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- In reading, the greatest percentage of students performing below the 41st percentile is in grades 1-3 where more than 70% of students are in the low/low average bands.
- In math, the greatest percentage of students performing below the 41st percentile is in grades 4-5 where more than 70% of students are in the low/low average bands.
- In reading, the percentage of student projected to score Standard Met/Exceeded on SBA increase as the grade levels increase.
- In math, the percentage of student projected to score Standard Met/Exceeded on SBA decrease as the grade levels increase.
- In math, the Distance from Norm increase (get further below the norm) as the grade levels increase.

#### Student Groups:

- In reading, female students demonstrate slightly lower percentages of students in the low/low avg performance bands than male students.
- In math, male students demonstrate slightly lower percentages of students in the low/low avg performance bands than female students.
- Students with disabilities is the only significant group with over 50% of students in the low performance band for both reading and math.
- Only 5% of Students with disabilities are projected to score standard met/exceeded on the SBA in reading, compared to the schoolwide rate of 25%.
- In math, 10% of students with disabilities are projected to score standard met/exceeded on the SBA, compared to the schoolwide rate of 20%.

#### School

- Schoolwide, 55% of students met or exceeded their projected (expected) growth in reading, while 47% of students met or exceeded their projected (expected) growth in math.
- Schoolwide conditional growth index shows that on average students made one year's growth in reading, but not in math.
- On average, schoolwide growth in both reading and math was in the average range based on the average growth percentile.

#### Grade Level

- Grades 3 and 5 made expected growth in the area of reading, with 4th grade making accelerated growth
- In reading, grades 3-5 also improved their distance from norm.
- In math, grades 2-5 slightly improved their distance from norm.
- Grades K-1 made less than one year of growth and increased the gap with the national norm in both reading and math.
- On average growth in kindergarten was significantly less and far more students did not meet their projected growth in both reading and math compared to all other grade levels.

#### Student Groups

- Based on the conditional growth index (CGI), on average, all student groups with the exception of Female, White and English Only made expected growth in reading.
- The only significant student group that made expected growth in the area of math was students with disabilities.
- The percent of students in each significant student group that met/exceeded their projected growth was comparable to the schoolwide rate of 55% in reading.
- There is a slightly higher percentage of Male, Hispanic, English Learner, Socioeconomic Disadvantaged, and Students with Disabilities who met/exceeded their projected growth in math compared to the schoolwide rate.

- Schoolwide, Kindergarten is stronger in foundational goal areas for reading
- Schoolwide, the Literary Text goal area is a relative strength in reading
- Schoolwide, the Operations and Algebraic Thinking goal area is a relative strength in math

- The greatest area of need in reading for K is vocabulary use and function.
- The greatest area of need in reading for 1st is language and writing.
- The greatest area of need in grades 2-5 is informational text.
- Overall, the area of growth for math is Geometry for Kinder, 4th and 5th grade.
- 1st grade students are the lowest performing grade level in the area of reading.
- 5th grade students are the lowest performing grade level in the area of math.

- ELA: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Male
- Math: Female, Hispanic, English Learners, Students with Disabilities, Socioeconomically Disadvantaged

The ELA achievement level is "low" with average achievement being 58.7 points below standard  
 Average achievement increased from the prior year with an improvement of 8 points.  
 The All-Student group has a yellow performance level on the Dashboard.

The Math achievement level is "low" average achievement being 78.8 points below standard

Average achievement increased from the prior year with an improvement of 9 points.  
The All-Student group has a yellow performance level on the Dashboard.

English Language Arts

English Learners have a red performance level in ELA and Students with Disabilities have an orange performance level as compared to the yellow for All Students

Math

Students with Disabilities have an orange performance level as compared to the yellow for All Students

Cypress Elementary has not been identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) for the 2024-2025 school year under ESSA requirements.

English Learners have a very high chronic absenteeism rate and increased from the prior year.

- Root Cause: Workshops to ensure families understand the importance of consistent daily attendance and how it directly impacts their students' academic success, social development and motivation have not been provided.

English Learners are demonstrating very low achievement in ELA and maintained achievement from the prior year.

- Root Cause: Sufficient preparation time and professional development during the school day to support PLCs to ensure systematic instruction for vocabulary development and reading foundational skills for English Learners has not been provided.

Walkthrough data indicate that classrooms are using AR. IReady ELA data shows that the percent of students two or more grade levels below decreased by twelve percent. In addition, there was an eleven percent increase in students at or above grade level in ELA. Math and ELA tutoring indicate that students made overall growth. PLC planning agendas have been collected and include collaboration on school's key instructional practices and grade level specific needs. Teacher Surveys indicate that all professional development sessions have been effective/practical to classroom instruction with an overall cumulative rating of eighty-seven percent. There have been three Parent Empowerment Workshops addressing the importance of student attendance and academic and social emotional learning.

- ELA Tutoring: 82% of participating students showed growth from the pre-test to the post-test
- Math Tutoring: 89% of participating students showed growth from the pre-test to the post-test.
- Students in grades 1-5 have access to software licenses.
- One hundred percent of EdTech TVs have been installed and consistently used.

PLC Survey indicate the following strength in this area:

- Implementation of IReady
- Professional Development and collaboration in curriculum with MPS TOA & TOA
- PLC Collaboration and Communication

- Use of AR with consistency (Barrier - Sub Librarian)

IReady ELA data indicates a need for growth in phonics, vocabulary, and comprehension.

IReady Math data indicates a need for growth in measurement and data, and geometry.

- Professional development in ELA, Math and ELD.
- Differentiated instruction in ELA, Math and ELD.
- Parent Workshops
- PBIS Tier 1- Tier 3 Interventions






promote a sense of school safety and connectedness. Expenditures:

- Awards and recognition items:  
Certificates, Medals, Trophies
- PBIS School Murals/Yard Signs
- Character Counts Vinyl Posters
- PBIS Awards
- Certificated & classified extra hour pay for PBIS/Family Events and collaboration
- Professional Development/Conferences
- Attendance Awards
- Printing
- Travel and Field Trip related fees
- Substitute coverage for teacher release/planning/training & workshops
- (new expenditures) TV, Vivi, and Installation Cost

1E: Provide Tm /GS1 gs 0 gAS1 n2ures) TV, Vivi, a


The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 94 (2021-2022)</li> </ul>	-87.0	-84.0
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 106.9 (2021-2022)</li> </ul>	-94.5	-91.5
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -3.9 1st: -10.4 2nd: -14.1 3rd: -16.7 4th: -18.5 5th: -12.9	KN: -5.2 1st: -13.2 2nd: -11.0 3rd: -15.5 4th: -15.5 5th: -16.3	KN: -4.7 1st: -12.7 2nd: -10.5 3rd: -15.0 4th: -15.0 5th: -15.8
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -5.0 1st: -6.1 2nd: -10.8 3rd: -13.0 4th: -17.2 5th: -15.9	KN: -4.6 1st: -7.8 2nd: -8.4 3rd: -9.9 4th: -13.4 5th: -19.9	KN: -4.1 1st: -7.3 2nd: -7.9 3rd: -9.4 4th: -12.9 5th: -19.4
MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.12	0.13	>= 0

MAP Growth Language (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	0.15	0.07	>= 0
MAP Growth Math (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	0.14	-0.07	>= 0

<ul style="list-style-type: none"> <li>• In ELA, English Learners have 11.9% fewer students scoring at Standards Met/Exceeded than the All-Student Group.</li> <li>• EL students have an average Distance from Standards of 25.8 below the All-Student Group.</li> <li>• In Math, English Learners have 6.7% fewer students scoring at Standards Met/Exceeded than the All-Student Group.</li> <li>• EL students have an average Distance from Standards of 13.8 below the All-Student Group.</li> <li>• EL student group is performing below the all student group in both in ELA &amp; Math.</li> </ul>
<ul style="list-style-type: none"> <li>• EL students improved their percent met/exceeded in both ELA and Math.</li> <li>• In ELA, EL students improved percent met/exceeded by 5.8% which was higher than the 5.6% increase for All-Student group.</li> <li>• In ELA, EL students improved their Distance from Standard by 6.4 points while the All-Student group improved by 7.8 points, thus maintaining the achievement gap.</li> <li>• In Math, EL students improved percent met/exceeded by 2.1% which was slightly lower than the 4.5% increase for All-Student group.</li> <li>• In Math, EL students improved their Distance from Standard by 11.3 points while the All-Student group improved by 10.8 points, thus maintaining the achievement gap.</li> </ul>
<p>In ELA, the areas of strength for EL students is Listening with 63% of students scoring above/near standard.  In Math, the areas of strength for EL students is Communicating Reasoning with 55% students scoring above/near standard.</p>
<p>In ELA, the areas of need for EL students is writing with 48% of students scoring below standard.  In Math, the areas of need for EL students is Concepts and Procedures with 63% of students scoring below standard.</p>



- EL students are performing below the all-student group in both ELA and Math.
- 14% of EL students are projected to score Standard Met/Exceeded on SBA in ELA compared to the 25% schoolwide.
- In Math, 15% of EL students are projected to score Standard Met/Exceeded on SBA compared to the 20% schoolwide.



- In reading, English Learners made expected growth which was similar to the growth for the all-student group, therefore maintaining the achievement gap.
- In Math, both English Learners (-0.07) and the all-student group (-0.21) did not make one year's growth in one year's time, thus the growth between the two groups was maintained.
- EL students made more growth in ELA than in Math.



English Language

- English Learners performance level on the Dashboard is red compared to yellow for the All-Student group.
- English Learners maintained from the prior year while the All-Student group improved average achievement.

Math

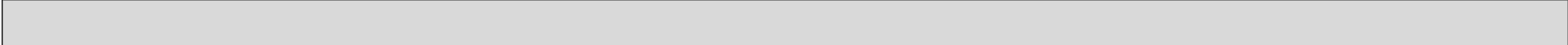
- English Learners performance level on the Dashboard is yellow which is the same when compared the All-Student group.
- English Learners increased from the prior year as did the All-Student group.

English Language Arts

English Learner achievement maintained with an improvement of 1.8 points compared to an improvement of 8 points for All-Students, therefore maintaining the achievement gap.

Math

English Learner achievement increased by 6.5 points compared to an improvement of 9 points for All-Students, therefore narrowing the achievement gap.

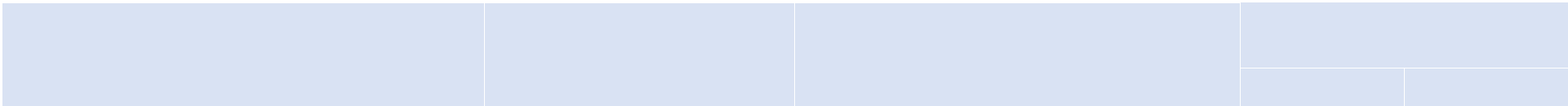


- Walkthrough data indicates 93% of classrooms are implementing Designated ELD Rotations in grades 1-5
- Increase in student engagement, collaborative partnering and use of Kagan strategies
- MPS TOA was able to meet with 1st-5th grade level teams and conduct a lesson study
- MPS TOA modeled lessons for all grade levels K-5
- Eighty-seven percent of the EL students in attendance made growth for our EL tutoring



- There is a need for additional professional development in teaching vocabulary.
- Need to develop a plan to increase student participation in after school EL tutoring.
- Need to support EL students with daily and on time attendance.

	<ul style="list-style-type: none"> <li>• ELPAC data indicates a need to focus on reading skills for Reclassified EL students.</li> <li>• ELPAC data indicates a need to build all EL students' academic and content specific vocabulary.</li> </ul>
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1aA: Provide small group tutoring to develop reading skills through the development of academic vocabulary 0 -1 0 10.47399998 Tm 0 g |





The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

% by ELPI level	Level 4: 3% Level 3H: 12% Level 3L: 22% Level 2H: 25% Level 2H: 18% Level 1: 20%	Level 4: 8% Level 3H: 13% Level 3L: 25% Level 2H: 20% Level 2H: 15% Level 1: 18%	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPI Change: % Made Progress	45.9%	45.3%	48.3%
% by ELPAC Level	Level 4: 7% Level 3: 33% Level 2: 39% Level 1: 21%	Level 4: 8% Level 3: 39% Level 2: 35% Level 1: 18%	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Listening Domain: % by Performance Level	26% - Well Developed 62% - Somewhat/Moderately Developed 12% - Beginning Development	29% - Well Developed 60% - Somewhat/Moderately Developed 11% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Speaking Domain: % by Performance Level	28% - Well Developed 52% - Somewhat/Moderately Developed 20% - Beginning Development	30% - Well Developed 55% - Somewhat/Moderately Developed 15% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Reading Domain: % by Performance Level	6% - Well Developed 51% - Somewhat/Moderately Developed	8% - Well Developed 58% - Somewhat/Moderately Developed	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are

	43% - Beginning Development	35% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	9% - Well Developed 64% - Somewhat/Moderately Developed 28% - Beginning Development	9% - Well Developed 64% - Somewhat/Moderately Developed 27% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

<p>School</p> <ul style="list-style-type: none"> <li>• A majority of our EL students are in both EL Level 2 (35%) and EL Level 3 (38%)</li> <li>• Schoolwide performance is stronger in Oral Language than in Written Language</li> <li>• Performance has remained stagnant in the past 3 years in both the Reading and Writing Domain</li> </ul> <p>Grade Levels</p> <ul style="list-style-type: none"> <li>• Currently grades 4 &amp; 5 have a significantly greater percentage of levels 3's and 4's than other grade levels</li> <li>• Overall performance has increased in all grade levels except in Kinder and 2nd grade</li> <li>• 5th grade has highest percentage of students in level 4 (24%)</li> <li>• Increased achievement across domains are as followed: <ul style="list-style-type: none"> <li>o Kinder: Improvement only in Reading and Writing</li> <li>o 1st grade increased achievement across all four domains</li> <li>o 2nd grade increased achievement in Listening and Reading</li> <li>o 3rd grade increased achievement in Speaking, Reading and Writing</li> <li>o 4th grade increased achievement in Listening, Speaking, and Reading</li> <li>o 5th grade increased achievement in Speaking, and Reading</li> </ul> </li> </ul> <p>Student Groups</p> <ul style="list-style-type: none"> <li>• Overall performance has increased over the past 3 years for Students with Disability</li> <li>• Students with Disabilities have more level 1s compared to all other groups.</li> </ul>
<p>Schoolwide</p> <ul style="list-style-type: none"> <li>• Schoolwide, students are increasing in levels 3's and 4's. In addition, levels 1's and 2's are decreasing.</li> <li>• The greatest number of students who did not make progress were at 2L and 2H</li> <li>• ELPI 2 Year Data shows the following:</li> </ul>

- o 17% of students decreased
- o 37% of students maintained
- o 47% of students made growth
- o Although the percent of students making progress remained the same from 2022-2023, fewer student decreased their ELPI level
  - Schoolwide, our majority of ELs are in ELPI level 2 and 3

#### Grade Levels

- 4th Grade ELs had the greatest percentage of students that made progress (77%) from 2022-2023
- 2nd and 3rd grade made significant increase in the number of students that made progress
- 3rd and 5th grade had a decrease in the number of students that made progress
- The largest percentage of students not making progress was in 1st grade with 38% decrease and 48% maintained

#### Student Groups

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Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	12.6% (2021-2022)	15.9%	18.9%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 95.8 (2021-2022)	-82.5	-79.5
MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: -1.30 Fall 1st to Fall 2nd: -0.02 Fall 2nd to Fall 3rd: -0.03 Fall 3rd to Fall 4th: 0.06	Fall Kinder to Fall 1st: -1.25 Fall 1st to Fall 2nd: -0.04 Fall 2nd to Fall 3rd: -0.08 Fall 3rd to Fall 4th: 0.36	>= 0 for each grade level
Fall MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort (22-23 4th Gr.): 59% 22-23 3rd Gr. Cohort: 61% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 66% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 57% 25-26 3rd Gr. Cohort (22-23 Kinder): 35%	22-23 3rd Gr. Cohort (23-24 4th Gr.): 43% 23-24 3rd Gr. Cohort: 60% 24-25 3rd Gr. Cohort (23-24 2nd Gr.): 55% 25-26 3rd Gr. Cohort (23-24 1st Gr.): 67% 26-27 3rd Gr. Cohort (23-24 Kinder): 33%	23-24 3rd Gr. Cohort(24-25 4th Gr.): 50% 24-25 3rd Gr. Cohort (24-25 3rd Gr.): 45% 25-26 3rd Gr. Cohort (24-25 2nd Gr.): 57% 26-27 3rd Gr. Cohort (24-25 1st Gr.): 23%



The CAASPP data indicates the following for 3rd Grade ELA:

- 15.9 % of students scored in the standard met/exceeded range.
- Overall, 3rd grade students had the lowest percentage of students scoring Standard Met/Exceeded when compared to 4th and 5th grade students.
- Cypress Distance from Standard was at -82.5 versus the districts -48.3.
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NOT AVAILABLE UNTIL OCTOBER
NOT AVAILABLE UNTIL OCTOBER

<ul style="list-style-type: none"> <li>• The average score for all grades K-3 is below the national norm.</li> <li>• Kindergarten has the highest percentage of students in the HiAvg and Hi achievement bands</li> <li>• On average, Kindergarten students score closer to the norm compared to other grade levels.</li> <li>• Grade 3 has the highest percentage of students in the LoAvg and Lo achievement bands</li> <li>• On average, 3rd grade students score further below the norm compared to other grade levels.</li> <li>• A significantly greater percentage of 1st grade students are scoring in the Lo range compared to other grade levels.</li> </ul>
<ul style="list-style-type: none"> <li>• Based on conditional growth index, 3rd grade made expected growth (.36) in reading, while all other grades K-2 made less than expected growth.</li> <li>• Grades 1 and 3 had over 50% of students that met/exceeded their Projected RIT/Growth</li> <li>• Kindergarten students made significantly less growth when compared to schoolwide.</li> </ul>
<ul style="list-style-type: none"> <li>• The Literature and Informational goal area is a relative strength for Kinder</li> <li>• The Foundational Skills goal area is a relative strength for 1st grade</li> <li>• In 2-3 grade, the goal area of strength is Literary Text</li> </ul>





A: Provide students with additional books and magazines to build early literacy skills: <ul style="list-style-type: none"> <li>Library books, listening center kits and magazines</li> </ul>	- AR usage - IReady	K-3 Students	Librarian Teachers	3,000	

X	Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$100,299
X	Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,164
X	Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$28,242
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		28,242
		100,299
		128,541
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