

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Cypress Cove Elementary**



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

## 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
In the Spring 2021 DIBELS 8th assessment Cypress Cove Elementary scored 1 percentage point below the District's Below and Well Below average score. CCE Below and Well Below score is 29%, and the District's Below and Well Below score is 30%.	In the Fall 2021 DIBELS 8th assessment CCE Kindergarteners scored 8 percentage points below the District's Kindergarten Above and Well Above average score. The CCE Kindergarten Well Above score is 34%, and the District's Well Above average is 42%.
In the Spring of 2021 First grade Dibels 8 assessment results noted that there was a 50 point increase in the amount of students scoring Above and Well above from the Fall assessment to Spring. In the fall first grade Above and Well Above scores were at 27%. In the Spring the Well and Above Well score rose to 77%.	Targeted areas where Discipline Incidents have occurred with the highest percentages are the classroom (227 reports) and playground (40 reports).
In 2020-2021 school year, Discipline Incident reports for the whole school decreased by 50% from the 2019-2020 school year. In 2019-2020 school year the number was 640, and in 2020-21 the number of incidents were 323.	There is not an adequate amount of reading materials that are geared toward the first grade IRLA beginning and ending goal marks (green and blue).
Students across the school were introduced to sustained reading times allowing them to practice individual IRLA goals that were assigned. This time was built into our ELA minutes during the kindergarten and first grade classroom schedules. Each class had a goal of 20 minutes per day for sustained reading time.	In person and virtual parent meetings were noted as weaknesses. This data was indicated in the Parent/Family engagement survey. Out of 142 responses 82 were not able to attend a meeting.

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<p>Parent and Teacher communication is high. This is evident through the Parent Communication contact logs from CCE Pre K-1 teachers, and the Parent/Family engagement survey. Out of 142 responses 110 of them were rated highly effective.</p>	
<p>From the 2019-2020 school year to the 2020-2021 school year the overall total domain average increased .28 points with a total domain average of 6.05 points.</p>	<p>For the 2020-2021 school year the Instructional Support Average is 4.88 which is in the low end of the proficient range.</p>

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

**Goal #1** From Spring 2021 to Spring 2024, Kindergarten and 1<sup>st</sup> Grade students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8<sup>th</sup> by 2 % points each year as follows:

Grade	2021 EOY %	2022 EOY % Goal	2023 EOY % Goal	2024 EOY % Goal
K	65	67	69	71
1 <sup>st</sup>	77	79	81	83

### Instructional Focus:

- Intervention Block
  - Teachers have 30 minute block for interventions
  - Data is used to determine appropriate interventions that will be done in a small group or individually
  - Progress Monitoring daily interventions will be completed by teachers during ELA time
  - For students in stations during this time, focus will be on literacy skills.
- IRLA Foundational Skills Toolkit
  - Small Group

### Resources needed:

**Amplify website  
chromebook  
station materials (i.e.,  
Play Doh (1 set per class;  
38-40 classrooms),  
stamps, letter stencils)  
poster maker for anchor  
charts**

### Team Reflection:

**Cypress Cove Elementary 2021-2024**

<ul style="list-style-type: none"> <li>○ Toolkit lessons</li> </ul>																																
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Parents will be informed of their child’s Dibels score through the Amplify parent page. This page lists the child’s score as well as interventions that the child will be getting in school. Helpful activities will also be listed for use at home.</li> </ul>	<b>Resources needed:</b> <b>Amplify home connect pdf file or paper</b>	<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>																														
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Teachers will be exposed to various research and data that will help drive daily interventions. This research time will be done through PLC weekly meetings.</li> <li>● American Reading Company- IRLA Toolkit</li> </ul>	<b>Resources needed:</b> <b>pocket chart</b> <b>card stock</b>	<b><u>Feedback from Teachers:</u></b>																														
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● Progress monitoring assessments will be completed every 2-4 weeks to check on individual progress. Administrative staff will be doing snapshots during instructional intervention time. The feedback given to teachers at this time will help guide further planning.</li> </ul>																																
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<b>Monitoring and Evaluating</b>																																
<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Progress Monitoring and Benchmark assessment data</li> </ul>	<b>Observations:</b> <ul style="list-style-type: none"> <li>● Administration snapshots</li> </ul>																															
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>																																
<b>End of the Year Results:</b>																																

**Cypress Cove Elementary 2021-2024**

**Goal #2 From Spring 2021 to Spring 2022, Kindergarten and 1st Grade students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8 by 2 % points per year.**

**Instructional Focus:**

- Progress Monitoring daily interventions will be completed by teachers during ELA time. Interventions will be done in small group and individual basis.

**Resources needed:**

**ReadyGen Kit**  
**Amplify website**  
**Chromebook**  
**Chromebook Charging**  
**Cart**  
**station materials**  
**poster maker for anchor**  
**charts**  
**IRLA Foundational Skills**  
**Toolkit**  
**Headphones**  
**Printers**  
**Printer Ink**  
**Colored Paper**  
**Cardstock**

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Parents will be informed of their child's Dibels score through the Amplify parent page. This page lists the child's score as well as interventions that the child will be getting in school. Helpful activities will also be listed for use at home.

**Resources needed:**

**Amplify home connect**  
**pdf file or paper**

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

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<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Teachers will be exposed to various research and data that will help drive daily interventions. This research time will be done through PLC weekly meetings.</li> </ul>	<b>Resources needed:</b>  pocket charts card stock	<b>Feedback from Teachers:</b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>Progress monitoring assessments will be completed every 2-4 weeks to check on individual progress. Administrative staff will be doing snapshots during instructional intervention time. The feedback given to teachers at this time will help guide further planning.</li> </ul>		

<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													

<b>Monitoring and Evaluating</b>	
<b>Assessments:</b> <ul style="list-style-type: none"> <li>Progress Monitoring and Benchmark assessment data</li> </ul>	<b>Observations:</b> <ul style="list-style-type: none"> <li>Administration snapshots</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	
<b>End of the Year Results:</b>	

**Goal #3**  
 From Fall 2021 to Spring 2022, the percentage of Kindergarten and 1<sup>st</sup> grade students achieving proficiency on the District Created Math Assessment will increase to 80% at the end of the year.

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Grade	Fall 2021 Score	Spring 2022 EOY % Goal	Fall 2022 % Score	Spring 2023 EOY % Goal	Fall 2023 % Score	Spring 2024 % Goal
K	26%	80%				
1 <sup>st</sup>	66.5%	80%				
<b>Instructional Focus:</b> <ul style="list-style-type: none"><li>Eureka lessons and supplemental materials will be used by teachers during math instructional minutes. Everyday Counts will also be used by teachers during Calendar Math.</li></ul>				<b>Resources needed:</b> Eureka workbooks and website Everyday Counts Math kit math manipulatives		<b><u>Team Reflection:</u></b>
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"><li>During parent conferences Math baseline data will be shared. Interventions will be noted as well.</li><li>Eureka Math Parent Guide will be sent home for each module</li><li>Teacher Newsletters that are sent home weekly will include Math practice activities</li><li>Good News Calls</li></ul>				<b>Resources needed:</b> Math SLT assessment		<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <ul style="list-style-type: none"><li>Teachers and the administration will collaborate best teaching practices during PLC weekly meetings. Teachers will also receive Eureka Math Equip training.</li></ul>				<b>Resources needed:</b>  Eureka Math module manuals		<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"><li>Teachers will receive Eureka Math Equip training.</li></ul>						
<b>Budgets</b> used to support this activity:						



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

### Monitoring and Evaluating

**Assessments:**

- Math SLT data

**Observations:**

- Possible Learning Walks

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

## 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

### DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

**Goal #1 (Discipline):**

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by \_\_ 2\_ % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	% Goal	% Goal	% Goal
13.9	11.9	9.9	7.9

**Tier 1 (School wide):**

- Second Step lessons will be completed by teachers at least once a week. Classroom management plans by teachers will also be posted. PBIS will meet monthly to promote school wide goals. Mindful Mondays and PBIS messages will be shared weekly as well.

**Tier 2 (Targeted Prevention):**

- T.J. 's nest check in check out. Student specific reinforcements

**Tier 3 (Intensive Individual):**

**Resources needed:**

**Second Steps kit**

**Team Reflection:**

**Cypress Cove Elementary 2021-2024**

<ul style="list-style-type: none"> <li>• BIP and safety plans</li> </ul>														
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>• Coffee with the Counselors via zoom, Weekly behavior communication with parents through classroom connection folders</li> </ul>	<b>Resources needed:</b>	<b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b>												
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Resources needed:</b>  <b>Copy paper</b>	<b><u>Feedback from Teachers:</u></b>												
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>• Survey sent to those participating</li> </ul>														
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
<b>Data used to Monitor and Evaluate Goal:</b> <ul style="list-style-type: none"> <li>•</li> </ul>														
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>														
<b>End of the Year Results:</b>														

## STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

### Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by   2   points each year as follows:

2020-2021 SPS	2021-2022 SPS Goal	2022-2023 SPS Goal	2023-2024 SPS Goal

\*Data will be entered upon LDOE release of SPS for Students With Exceptionalities student group.

**Describe policies and practices to identify disabilities early and accurately:**

**Team Reflection:**

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Classroom Observation and Interventions, Unit Assessments, Parent Input, TAT, SBLC, FBA, BIP, Dyslexia Screening, Gifted Screening, SLP Screening, Pupil Appraisal Evaluation		
Describe structures to increase collaboration amongst general and special education teachers:  Professional Learning Communities include SWE teachers, Inclusion/co-teaching, quarterly progress reports shared with regular education teachers, Sharing of Amplify results in ELA		<u>Team Reflection:</u>
Supports and Strategies in Tier 1 (Core Instruction): IRLA, Ready Gen, Eureka	Resources needed: IRLA Toolkits Eureka Project Read Materials Headphones	<u>Team Reflection:</u>
Supports and Strategies in Tier 2 (Targeted Prevention):  Tier 2 (Targeted Prevention) - Amplify Instruction, IRLA, Project Read, Eureka Equip, Zearn		
Supports and Strategies in Tier 3 (Intensive Individual): Tier 3 (Intensive Individual) Amplify Instruction, IRLA, Project Read		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> <li>• Meet and Greet</li> <li>• Open House</li> <li>• DIBELS Parent/Family Connection</li> </ul>	Resources needed: Printers Printer Ink	<u>Participation Outcome:</u>  <u>Parent Feedback/Exit Tickets/Survey:</u>
Professional Development: <ul style="list-style-type: none"> <li>• IRLA Training</li> <li>• Equip Training</li> </ul>	Resources needed: IRLA Professional Development Equip Professional Development	<u>Feedback from Teachers:</u>
Follow Up and Support: <ul style="list-style-type: none"> <li>•</li> </ul>		

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<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
<b>Data used to Evaluate Goal:</b> Equip Diagnostics , Progress Monitoring Data														
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>														
<b>End of the Year Results:</b>														

**ENGLISH LEARNERS**

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.

**Goal #3 (English Learners):**

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>• Weekly social skill lessons with a focus on oral language by using peer partners</li> </ul>	<b>Resources needed:</b>	<b>Team Reflection:</b>
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>• Progress Monitoring (reading) interventions will be done daily. Amplify Dibels monitoring assessments will be completed every 2-4 weeks to check student progress.</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>• Project Read interventions will be introduced and completed by the EL teachers.</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>• Home Connect Newsletters are translated and sent home monthly. T.J.'s message is also translated and sent home monthly.</li> </ul>	<b>Resources needed:</b> <b>Home Connect newsletters</b>	<b>Participation Outcome:</b>  <b>Parent Feedback/Exit Tickets/Survey:</b>

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<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Project Read Training</li> <li>EL assessment training for EL teachers</li> </ul>	<b>Resources needed:</b> Project Read manuals and materials  EL assessment data	<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>EL teachers will discuss EL assessment data with the classroom teacher.</li> </ul>		

**Budgets** used to support this activity:
 

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

**Data used to Evaluate Goal:** EL assessment

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet the federal requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

**Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:  
decision makers in a broad spectrum of school decisions:**

- Weekly Teacher Newsletters
- Robo Calls from Administration
- JPams/Student Progress Center
- Virtual Parent/Teacher Conferences at least once per year or as needed
- School Building Level Committee Meetings are held to discuss concerns and plan for individual education
- Virtual Open House
- Home/School Connection Quarterly Newsletters
- Teacher webpages
- PTA Facebook page

**Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- Two parents serve on the SAP Committee
- Administrators meet with School Board Member regularly
- On-going parent feedback on the school improvement plan and other school decisions are encouraged via the school's website feedback link

**Resources Needed to Support Parent and Family Engagement:**

- School website, monthly Home Connect newsletters, Weekly newsletters from teachers, chromebooks, webcams, paper, printers, ink/toner

**Budgets used to support this activity:**

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

Team Reflection:

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- DIBELS Data will be used to determine interventions needed through the Amplify system. In PLCs we will analyze data and make decisions based on results.

Describe how the school ensures that interventions do not replace core instruction:

- Teachers will be pulling individuals and small groups during ELA center time/intervention block.

Interventions/programs available for students in need (include grade levels and skills addressed):

- Voyager Tutoring, Project Read, Amplify Dibels Progress Monitoring focused interventions

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- The administrative staff will be doing snapshots during intervention time. Teachers will also be conducting Progress Monitoring assessments every 2-4 weeks.

**Budgets** used to support this activity:

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

**Resources Needed to Support Interventions:**

chromebooks, paper, printer, ipads

**Middle of the Year Monitoring Results:**

**End of the Year Results:**



## 6. SUPPORT AND EXTENDED LEARNING

### Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- Inclusion classroom for all students where the special education teachers will collaborate with regular education teachers to maintain lesson modifications and enhancements.
- Resource rooms for 1<sup>st</sup> grade students where the special education teachers will collaborate with regular education teachers to maintain lesson modifications and enhancements.
- MAE classroom for 1<sup>st</sup> grade students- in this classroom students receive 1-1 and small group instruction. throughout the day, behavior modifications are implemented to guarantee student success.
- Instructional Coach who provides resources aligned with our curriculum.
- Music, PE, Art and Library is included within our instructional minutes each week for every student.
- Support Services (Deaf, Occupational Therapy, Speech Services, Physical Therapy, and Adapted PE) is available to those students on an as needed basis
- KIT is a program that will provide school supplies, uniforms, and funds for field trips for students that qualify as a Kid in Transition.

### Resources needed:

### Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):

- Before and After School Tutoring- November 29 – April 29

### Resources needed:

### Budgets used to support this activity:

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

### List programs that need to be evaluated and what data will be used to monitor and evaluate:

- All specials listed above will be evaluated on their specific learning SLTs.

### Middle of the Year Monitoring Results/Areas for Improvement:

### End of the Year Results:

## 7. COUNSELING SERVICES

### Cypress Cove Elementary 2021-2024

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.*

#### Services Provided by Mental Health Provider(s):

- Due to the transient and often unstable environments that many of our school's students experience, a full-time **Mental Health Provider (MHP)** will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.
- **Second Steps** is a social and emotional skills curriculum that is provided in PreK through 1st grade. In this curriculum teachers provide various strategies on how to self regulate and understand emotions.

#### Resources needed:

2<sup>nd</sup> Steps Curriculum

#### Services Provided by Counselor(s):

- Our full time counselor provides good character and life skill lessons monthly to every student.
- Our counselor also assists with counseling and emotional needs of our students.

#### Resources needed:

#### Budgets used to support this activity:

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

#### Team Reflection:

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

#### Transition Activities for Students:

Incoming:

#### Resources needed:

**Please complete, if applicable.**

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<p>Our school provides school tours several times throughout the year. However, most tours coincide with the end of the year for in-coming kindergarten students. A part of this tour includes an informational meeting for parents.</p> <p><b>Outgoing:</b>          First grade students go on a school tour of our feeder school, Honey Island (grades 2-3).</p> <ul style="list-style-type: none"> <li>● The SWE teachers from CCE will meet with the SWE teachers from HIE, along with administrators, to discuss specific student needs</li> </ul>																															
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Resources needed:</b></p>																														
<p><b><u>Participation Results:</u></b></p> <p><b><u>Feedback from Parents/Families:</u></b></p>																															
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x	x																														

## 9. PROFESSIONAL LEARNING COMMUNITIES

*PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:*

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

### Describe the structure/make-up of your PLC groups:

- Every week teachers meet in grade level groups for a 40 min. collaboration time. An administrator/s and Instructional Coach, and Technology Resource Teacher will join the PLC as needed. During this time, teachers analyze DIBELS data and explore age appropriate interventions and coordinate guaranteed curriculum endeavors. The meeting results are recorded and reviewed each week. Any information that is gained is shared within grade levels throughout the week. Examples of activities produced from these meetings are guided reading activities, math center activities, and phonics instruction. An Instructional Coach provides curriculum aligned lesson ideas during this time.

### Resources needed:

**computer**  
**internet access**  
**projector**  
**Amplify**  
**Document Camera**

### Describe the format of your PLC groups (When? How often? How long?):

- Every week teachers meet in grade level groups for a 40 min. collaboration time. An administrator/s and Instructional Coach, and Technology Resource Teacher will join the PLC as needed. During this time, teachers analyze classroom SLT data, explore age

### Budgets used to support this activity:

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

### Middle of the Year Reflection/Areas for Improvement:

### End of the Year Feedback from Teachers:

### Areas for Improvement:

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

### Other Professional Development:

- Learning walks are done within the school twice a year. Teachers observe classroom best practices. Observed teachers are given positive feedback from other teachers and administrators after observations.
- Teachers also attend workshops during and after school hours. These workshops focus on enhancing student skills in reading and math.
- New teachers meet once a week to help collaborate and review lessons for the upcoming week. Administrators help the new teachers with school procedures and guaranteed curriculum lessons.
- Grade level meetings are held quarterly. At these meetings teachers collaborate on future lessons and SLT alignment.

### Resources needed:

***substitutes***  
***iPads***

### Describe how the Instructional Coach will support your school (if applicable):

- The instructional coach will assist in analyzing DIBELS data. And ensure Intervention groups are meeting the needs of the students.

### Budgets used to support this activity:

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

### Middle of the Year Reflection/Areas of Improvement:

### End of the Year Feedback from Teachers:

### Possible PD needs for next school year:

## 11. SCHOOL ADVANCEMENT PLANNING

**Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):**

- During the SAP committee meeting parent and community representatives will be apprised of the data at hand. The Administrative staff will ask for input from committee members.

**Describe how and when the evaluation results of the school-wide plan are reported to the school's stakeholders (faculty, staff, parents/families, and community members):**

- Evaluation results will be shared with teachers through PLCs. Parents and community members will be notified through virtual PTA meetings and newsletters.

**Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:**

- The SAP committee met in August to review the Data Analysis. The committee will meet again in November once the SAP plan has been published. The results will be shared with the CCE faculty and staff as well as parents and community members. In May the committee will meet again to evaluate SLT and Dibels data to gauge intervention effectiveness.

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Lisa Dial and Jackie Crawford
- Teacher: Joanna Brockhoff
- Teacher: Phuong Normand
- Instructional Coach: DeeDee Riviere
- Parent/Family: Adam Landry
- Parent/Family: Maria Chin
- Community Member: Mandy Herring

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Lisa Dial and Jackie Crawford
- Teacher: Joanna Brockhoff
- Teacher: Phuong Normand
- Instructional Coach: DeeDee Riviere
- Parent/Family: Adam Landry
- Parent/Family: Maria Chin
- Community Member: Mandy Herring

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## DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A school-wide action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date