	School Address: 6701 Mosswood Drive	
Cypress Point University Elementary	**Grade Span: Pre-K - 6th**	
	School Mission:	
Title I Schoolwide Plan	**At Cypress Point University Elementary School, we deliver rigorous academics and promote positive behaviors while creating exceptional learners and thriving partnerships in a nurturing, diverse environment.**	
2026-2027	**School Goal: Our goal is to achieve a 5% increase in SPS in each core subject by the end of the 2026 -2027 school year.**	

School Improvement Team

Name	**Role**
Mary Menyweather-DeWitt	**Principal**
Tammy Lowery Cammack	**Administrator**
Kaye Pace	**Curriculum Coordinator**
Meredith Jemerson	**Teacher**
Shadonna Bonner	**Teacher**
Ashley Hinton	**Parent**
Ebony Jackson	**Parent**

SIP REVIEW MEETING DATES
#1 October 22, 2026
#2 December 15, 2026
#3 February 23, 2027
#4 May 13, 2027

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2025-2026**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprenehsive Needs Assessment			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strengths		Data to Support Claim	
1. Growth in overall student proficiency across all subjects 3.84 percentage points		2025-21.08%/ 2026-24.91% LEAP Data	
2. Parent /School Communication		129 out of 133 parents strongly agreed/Parent Survey	
3. PBIS Implementation		Referrals decreased by 6% from the previous school year-JCampus	
Areas of Improvement		Data to Support Claim	
1. Increase overall student proficiency		24.91% Mastery & Advanced; 75% performing below Mastery/LEAP	
2. ELA Writing Performance Grades 3-6		LEAP 32.11009%	
3. Science Performance		LEAP 19.72477%	
4. Social Studies		LEAP 20.36199%	
5. Math		LEAP 27.52293%	
Prioritized Needs: Prioritized Student Performance Needs			

Priority	Student Performance Need	Grade Level Focus for	
1. Science Performance	Reason Scientifically	5	
2. Science Performance	Investigate	4	
3. Science Performance	Evaluation	6	
4. ELA Performance	Writing	4-6	
5. Social Studies Performance	Empire Building	5	
6. Social Studies Performance	Civilizations in the Americas	6	
7. Math Performance	Multiplication Comparison & Place Value	5	
8. Math Performance	Interpret Fractions, Place Value, & Scaling	6	

Prior Year Data

School SPS

Achieve	29.35
Grow	49.28
Thrive (HS Only)	
Overall SPS	43.2

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
Kindergarten	64	11	17.19	55	13	23.64	63	11	17.46
First	63	4	6.35	53	6	11.32	40	7	17.5
Second	63	7	11.11	69	4	5.8	44	5	11.36
Third	58	5	8.62	75	2	2.67	63	2	3.17
Fourth	55	0	0	50	0	0	69	2	2.9
Fifth	55	0	0	47	0	0	46	0	0
Sixth	47	0	0	57	0	0	44	1	2.27
Total	405	27	6.67	406	25	6.16	369	28	8.67

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	59	20		
4	63	13		
5	40	13		
6	40	15		

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	59	14		
4	63	21		
5	40	10		
6	40	10		

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	3	2		
4	2	1		
5	5	3		

6	3	1										
Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								
3	3	2										
4	2	1										
5	5	2										
6	3	0										

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Which school does your child attend?	**Here is a sample of questions that are asked on the survey:**			
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1. School sharing information that helps support learning at home	BOY Parent Survey	126 out of 133 responses were Strongly Agree/Agree		
2. Communication from teachers/staff	BOY Parent Survey	4 out of 133 chose disagree		
Improvements				
	Parent Survey	Data Sources		
1. Time of Events	BOY Parent Survey	October Parent Survey		
2 Lack of Transportation	BOY Parent Survey	October Parent Survey		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students	**By the end of the 2026-2027 school year, CPUE will increase the percentage of economically disadvantaged students scoring Mastery or Advanced on the LEAP ELA assessment by 5 percentage points over the 2025 -2026 baseline, through high-quality Tier 1 instruction, targeted interventions, and ongoing progress monitoring, contributing to an improvement in the school's SPS.**

OBJECTIVES (Up to 3)

Objective 1: EOY K-3 Dibels data will demonstrate an increase in students scoring at benchmark from 50% (BOY) to 80% (EOY).

Objective 2: By June 2027, our school will raise ELA Mastery in grades 3-8 from 45.5% to 50.5% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Provide targeted small-group reading instruction based on student performance data	Teachers, Paras, Kid's First Tutors	9/26-5/27		
Strengthen Tier 1 reading instruction through standards aligned lessons, effective questioning, and checks for understanding.	Teachers, CC, AP Principal	9/26-5/27		
Utilize Lexia with HDT students to provide targeted, differetiated instruction that addresses individual learning gaps	Classroom teacher/ paraprofessionals	9/26-5/27		
Weekly DIBELS progress monitoring (Amplify - below and well-below students)	Classroom teacher	9/26-5/27		
High Dosage Tutoring - using HQIM in groups of 4 or less students/ 3 times per week- tracked in StudyTrack	Classroom teacher/ paraprofessionals, Kid's First Tutors	9/26-5/27		
Provide instructional support through external consultants (New Directions)	Principal	1/27-2/27	$7,000	Title 1

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.				
Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.	**By the end of the 2026-2027 school year, CPUE will increase the percentage of economically disadvantaged students scoring Mastery or Advanced on the LEAP Mathematics assessment by 5 percentage points over the 2025 -2026 baseline, through high-quality Tier 1 instruction, targeted interventions, and ongoing progress monitoring, contributing to an improvement in the school's SPS.**			
OBJECTIVES (Up to 3)				
Objective 1: Increase the percentage of economically disadvantaged students achieving Mastery or Advanced in Math by 5%, as measured by the Spring 2027 LEAP assessment.				
Objective 2: By May 2027, at least 70% of economically disadvantaged students receiving targeted mathematics interventions will demonstrate growth from their beginning-of-year performance by district approved benchmark assessments.				
Objective 3: Decrease the percentage of Kindergarten - 3rd grade students who qualify for math HDT by 5%, as measured on the EOY Numeracy Screener.				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**
1. Provide targeted small-group mathematics instruction based on student performance data	Teachers, Paras, Kid's First Tutors	9/26-5/27		
2. Strengthen Tier 1 math instruction through standards aligned lessons, effective questioning, and checks for understanding.	Teachers, CC, AP Principal	9/26-5/27		
3. Monitor student progress every 4-6 weeks and adjust interventions based on assessment results	Teachers, CC, AP, Principal	9/26-5/27		
4. Utilize Performance Coach and Zearn to provide targeted, differetiated instruction that addresses individual learning gaps	Teachers, Paras	9/26-5/27	Pending Quote	Title 1
5. Implement and maintain a student performance tracker to monitor academic progress	Teachers, CC, AP, Principal	9/26-5/27		
6.Provide Instructional Support through external consultants (New Directions)	Principal, CC, AP	1/7-2/27	$7,000.00	Title 1

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Science and Social Studies	**By the end of the 2026-2027 school year, CPUE will increase the percentage of students scoring proficient in Science and Social Studies, as measured by the Achieve Indicator on LEAP, by 30% for all 3rd-6th grade students.**

OBJECTIVES (Up to 4)

Objective 1: Increase the percentage of 3rd - 6th grade students scoring Mastery and above in Science from 19.7% to 25.61%.

Objective 2: Increase the percentage of 3rd - 6th grade students scoring Mastery and above in Social Studies from 19.3% to 25.09%.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Strengthen implementation of Tier 1 Science Curriculum (PhD Science and Amplify) and Social Studies (Gallopade) to ensure core instruction is delivered with fidelity	Teachers, CC, AP, Principal	08/11-05/27		
Professional devleopment provided by district to implement the curriculum as intended by unpacking upcoming modules prior to the nine weeks.	District Administrator	08/18-03/12		
Weekly Content level PLCs to discuss best instructional strategies, review student data, and next steps to improve student learning.	CC, AP, Principal	08/18-05/27		
Monitor student data from embedded and district proficiency assessments through Student Data Trackers.	Teachers, CC, AP, Principal	08/18-05/27		
Provide small group instruction to target specific gaps identified through the formative assessments.	Teachers and paraprofessionals	08/18-05/27		
6.Provide Instructional Support through external consultants (New Directions)	Principal, CC, AP	1/7-2/27	$7,000.00	Title 1

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Parental Engagement Strategy

By May 2027, increase parent participation in school-sponsored academic and family engagement activities by 15% compared to the 2025-2026 school year, as measured by attendance records and participation logs.

Objective 1:Increase parent attendance at academic workshops, family learning nights, and school events by 15% compared to the previous school year.

Objective 2: By May 2027, achieve at least an 80% parent response rate to school surveys and feedback opportunities.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
1. Conduct at least one family engagement activiy each nine-week grading period.	All grade level teachers, AP, CC	August 2026/May 2027	$1,500	Title 1
2. Use multiple communication methods to encourage parent attendance.	All grade level teachers, AP, CC	August 2026/May 2027	$250	Title 1
3. Offer interactive literacy and math activities that parents can use at home.	All grade level teachers, AP, CC	August 2026/May 2027	0	NA
4 Distribute parent surveys 3 times this year.	Principal/Teachers, AP, CC	October, January, May		
5. Provide regular communication regarding student progress and academic expectations.	Principal/Teachers, AP, CC	August 2026/May 2027	$500	Title 1
6. Offer parent workshops focused on supporting student achievement at home	Principal/Teachers, AP, CC	March 2027		

Part C: Student Support Services

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Resource Services		
Progress Monitoring		Inclusion		
After School Tutoring Programs		Progress Monitoring		
Acceleration/RTI – In-school Remediation		After School Tutoring Prograr		
Summer Enrichment Programs		Summer Enrichment Progran		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Progress Monitoring		
Progress Monitoring		After School Tutoring Prograr		
After School Tutoring Programs		Summer Enrichment Progran		
Foster and Homeless				
School uniforms, school supplies, shoes, &				
After School Tutoring Programs				
Summer Enrichment Programs				

Part C: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

Activity/Strategy	Responsible Person	Start/Completion Date

Provide staff professional development on SEL practices	Principal/School Psychologist	Jan. 2027 - March 2027		
SEL Family and Community Engagement Fair	Principal, AP, CC Teachers, School Psychologist	Feb. 2027		
School Climate and Well-Being Surveys	Principal/AP	Dec. 2026-April 2027		

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education 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.

Post-Secondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

Part E: Multi-Tiered Systems of Support (MTSS)

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:By the end of the 2026-2027 school year, CPUE will foster a positive, safe, and supportive learning environment by implemenentating proactive behavior interventions, strengthening schoolwide expectations, and promoting positive student behavior, resulting in a 5% reduction in disciplinary referrals and a 5% reduction in student suspensions compared to the 2025 - 2026 school year.

Behavior Goal (needed/urgent intervention)

2025-2026 Data:

Number of Suspension ISS/OSS: 0 ISS; 36 OSS

Number of Referrals 86

Number of Expulsions 0

Goals for 2026-2027

1 Reduce office referrals to 82, resulting in a decrease of 5%. Prior year referrals were reduced by 6%.

2 Reduce out of school suspensions to 34, resulting in a decrease of 5%. Prior year suspensions were reduced by 10%.

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

ILT Weekly Meeting Monday @ 10:00, Conference Room
ILT Member Mary DeWitt, Facilitator
ILT Member Tammy Lowery Cammack, Data Lead
ILT Member Kaye Pace, Instructional Lead
ILT Member Meredith Jemerson, Recorder, Timekeeper

PLC - ELA	PLC - Math
Weekly Meeting Tuesday @ 8:30, Computer Lab	Weekly Meeting Tuesday @ 10:00 Computer Lab
PLC Member Jocelyn Jones, participant	PLC Member Nicki Riser, Participant
PLC Member DaMario Thomas, participant	PLC Member Meredith Jemerson, Participant
PLC Member Tara Harris, participant	PLC Member Jayla Anderson, Participant
PLC Member Kimberly Hendricks, participant	PLC Member Shadonna Bonner, Participant
PLC Member Tammy Lowery Cammack, Facilitator	PLC Member Tammy Cammack, Facilitator

PLC - Science	PLC - Social Studies
Weekly Meeting Tuesday @ 9:15, Computer Lab	Weekly Meeting Tuesday @ 9:15, Computer Lab
PLC Member Nicki Riser, Participant	PLC Member Jocelyn Jones, Participant
PLC Member Jessica Naylor, Participant	PLC Member Jessica Naylor, Participant
PLC Member Shadonna Bonner, Participant	PLC Member Kimberly Hendricks, Participant
PLC Member Tammy Cammack, Facilitator	PLC Member Tammy Cammack, Facilitator

PLC-Pre-K	PLC - Kindergarten
Weely Meeting Tuesday @ 11:30, Pace's office	Weekly Meeting Tuesday @ 1:30, Pace's Office
PLC Member Emily Guillory, Participant	PLC Member April Burns Welch, Participant
PLC Member Latisia Mills, Participant	PLC Member Tyronza Davis, Participant
PLC Member Kaye Pace, Facilitator	PLC Member Cynthia Aldridge, Participant
	PLC Member Kaye Pace, Facilitator

PLC - First Grade	PLC - Second Grade
Weekly Meeting Tuesday @ 12:45, Pace's Office	Weekly Meeting Tuesday @ 2:15, Pace's Office
PLC Member Kathleen Willis, Participant	PLC Member Makeesha Bell-Williams, Participants
PLC Member Ja'Quayia Washington, Participant	PLC Member Hailey Lyons, Participants
PLC Member Sarah Phillips, Participant	PLC Member Kaye Pace, Facilitator
PLC Member Kaye Pace, Facilitator	

PLC - Ancillary	PLC - SPED
Tuesday (as Needed) @ 10:45, Library	Monthly meetings- 3rd Wednesday (@TBA), Pleasant's Classroom
PLC Member Leighe' Roark, Facilitator	PLC Facilitator - LaRochelle Wooten / Kiedra Pleasant
PLC Member Ashley Carter, Participant	PLC Member -Anthony Jenkins (PreK-2nd grade)
PLC Member Ora Greely, Participant	PLC Member -Jacqueline Gibson (3rd-4th grade)
	PLC Member -Kiedra Pleasant (5th- 6th grade)
	PLC Member -Sha'Nikqua Ward (Self-Contained 1st-6th gade)

Title	Date/Time	Presenter	Responsible Person	Intended Outcomes
Classroom Management	9/12	Amy Cooper		
Classroom Management	9/26/2026	Amy Cooper		

Part G: Student Transition

This should include your plan to successfully transition students from the grade bands indicated below

Transition Activities: Select all that apply:

_x__Pre-K	_x__Kindergarten
_x__2nd Grade to 3rd Grade	___High School to Careers/College
_x__Elementary to Middle	___Middle School to High School

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Pre-K students visit kindergarten classrooms, meet teachers	Pre-K & K teachers	May 15	0	NA
Gator challenge: Are you ready for 3rd grade-Create 5 interactive stations that introduce students to grade three skills	2nd & 3rd grade teachers	May 15	0	NA
Visit to Middle School	6th grade teachers/Middle school Counselors	TBA	80	Title 1

Title I School Wide Plan

Part I:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup 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
- Goals and measurable objectives
- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An 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 Name: *Mary Menyweather DeWitt*

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys

Action	**Approximate time period:**	**Actual date:**	**District Leadership in attendance**
School-wide Plan Due Date	August	Date:	October 19, 2026
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date:		
Title I Budget Revision	Date:		