventative strategy will increase classroom instructional time. PBIS/ MTSS/ T1, T2, T3/ and instructional coaching will reflect and model 'rule governed behavior' as an 'Area of Focus'. As coaches and administrators support instructional opportunities for teachers, moreover, instructional leaders including administrators will utilize 'LOOK -FORS' - and record longitudinal Quadratics Data.

This performance includes; monthly 'Character Trait' recognition, Extended School Year (summer) & the After School Program. These opportunities are aimed to decrease the achievement gap, and lastly a healthy Parent Teacher Organization (PTO) with social events that are academically fused to our schools climatic success and in accordance with our "Success Plan", CES will be incorporating Kagan Cooperative Learning Training. Leadership personnel have attend the BSI Institute, Instructional coaches participate in classroom walkthroughs in a supportive manner, teacher collaboration will increase foundational skills sets, while we rationalize working with instructional coaches will increase availability of evidence based teaching-resources.

We have also chosen to add a Parent Involvement Coordinator to focus on needs of students, help to alleviate this worry for teachers and therefore creating a positive, collaborative environment. She works to ensure teachers have what they need for students such as acquiring backpacks from outside agencies to hand out during meet the teacher day, delivers Pack-a-Sack bags every Friday to students in need, and provides supplies/materials to classrooms when teachers have low parent involvement with the return of items on school supply lists. She opens Tampa Bay Feeding Project Food Pantry to parents, staff, and community to create a positive place for all.

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

Instructional coaching will increase proficiency gains as defined by the FLDOE. Increasing instructional time by decreasing maladaptive behaviors will lead to higher proficiency gains. As ELA scores continue to rise, our science and math scores will similarly rise.

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

Monitoring interventions below (Evidence in Parenthesis):
1.) Monitoring monthly ODR's in our EWS system
2.) Bi-weekly academic and social behavior lesson plans created by the Behavior Support Team in collaboration with administration conversations.
3.) Kagan class building structures monitored during Walkthroughs and evident in lesson plans.
4.) PLC agendas planned and delivered surrounding evidence based instruction and interventions while using District created Pacing Guide in the Elementary Learning Network on Canvas
5.) Academic coaching plans/Coaching Logs will indicate teachers and student actions/outcomes evident
6.) Benchmark/module assessments utilized to assess trends in student growth
7.) Proficiency will increase and learning gains evident from PM1, PM2, and PM3
8. PLC discussions about student and teacher actions relative to the Focus Area Walkthrough Tool
7.) Grade level teams monitor the progress of all students- grade books
8.) Intervention/enrichment plans for every student in each grade will be housed in our school share point

**Person responsible for monitoring outcome:**

Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

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

Evidence-based interventions are being implemented utilizing the MTSS Guidebook, The Florida PBIS project, Instructional Coaching Model presented at BSI. Administrative Look -For data utilized to show integration of instructional concepts. Walkthroughs analyzed to discover instructional and behavioral trends. Teachers will receive support through post conferences, professional develop and coaching as determined by student proficiency. Cypress staff will work together to develop a stronger collective responsibility, which will build our collaborative culture.
Kagan structures training 5 day training offered to all instructional during the summer
Kagan collaborative learning structures modeled by administrators and coaches in order to build community and team building within the school culture.
The behavior intervention team will utilize Mind Up, Second Step, district created SEL standards in order to teach students how to self-regulate.
Staff appreciation and celebrations will be ongoing.
School wide, grade level, and classroom events for student recognition will be planned and implemented.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The professional learning community, along with the academic and behavior intervention team will collaborate and partner with educators. They will plan to increase increasing instructional time and assignment benchmark alignment, Professional learning opportunities will be fluid and based on relative and recent task performance.

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

Tier 2 - Moderate Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A collaboration of teachers, instructional coaches, behavior support team
and administrators working in a scaffolded, team supported growth mindset. A mindset set brought forth, with a professional learning community emphasizing, individual learning differences, close classroom support, reinforcement, and learning opportunities that enhance instructional time.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** On Going

The Parent Involvement Assistant will focus on supporting teachers and families to ensure that all students' needs are met. This position will support building positive relationships with families and support teachers with student and family needs so this does not impact instructional time.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Ongoing

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**

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

Teachers will plan and deliver instruction aligned to the benchmarks (Core- Tier I Instruction), which we started in 22-23 school year. It's important to continue this work, choosing intentional spotlight benchmarks, planning for the student task, and how to monitor the instruction as well as student growth.

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

60% of our students will be proficient as measured on the May 2024 FAST.
100% of students will have an upward trend (making a learning gain as measured by the State) showing growth as measured from the beginning of year FAST (PM1) to the end of year FAST (PM3).
100% of our teachers will deliver standards-based aligned instruction as evident on the "Look For" walkthrough tool

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

Use of walkthrough tool with components listed below by admin, school based coaches, district priority team as well as State partners

Teacher Actions
After PLCs:
Daily benchmarks are posted and shared (KUD)
Teacher provides explicit instruction aligned to the posted benchmark
Teacher has planned intentional questions to deepen understanding of the intended learning
Teacher facilitates student conversations around the learning of the benchmark
Teacher provides a daily task, which is aligned to the intended learning of the benchmark

Student Actions
Students are aware of the learning focus/daily benchmark (KUD)
Students get the opportunity to practice the intended learning
Students respond showing a deeper understanding of the benchmark
Students explain their thinking to peers
Students released to apply learning, producing evidence towards mastery of the grade level benchmark

**Person responsible for monitoring outcome:**
Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

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

High Impact PLAN- PLC work will focus on the 4 guiding questions, creating a KUD for each module in Math, Reading, and Science

How will you collect this evidence?
PLC agendas
Planning note catchers uploaded into Share Point
Walkthrough data collected by admin/coaching team using the "Look For" Tool
Grade level action plans created where every student gets WIN time (What I Need) to receive either

interventions or enrichment

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

We started with developing a strong tier I instructional focus in the 22-23 school year. We did have a lot of growth in every grade level and this work must continue with a few refinements to ensure every grade level has a system of planning for strong instruction, creating evidence of learning tasks and monitoring growth of every student.

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

Tier 2 - Moderate Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLAN- Simple calendar mapping of daily benchmarks that will be taught
PLAN- Use of Benchmark-Based Planning Protocol for Math Coach
TEACH- Walkthrough data collected and shared to ensure planning and instruction match
ASSESS- Teacher daily monitoring of task accuracy to ensure learning occurs with EVERY student
Evidence:

Revisit use of grade level note catchers in the area of Reading, Math, and Science
Create tasks that are aligned to the benchmarks
Data discussions (topic quizzes, exit tickets and module assessments, daily written response questions in reading) are planned for with dates on the curriculum calendar.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Put into action by September 2023, evidence in school sharepoint in grade level resources

The intervention teacher will support our 4th and 5th grade students who are well below grade level. She is a reading-endorsed teacher who has taught 5th grade for the previous 4 years and this year taught in 4th grade. She knows the benchmarks, the resources, and will help catch students up and therefore make learning gains.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Ongoing

The Lead Literacy team will complete quarterly walkthroughs and meet before or after school to analyze data from walkthroughs to create next steps and necessary professional learning targets for teachers.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Ongoing

UniSIG funds will be utilized to assign mentors for teachers with unsatisfactory or needs improvement VAM. Mentors will work with mentees to ensure benchmark-aligned tasks and instruction and provide coaching on these items as needed.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Ongoing

| #3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups |
| :--- |

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

TIER 2 and TIER 3 FOCUS
During Problem Solving Time, teachers plan for students who did not master the benchmarks and for students who already know the benchmarks
Each team will create an ongoing document that includes the priority need of every student in the grade level.
Teachers as well as 2 additional Instructional Assistants purchased with UNISIG money will deliver tier 2 instruction by reteaching benchmarks during the Differentiated Instructional time block
Teachers will group students by skill deficit for tier 3 instruction and use the 8 steps of quality characteristics of intervention Entry criteria in order for the student to be in the group
Exit criteria that students need to master in order to be moved out of the group
Determine the resources needed for the intervention/enrichment and have a clear focus on what will be done
Determine the frequency and duration of the intervention/enrichment
Determine the progress monitoring tool
Determine how often to monitor growth

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

By May 2024, 100% of all students will make learning gains on FAST.

By May 2024, 100% of all students will increase their predominant measure score in DIBELS.

By October 2023, 100% of teachers are utilizing the steps listed for interventions

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

Data discussions placed on curriculum calendars (topic quizzes, exit tickets and module assessments, daily written response questions in reading, Lexia data, dibels)
PLC agendas evidence of discussions
Grade level action plans created where every student gets WIN time (What I Need) to receive interventions
Each team will create an ongoing document that includes the priority need of every student in the grade level.
Priority Need Documents will have students grouped by need and list these steps for each group
All plans uploaded to share point in Grade Level folders and updated/revisited at least monthly
Administration requires IA schedules to be created by teams and uploaded to sharepoint to be able to monitor time spent with small groups

**Person responsible for monitoring outcome:**
Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

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

Use of the 8 step quality characteristics of tiered intervention checklist to ensure entrance criteria. Use of resources used such as Lexia Core 5, SIPPS intervention for foundational skills, FCRR activities.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

We still have not met our goal for proficiency and until we do there is a constant need for continued intervention to fill the gaps of students not on grade level. We have purchased a Reading Endorsed Intervention Teacher with UNISIG funds in order to decrease the achievement gap and increase student learning gains for Tier 3 students in 4th and 5th grade.

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

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers as well as 2 additional Instructional Assistants purchased with UNISIG money will deliver tier 2 instruction by reteaching benchmarks during the Differentiated Instructional time block

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Ongoing

The SSAP teacher will continue to work with 4th and 5th graders who struggle in any of the following areas: attendance, grades, and/or behavior. He has worked this year to build a rapport with the 4th graders moving up to 5th grade. He is their cheerleader, their adult who cares, their adult meeting them at their buses to help start their day ready for learning.

**Person Responsible:** Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

**By When:** Ongoing

## #4. Instructional Practice specifically relating to Coaching

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

Coaching for School Improvement
Due to our low proficiency scores in Reading and Math, a culture of coaching will be implemented with every teacher receiving coaching on instructional practices in ELA, Math and/or Science. Coaches will create a strategic schedule to prioritize coaching
Coaches and teachers will collaborate to choose a method of coaching
Modeling
Co-teaching
Data Driven Coaching
Video Coaching
Providing feedback based on "Look For" Tool
In the moment coaching
Co-Planning

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

By May 2024, 100% of classroom teachers will receive coaching to improve their instructional practices and ultimately improve student outcomes

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

We will conduct walk-throughs with a focus on each teacher's individualized prioritized goal
Bi-weekly meetings will be scheduled with coaches and administration to discuss each teacher's growth towards goals
Logs will be shared with administration and district
Walkthrough Data in share point and shared with State

**Person responsible for monitoring outcome:**
Jeanne Krapfl (jkrapfl@pasco.k12.fl.us)

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

Use of documents from the Bureau of School Improvement
Coaching for Implementation strategies
Coaches receiving district lead professional development in order to enhance their craft
Practicing the State defined coaching models and working side-by-side with State Just Read Coach

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The documents were very organized and thorough from BSI. My coaches attended the professional development and felt like they were resources to enhance their already veteran coaching styles.

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

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As a system, the Pasco district is engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. During the year, each school reflects and responds to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). During this time, each school enters a needs assessment process that sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. Subsequently, this analysis from each school drives the district planning process and the annual approach to Planning Forward to respond our schools, as well as the allocation of resources in an intentional manner based on the needs identified for each school.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida BEST assessments, Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district use the Cognia Standards for systems accreditation and each school and the district reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in individual site visits with school leadership at each school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward. Schools analyze their plans and basic allocations that will be provided based on district formulas to determine needs for additional allocations, resources and supports. With the school assistant superintendent and the school support team, each school then carefully aligns the additional available funds through Title 1 and/or UniSIG to specific strategies for improvement aimed at reducing barriers to achievement and closing learning gaps for underperforming student groups. This plan for use of additional funding is regularly monitored by the district

support team, and is adjusted based on data, including student progress monitoring results, as applicable through the year, with the support of the state BSI team and the Department.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

In Kindergarten and 1st grade we have added additional Foundational programs to include UFLI from the University of Florida and Seeing Stars from Lindamood Bell for our ESE students. Our teachers have received professional learning both programs. We have also imbedded professional learning with Michelle Barash from Just Read on the "big 5" to better understand Explicit Instruction, Scaffold Instruction, Differentiated Instruction, Corrective Feedback, and Systematic Instruction.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our teachers have been planning for explicit instruction of the benchmarks by choosing the spotlight benchmarks and utilizing text within Houghton Mifflin Harcourt reading series, developing intentional questions so the teachers can monitor students learning the daily benchmark and completing a daily task that matches the teaching and learning.

**Measurable Outcomes**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

In Star Early Literacy PM3 during 22-23 we had 30% Kindergarten at or above benchmark, 1st grade was 42%, and 2nd grade was 38%. Our goal is to plan and deliver instruction aligned to the benchmark in order to reach 60% at/above benchmark by PM3 in 23-24.

### Grades 3-5 Measurable Outcomes

.In PM3 22-23 our students proficiency was 3rd grade 29%, 4th grade 38%, and 5th grade 30%. Our goal is to have 60% proficiency by PM 3 23-24. Our goal for learning gains is that 100% of our 3rd grade retained students, 4th grade, and 5th grade students grow on their FAST scale scores from PM3 22-23 to PM3 23-24.

## Monitoring

### Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor
1. during PLC work using the BDA created for our school
2. through lesson plan (notecatchers) uploaded into school sharepoint
3. through growth and data discussions during PM1 and PM2
4. through Admin/Coaches "Look For" Walkthrough Tool, which captures what is being done in the classroom

### Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Krapfl, Jeanne, jkrapfl@pasco.k12.fl.us

## Evidence-based Practices/Programs

### Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All are are aligned with K-12 Reading Plan- high evidence strategies.
1. Lead Literacy Team Implementation meeting monthly and conducting walkthroughs using School Leader's Literacy Walkthrough tool , based on implementation through Florida Center for Reading Research Practices.
2. Professional Learning through Michelle Barash State Regional Literacy Director from Just Read Florida
3. School and district based coaching strategies during team planning

4. State adopted curriculum; HMH, UFLI, Lindamood Bell

**Rationale:**
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

During our Instructional Review it was evident that Explicit Instruction was missing. Our State walkthrough opportunity was to work on the professional learning and begin implementation. Without the clear instruction to launch the benchmarks it's difficult for our students to answer intentional questions and practice collaborative structures.

**Action Steps to Implement**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| Implementation of Lead Literacy Team for ongoing learning, monitoring, and implementation. Members of the team are 2 admin, 3 coaches, 1 teacher from each grade level team, and 1 SLP. We have included the Just Read Coach as well. Meet monthly before school and conduct 4 walkthroughs to get to literacy in all classrooms, allowing for debrief. We have also been listening to podcast called Sold-a-Story to help shape the need to get our students reading prior to 2nd grade and therefore have less intervention and higher proficiency | Krapfl, Jeanne, jkrapfl@pasco.k12.fl.us |
| Literacy Coaching; we have 2 Instructional Trainer Coaches for ELA. Sandy Holly is the 3-5 ITC and Margaret Gilroy is the K-2 ITC. Both coaches have made plans to assist teams during their weekly team planning, in addition they are in every PLC. They are conducting walkthroughs and helping shape the discussions around benchmark planning, clarification, misunderstandings, and bringing it to life in the classroom through task based evidence. | Krapfl, Jeanne, jkrapfl@pasco.k12.fl.us |

## Title I Requirements

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

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

Our district website houses all SuPs in a more parent friendly version http://www.pasco.k12.fl.us/arm/page/improvement. I also share this parent friendly version with our School Advisory Council at the beginning of the year and share the agenda with our BSI partners. This is also linked on our school webpage as well as highlighted during monthly newsletters and Title I Parent Night.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://ces.pasco.k12.fl.us/school-information/
We have an active PTO and SAC on our campus. We developed a Parent and Family Engagement Plan. We met in July to plan out our activities for the year. We will have a quarterly event for families that incorporates academic support with a fun activity such as Bingo Night, Open House, Fall Festival, Winterfest, Sweetheart Gala, Art Gallery Night. At each of these events we provide an academic component such as during the Fall Festival we will have the STEM Lab open for parents to experience this unique component at Cypress. We have an All Pro Dads Chapter that encourages our dads/male family members to come in and this is lead by a parent. Our local Publix is a huge support and serves on our SAC as well. He has already secured $6,000 worth of school supplies donated by the community for our school and called with excitement! Our Parent Involvement Coordinator is funded out of our UNISIG money and she is a member of our community, her children attended Cypress and she continues her partnerships. She manages our Feeding Tampa Bay food bank and our Pack-a-sack program to feed kids on the weekends. She supports families with setting up their parent portals so they get the information they need to help their child be successful.

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

Title I funds were used to purchase 2 additional Instructional Coaches. One of the coaches will be a humanities 3rd through 5th grade coach with a focus on reading while the other coach will be Kindergarten through 5th Grade STEM. Sandi Holly is a veteran coach with a passion for reading. She was instrumental all last year helping to increase engagement, shape instructional practices, and unpack the benchmarks collaboratively during PLCs. Breanne Wicklein was a 3rd grade PLC Facilitator last year at Cypress, with her Masters in Ed Leadership and an excellent ELA teacher last year. She will now support the STEM content area, but also has this background and can weave her recent learning of unpacking reading benchmarks into the math content area as well. We chose to purchase enough headphones for every student because our physical environment is outdated and is an overall open setting. The headphones will increase focus when students are utilizing Lexia Core 5 and Zearn Math programs. It will also create a more calm learning environment with less distractions. We used title I funds to purchase the newest Sunshine State Readers to increase the love of reading and incorporate our media specialist into the academic initiative. This year we will begin a Lead Literacy Team after the Principal attended the Literacy Institute with FCRR. The membership consists of a teacher from each team, 2 coaches, 2 administrators, the SLP, and an ESE Support Facilitator. This team will use Title I Funds to be paid an additional hour once per month to plan as a team and monitor our school-wide literacy work. Our purpose will be to utilize the Look For tool created at BSI and calibrate instructional

practices in literacy as well as analyze the data from 4 walkthroughs, which Title I funds are also funding 6 substitutes on those days for the classroom teachers. We will also be implementing Extended School Day, which will invite the most at risk students as well as have an end of year Extended School Day to help with the prevention of the loss of skills learned through the regular school year. Being a RAISE school we will incorporate before and after school tutoring, which will be an additional action that supports the current goals written to increase student achievement. Our State has shared new Resiliency Standards for behavior and this will support having less violence in the schools and will match our goals for a positive environment. This year our campus, and all schools in Pasco have been awarded a 4 year grant for free breakfast and lunch for every child and this will take a huge burden off all of our families allowing for more focused academics.

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

Federal program directors meet quarterly in collaboration meetings to discuss programs across the various funding sources to reduce duplication of efforts and increase efficiency of federal funds.

## Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

**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. (ESSA 1114(b)(7)(iii)(I))**

We have a School Based Threat Assessment Team that analyzes mental health data monthly and ensures there is a plan in place for students with the greatest needs due to trauma, loss in the family, or just every day hardships. Our team consists of School Counselor, Full time School Social Worker purchased out of Title I funds, School Nurse, Behavior Interventionist, Administration, Drop Out Prevention Teacher funded through UNISIG, and School Psychologist. We work as a team to implement Peer Mediators, Peer Mentors, Staff Mentors, small groups for grief, anger management, traumas. The school counselor and social worker are trainers for Youth Mental Health First Aid and are also participating in the Title I program to conduct home visits for parental support. Our campus also partners with a local counseling agency, Chrysalis Health Services, where they use our space in order to provide weekly services to students in need, with a focus on keeping students in school the greatest amount of time. Principal, Drop Out Prevention Teacher, and Social Worker also work in collaboration with the Registrar to increase student attendance and make action plans when needed.

**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. (ESSA 1114(b)(7)(iii)(II))**

N/A

**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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

We utilize a Response To Intervention approach by having three tiers of support. Tier I is what all students receive with the Core curriculum and resources. When a student needs differentiation there are

structures in place for the teacher to provide Tier 2 instruction, which is more of the core, but with scaffolds or another learning strategy to meet the needs of the student. In the Reading Framework we have a Differentiated Instructional time built into the 90 minute reading block and this is when the teacher would be able to pull students for this second dose of the core instruction. Tier 3 is the most intensive and is utilized when students are missing universal skills from previous grade levels. We have what we call WIN Time and this is where the entire team of teachers looks at initial assessments and determines what a student's priority would be during this block of instruction. Reading being the number one priority. Then students are grouped into groups based on the 5 areas of reading and assigned to a Reading Endorsed Teacher to decrease the achievement gap and ultimately getting the student back on grade level and accessing the text in order to increase student data. This same concept is utilized with behavior. T1 systems in place are 30 minute lessons weekly administered by our Behavior Team with curriculum such as Second Step, 7 Mindsets, 7 Habits of Happy Kids/Leader In Me Steven Covey. Our Counselor also delivers a monthly lesson to every classroom called Safer Smarter Kids to enhance Tier 1. We have school-wide expectations taught to every grade level by the administration during week 1 of school. Each day on the school news there is some sort of positive message, reteach of expectation, reading of a book with a positive message and many guests on news exhibiting acts of kindness. Our Tier 2 behavior is a reteach of expectations in smaller groups to include with the Social Worker, Counselor, and Drop Out Prevention Teacher. Our Instructional Assistants also do small groups helping support students with behavioral needs. For Tier 3 we have our Behavior Interventionist who builds a BIP/FBA with the teaching team to implement individualized interventions within a classroom. This can include strategies such as Check-In, Check-Out with an adult of choice each day, token economies, First-Then Boards, Visual Schedules, Social Stories. This FBA would include baseline data and ongoing progress monitoring to ensure the behaviors are minimized or the right interventions are in place while being implemented with fidelity.

**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. (ESSA 1114(b)(7)(iii)(IV))**

We have an entire week each summer where teachers attend Together We Learn and chose classes that meet their individualized needs. As the Principal I do communicated recommendations to the instructional staff that align with our goals for the year. For example, this year we have an all new Math curriculum and I made sure to stress the need to attend this summer session. During the year we have ongoing monthly PD during a half day Early Release Day and a plan has been developed to again enhance our current goals and ensure alignment. As for recruitment I am very competitive so moving quickly to complete interviews and getting the most qualified teachers is the key. I do this early on in the Spring and I do have individualized conversations with current teachers to see where they are thinking their best fit is for their mission in education. I work to place them in grade levels that play off of their strengths and do my best to create collaborative and cohesive teams. I work with our district recruitment team and even when I have an applicant that is not the right fit for my school, but has potential I connect them with our district team for the greater good of our system. I continuously communicate, onboard, answer all questions at all hours for our new hires, no question is left unanswered and this creates a system of trust and follow through right from the start. I do my own mini needs assessments with my team leaders to see what they need to continue their leadership roles and get them support on anything they think are barriers to moving their teams forward. I believe in growing teachers from within and have several that have gone through programs such as SRP to Teachers. I currently have 3 Instructional assistants in teaching programs that I support. I just hired my previous bookkeeper as she completed her teaching degree as well as my data entry as she also went through the SRP to teacher program.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

I do not have pre-k programs on my campus

# Budget to Support Areas of Focus

**Part VII: Budget to Support Areas of Focus**

## The approved budget does not reflect any amendments submitted for this project.

| 1 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment | | | | $17,030.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6150 | 160 | 0701 - Cypress Elementary School | UniSIG | 0.5 | $10,577.00 |
| | | | *Notes: Pre-approved – Emma Davis 4/28/2023 CES will continue the 0.5 Parent Involvement Assistant from their 22/23 UniSIG plan. This position will focus on helping students with their basic needs to include managing our Feeding Tampa Bay Program, Pack-A-Sack Program to feed students on the weekends, and bringing in resources that will help students and families to include backpacks, support All Pro Dads chapter to get more dads involved, and coordinate supplies from our business partners such as Publix. This position will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately $15 per hour.* | | | |
| | 6150 | 210 | 0701 - Cypress Elementary School | UniSIG | | $1,436.00 |
| | | | *Notes: Parent Involvement Assistant - Retirement 13.57%* | | | |
| | 6150 | 220 | 0701 - Cypress Elementary School | UniSIG | | $810.00 |
| | | | *Notes: Parent Involvement Assistant - FICA 7.65%* | | | |
| | 6150 | 230 | 0701 - Cypress Elementary School | UniSIG | | $4,063.00 |
| | | | *Notes: Parent Involvement Assistant - Group Insurance* | | | |
| | 6150 | 240 | 0701 - Cypress Elementary School | UniSIG | | $133.00 |
| | | | *Notes: Parent Involvement Assistant - Worker's Compensation 1.25%* | | | |
| | 6150 | 250 | 0701 - Cypress Elementary School | UniSIG | | $11.00 |
| | | | *Notes: Parent Involvement Assistant - Unemployment Compensation 0.10%* | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | $115,961.73 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6400 | 120 | 0701 - Cypress Elementary School | UniSIG | 0.01 | $800.00 |
| | | | *Notes: CES will continue to provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of $199 per semester per mentee to the teachers and coaches that provide this support. These funds are allocated based on the number of teachers on an SI plan for the 22/23 school year (CES had 7 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left CES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.* | | | |
| | 6400 | 130 | 0701 - Cypress Elementary School | UniSIG | 0.04 | $2,000.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *Notes: CES will continue to provide additional coaching for teachers on an SI plan based on Unsatisfactory or Needs Improvement VAM. These funds will provide a mentor supplement of $199 per semester per mentee to the teachers and coaches that provide this support. These funds are allocated based on the number of teachers on an SI plan for the 22/23 school year (CES had 7 teachers on an SI plan for 22-23 school year). If teachers will an Unsatisfactory or Needs Improvement VAM left CES, the number of supplements needed will decrease and funds will be reallocated utilizing the amendment processing.* | | | |
| | 6400 | 210 | 0701 - Cypress Elementary School | UniSIG | | $380.00 |
| | | | *Notes: Mentor Supplements - Retirement 13.57%* | | | |
| | 6400 | 220 | 0701 - Cypress Elementary School | UniSIG | | $215.00 |
| | | | *Notes: Mentor Supplements - FICA 7.65%* | | | |
| | 6400 | 240 | 0701 - Cypress Elementary School | UniSIG | | $35.00 |
| | | | *Notes: Mentor Supplements - Worker's Compensation 1.25%* | | | |
| | 6400 | 250 | 0701 - Cypress Elementary School | UniSIG | | $3.00 |
| | | | *Notes: Mentor Supplements - Unemployment Compensation 0.10%* | | | |
| | 5100 | 510 | 0701 - Cypress Elementary School | UniSIG | | $9,516.73 |
| | | | *Notes: CES will align funds for student consumable supplies to support students with their learning. The school will purchase materials such as notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.* | | | |
| | 5100 | 590 | 0701 - Cypress Elementary School | UniSIG | | $3,876.00 |
| | | | *Notes: CES will purchase a collection of all Sunshine State Readers to incentivize reading in intermediate grades. The SSYRA texts will directly impact student engagement and interest in reading. The purchasing of these texts will build our text set library and provide more opportunities for all learners.* | | | |
| | 5100 | 519 | 0701 - Cypress Elementary School | UniSIG | | $16,426.00 |
| | | | *Notes: CES will purchase 650 sets of headphones for student use. These will serve two purposes; to keep focus/attention while on computer-based learning programs such as Zearn for core Math and Lexia for foundational reading skills as well as to help minimize the noise level in our open setting classrooms. Headphones will cost $23 per pair and be assigned to a student to use for the school year. CES will also purchase Kagan MegaTimers for use in classrooms. These timers will cost $69 each and CES will purchase 21 timers for classroom use.* | | | |
| | 5100 | 120 | 0701 - Cypress Elementary School | UniSIG | 1.0 | $52,356.00 |
| | | | *Notes: Pre-approved – Emma Davis 4/28/2023 CES will continue intervention teacher from their 22/23 UniSIG plan to support our 4th and 5th grade students who are well below grade level. She is a reading endorsed teacher who has taught 5th grade for the previous 4 years and this year taught in 4th grade. She knows the benchmarks, the resources, and will help catch students up and therefore make learning gains. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5 hour day and will make approximately $35 per hour.* | | | |
| | 5100 | 210 | 0701 - Cypress Elementary School | UniSIG | | $7,105.00 |
| | | | *Notes: Intervention Teacher - Retirement 13.57%* | | | |

| | 5100 | 220 | 0701 - Cypress Elementary School | UniSIG | | $4,006.00 |
|---|---|---|---|---|---|---|
| | | | *Notes: Intervention Teacher - FICA 7.65%* | | | |
| | 5100 | 230 | 0701 - Cypress Elementary School | UniSIG | | $8,125.00 |
| | | | *Notes: Intervention Teacher - Group Insurance* | | | |
| | 5100 | 240 | 0701 - Cypress Elementary School | UniSIG | | $655.00 |
| | | | *Notes: Intervention Teacher - Worker's Compensation 1.25%* | | | |
| | 5100 | 250 | 0701 - Cypress Elementary School | UniSIG | | $53.00 |
| | | | *Notes: Intervention Teacher - Unemployment Compensation 0.10%* | | | |
| | 5100 | 510 | 0701 - Cypress Elementary School | UniSIG | | $300.00 |
| | | | *Notes: Intervention Teacher - Classroom supply funds* | | | |
| | 6300 | 120 | 0701 - Cypress Elementary School | UniSIG | 0.07 | $3,640.00 |
| | | | *Notes: CES will add a paid 1 hour of Lead Literacy Team Time for 10 teachers and 3 coaches once per month so our Team can analyze our quarterly walkthroughs and plan for high impact literacy instruction. These planning hours will take place after contracted time and Lead Literacy Team members will be paid their hourly rate of approximately $35 per hour for teachers and $37 per hour for coaches.* | | | |
| | 6300 | 130 | 0701 - Cypress Elementary School | UniSIG | 0.02 | $1,155.00 |
| | | | *Notes: CES will add a paid 1 hour of Lead Literacy Team Time for 10 teachers and 3 coaches once per month so our Team can analyze our quarterly walkthroughs and plan for high impact literacy instruction. These planning hours will take place after contracted time and Lead Literacy Team members will be paid their hourly rate of approximately $35 per hour for teachers and $37 per hour for coaches.* | | | |
| | 6300 | 210 | 0701 - Cypress Elementary School | UniSIG | | $651.00 |
| | | | *Notes: Lead Literacy Planning - Retirement 13.57%* | | | |
| | 6300 | 220 | 0701 - Cypress Elementary School | UniSIG | | $367.00 |
| | | | *Notes: Lead Literacy Planning - FICA 7.65%* | | | |
| | 6300 | 240 | 0701 - Cypress Elementary School | UniSIG | | $60.00 |
| | | | *Notes: Lead Literacy Planning - Worker's Compensation 1.25%* | | | |
| | 6300 | 250 | 0701 - Cypress Elementary School | UniSIG | | $5.00 |
| | | | *Notes: Lead Literacy Planning - Unemployment Compensation 0.10%* | | | |
| | 6300 | 310 | 0701 - Cypress Elementary School | UniSIG | | $2,512.00 |
| | | | *Notes: Each quarter the Lead Literacy Team will walk classrooms using the Look For Tool and collect evidence of benchmark instruction, student work, and instructional practices to share out with the entire instructional staff. These funds will be used to hire substitutes to cover classrooms during these walkthroughs.* | | | |

| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
|---|---|---|---|---|---|---|
| | 5100 | 644 | 0701 - Cypress Elementary School | UniSIG | | $1,540.00 |
| | | | *Notes: Pre-approved – BSI 7/27/2023 CES will purchase 2 computers, one each for the SSAP and Intervention Teacher funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.* | | | |
| | 6500 | 399 | 0701 - Cypress Elementary School | UniSIG | | $180.00 |
| | | | *Notes: Pre-approved – BSI 7/27/2023 Technician Fees - CES will purchase 2 computers, one each for the SSAP and Intervention Teacher funded out of UniSIG funds. Since these employees' salaries are grant funded the computer assigned to them will also be purchased with grant funds. Computers are budgeted at $770 per device with a $90 technician fee. The technician fee will be used to support set-up and continued maintenance of the devices.* | | | |
| **3** | **III.B.** | **Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups** | | | | **$136,533.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 150 | 0701 - Cypress Elementary School | UniSIG | 2.0 | $41,708.00 |
| | | | *Notes: CES will continue to the two Instructional Assistants from their 22/23 UniSIG plan. These positions will continue to support classroom teacher during small groups instruction with a focus on reading acquisition skills. This position will run August 8, 2023 - May 28, 2024. The position is a 7.5-hour day and will make approximately $15 per hour.* | | | |
| | 5100 | 210 | 0701 - Cypress Elementary School | UniSIG | | $5,660.00 |
| | | | *Notes: Instructional Assistants - Retirement 13.57%* | | | |
| | 5100 | 220 | 0701 - Cypress Elementary School | UniSIG | | $3,191.00 |
| | | | *Notes: Instructional Assistants - FICA 7.65%* | | | |
| | 5100 | 230 | 0701 - Cypress Elementary School | UniSIG | | $16,250.00 |
| | | | *Notes: Instructional Assistants - Group Insurance* | | | |
| | 5100 | 240 | 0701 - Cypress Elementary School | UniSIG | | $522.00 |
| | | | *Notes: Instructional Assistants - Worker's Compensation 1.25%* | | | |
| | 5100 | 250 | 0701 - Cypress Elementary School | UniSIG | | $42.00 |
| | | | *Notes: Instructional Assistants - Unemployment Compensation 0.10%* | | | |
| | 5100 | 120 | 0701 - Cypress Elementary School | UniSIG | | $49,547.00 |
| | | | *Notes: Pre-approved - Emma Davis 4/28/2023 CES will continue the SSAP Teacher from their 22/23 UniSIG plan. This teacher will continue to work with 4th and 5th graders who struggle in any of the following areas: attendance, grades, and/or behavior. He has worked this year to build a rapport with the 4th graders moving up to 5th grade. He is their cheerleader, their adult who cares, their adult meeting them at their buses to help start their day ready for learning. This position will run August 3, 2023 - May 29, 2024. The position is a 7.5-hour day and will make approximately $35 per hour.* | | | |
| | 5100 | 210 | 0701 - Cypress Elementary School | UniSIG | | $6,724.00 |
| | | | *Notes: SSAP Teacher - Retirement 13.57%* | | | |

| | 5100 | 220 | 0701 - Cypress Elementary School | UniSIG | | $3,791.00 |
|---|---|---|---|---|---|---|
| | | | *Notes: SSAP Teacher - FICA 7.65%* | | | |
| | 5100 | 230 | 0701 - Cypress Elementary School | UniSIG | | $8,125.00 |
| | | | *Notes: SSAP Teacher - Group Insurance* | | | |
| | 5100 | 240 | 0701 - Cypress Elementary School | UniSIG | | $620.00 |
| | | | *Notes: SSAP Teacher - Worker's Compensation 1.25%* | | | |
| | 5100 | 250 | 0701 - Cypress Elementary School | UniSIG | | $53.00 |
| | | | *Notes: SSAP Teacher - Unemployment Compensation 0.10%* | | | |
| | 5100 | 510 | 0701 - Cypress Elementary School | UniSIG | | $300.00 |
| | | | *Notes: SSAP Teacher - Classroom supply funds* | | | |
| **4** | **III.B.** | **Area of Focus: Instructional Practice: Coaching** | | | | **$0.00** |
| | | | | | **Total:** | **$269,524.73** |

## Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No