HIGHLAND LAKES ELEMENTARY SCHL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Highland Lakes Elementary Leadership Academy staff, parents, and the community will be leaders in teaching, learning, modeling, and preparing students for college, career, and life.

Provide the school's vision statement

100% of each student's individualized social, emotional, physical, and academic goals.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Julie Brewster

Position Title
Principal

Job Duties and Responsibilities

Oversee all operational and instructional practices within the school.

Leadership Team Member #2

Employee's Name
Daniel Lennox

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist with all operational and instructional practices within the schol.

Leadership Team Member #3

Employee's Name
Michelle Sikorski

Position Title
Instructional Leader

Job Duties and Responsibilities

SIP Committee - ELA

Leadership Team Member #4

Employee's Name
Leslie Bembnowski

Position Title
Instructional Leader

Job Duties and Responsibilities

SIP Committee - Math/Science

Leadership Team Member #5

Employee's Name
Marge Siemon

Position Title
Instructional Leader

Job Duties and Responsibilities

SIP Committee - Instructional

Leadership Team Member #6

Employee's Name
Colby Barrett

Position Title
Behavior Specialist

Job Duties and Responsibilities

SIP Committee - Culture & Climate

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Stakeholder involvement and input was provided in May/June, 2024 in the following ways:
1. Who- Faculty and staff; When: Staff Meeting & SIP Committee Planning meeting
2. Who- Parents, Community members: When: School Advisory Committee (SAC)
3. Who- Students: When- Lunch periods (students in grades 3 and 5)

SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and impact on student achievement in the following ways:
1. School Based Leader Team Meetings - The school leaders will share school-wide data aligned to each goal area and/or specific instructional goals. Team leaders will provide input, progress updates, and/or action steps to improve or continue progress towards goals/action steps.
2. SAC meetings- The Principal will share and obtain parent and community feedback with SAC members on school goals and action steps throughout the school year.
3. Staff and Curriculum Meetings- The school leaders will focus on key SIP goals/actions steps that align to the SIP to ensure fidelity and monitoring of key action steps that support school-wide goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**29.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**67.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **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.*	**2023-24: A** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		11	8	8	14	15				56
One or more suspensions		2		1	3	1				7
Course failure in English Language Arts (ELA)				1	4	2				7
Course failure in Math					4	4				8
Level 1 on statewide ELA assessment				2	5	17				24
Level 1 on statewide Math assessment				1	10	13				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	0	5	5						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	7	8					17

Current Year 2024-25

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	6	13				21

Current Year 2024-25

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

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

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	11	16	11	15	15				69
One or more suspensions			2			1				3
Course failure in ELA				1	1	2				4
Course failure in Math				1	2	8				11
Level 1 on statewide ELA assessment				3	13	12				28
Level 1 on statewide Math assessment				2	19	7				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	2	7	2						19

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	3	1	7	8				20

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62			55	54	53	62	55	56
ELA Grade 3 Achievement **	72			57	54	53	57	54	53
ELA Learning Gains	58						64		
ELA Learning Gains Lowest 25%	59						53		
Math Achievement *	70			59	61	59	64	51	50
Math Learning Gains	74						65		
Math Learning Gains Lowest 25%	69						54		
Science Achievement *	70			62	62	54	67	62	59
Social Studies Achievement *								65	64
Middle School Acceleration								52	52
Graduation Rate								57	50
College and Career Readiness									80
ELP Progress	60			60	64	59	62	59	50

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	534
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	58%	61%	62%		62%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
Hispanic Students	62%	No		
Multiracial Students	71%	No		
White Students	67%	No		
Economically Disadvantaged Students	59%	No		

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%
Students With Disabilities	27%	Yes	4	1
English Language Learners	60%	No		
Black/African	34%	Yes	1	

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%
American Students				
Hispanic Students	62%	No		
Multiracial Students	51%	No		
White Students	58%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	40%	Yes	3	
English Language Learners	60%	No		
Native American Students				

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%**
Asian Students	73%	No		
Black/African American Students				
Hispanic Students	67%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	72%	58%	59%	70%	74%	69%	70%					
Students With Disabilities	30%	36%	67%	80%	25%	62%	68%	46%					
Hispanic Students	60%		50%		77%	59%							
Multiracial Students	67%				75%								
White Students	63%	73%	59%	61%	71%	77%	70%	64%					
Economically Disadvantaged Students	49%	63%	54%	57%	55%	67%	70%	58%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	57%			59%			62%					60%
Students With Disabilities	23%	12%			23%			50%					
English Language Learners	50%				70%								
Black/African American Students	42%				25%								
Hispanic Students	57%	63%			67%			59%					
Multiracial Students	53%				61%			40%					
White Students	54%	55%			57%			67%					
Economically Disadvantaged Students	49%	52%			47%			57%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	62%		64%	53%	64%	65%	54%	67%					
English Language Learners	50%				70%								
Students With Disabilities	29%		46%	39%	40%	45%	38%	44%					
Native American Students													
Asian Students	73%				73%								
Black/African American Students													
Hispanic Students	58%		62%		70%	77%		67%					
Multiracial Students	47%				53%								
Pacific Islander Students													
White Students	66%		63%	52%	64%	63%	55%	73%					
Economically Disadvantaged Students	54%		64%	50%	59%	59%	50%	65%					

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

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

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

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

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

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

The data component that showed the most improvement was math proficiency increasing 11%.

This data increase is contributed to the intentionality and use of purposeful modeling and coaching from the district Math ISD.

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

The data component which showed the lowest performance is ELA learning gains at only 52%. The contributing factors to last year's lower performance include the following:

1. Inconsistent monitoring with feedback on whole and small group ELA instruction to ensure instruction is designed and implemented according to evidenced-based practices.

2. Teacher/team collaborative planning of evidenced-based practices- For example, planning on ways to implement tasks that promote reasoning and problem solving, differentiation and acceleration.

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

The data component which showed the greatest decline was our subgroup data for black students in grades 4 and 5 in both ELA and Math.

 The factors that contributed to this decline include the following:

1. Inconsistency with high expectations and conditions for learning

2. Teacher pedagogy and instructional strategies

3. Lack of intentionality of supports

Greatest Gap

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

In comparison to the State and District percentage of proficiency, we have outpaced both in all three content areas.
ELA - 61% compared to PCS (56%), State (53%)
Math - 69% compared to PCS (58%), State (55%)
Science - 68% compared to PCS (64%), State (53%)

EWS Areas of Concern

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

1. The number of students scoring a Level 1 according to F.A.S.T. in ELA and Math

2. Schoolwide attendance

Highest Priorities

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

1. Schoolwide culture of Leadership
2. Collaborative planning and Professional Learning Communities (PLC) structure and expectations
3. Student Engagement

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK)

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

Based on FAST progress monitoring cycle 3 data, Students with Disabilities and the Black/African American subgroups are scoring lower than the state and at the school level in both ELA and Math.

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

50% of Students within the subgroups of SWD and Black/African American will meet proficiency in ELA/Math as measured by FAST.

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

School based instructional leadership team (Principal, Assistant Principal) will monitor data using a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups.

Person responsible for monitoring outcome
Julie Brewster

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teachers and staff will provide a safe and equitable learning environment in which African American students and SWD students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/ emotional success. To reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students using culturally responsive teaching practices, an equitable mindset, and the setting of high expectations.

Rationale:
This strategy will bring awareness to the cultural and academic needs by keeping them engaged during instruction, connected throughout the school community, and increase their proficiency in all subject areas. Systematic instruction to include break lessons into sequential and manageable steps that increase in difficulty level.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Student Monitoring/Adjusting

Person Monitoring:	**By When/Frequency:**
Julie Brewster	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review, adjust, and monitor the use of appropriate practices and scaffolding to ensure students' needs are met. Providing teachers with current high leverage practices and actionable feedback.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning, Professional Learning Communities

Area of Focus Description and Rationale

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

Professional Learning Communities allow leadership and teachers to work together to align instruction to student need, based on data, in a cyclical process.

Measurable Outcome

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

70% of students will meet proficiency and 65% of students will make a learning in gain in ELA by ensuring whole group and small group instruction in all content areas is designed and implemented according to evidence-based principles.

75% of students will meet proficiency and 75% of students will make a learning gain in Math and Science by ensuring whole group and small group instruction in all content areas is designed and implemented according to evidence-based principles.

Monitoring

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

Planning documents, PLC meeting notes, student data, and walkthrough observations

Person responsible for monitoring outcome
Julie Brewster

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Collaborative planning allows time for teachers to deepen their understanding of Florida standards for improving student outcomes. As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity.

Rationale:
Collaborative planning provides leadership and teachers time to work together to align instruction to student need in a cyclical process.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Data-driven Professional Learning Communities (PLC) allow time to analyze the impact of standards-based lessons with an emphasis on task alignment to state benchmarks of each grade level and provide opportunities to adjust instruction throughout the school year based on student needs.

Rationale:

PLCs provide leadership and teachers time to work together to align instruction to student need in a cyclical process.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Be Proactive - Leadership Habit #1

Person Monitoring:	**By When/Frequency:**
Julie Brewster	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize a planning protocol to build autonomy among staff in collaborative planning with a purpose and commitment to be responsible for choice, accountability, initiative, and resourcefulness align to standards-based instruction and district approved resources. Monitoring: Collaborative planning results document, walkthroughs w/actionable feedback, student engagement in leadership

Action Step #2
Put First Things First - Leadership Habit #3

Person Monitoring:	**By When/Frequency:**
Julie Brewster / Daniel Lennox	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data based PLC cycles allowing teachers to work collectively in reoccurring cycles of improvement by using student data to guide intervention planning with intentionality to identifying student needs and organize targeted instruction for small group, remediation, and enrichment. Monitoring: PLC meeting notes, student data

Action Step #3
Sharpen the Saw - Leadership Habit #7

Person Monitoring:	**By When/Frequency:**
Julie Brewster	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Provide intentional and purposeful professional development based on results of student outcomes. 2. Provide differentiated coaching and modeling within meetings and classrooms. Monitoring: classroom walkthroughs w/actionable feedback, student data, student engagement in leadership

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

In order for scholars to become proficient in all content areas, they need to be engaged in content, show ownership of and lead their own learning. When Instructional supports are in place for all students during core instruction, intervention and independence, students can lead their own learning.

Measurable Outcome

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

70% of students will meet proficiency and 65% of students will make a learning in gain in ELA by ensuring whole group and small group instruction in all content areas is designed and implemented according to evidence-based principles.

75% of students will meet proficiency and 75% of students will make a learning gain in Math and Science by ensuring whole group and small group instruction in all content areas is designed and implemented according to evidence-based principles.

Monitoring

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

walkthroughs - Students engaged in leadership, data walls, and evidence scholars checking grades and attendance bi-weekly, data chats

Person responsible for monitoring outcome

Julie Brewster/Daniel Lennox

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Evidenced-based instructional strategies and actionable student feedback

Rationale:
Evidenced-based instructional strategies ensures student-centered learning with the expectation that all students experience success. Feedback allows the teacher to provide students with an understanding of their achievement level and how to progress further.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Think Win-Win - Leadership Habit #4

Person Monitoring:	**By When/Frequency:**
Julie Brewster	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide Differentiated/Accelerated Instruction with various avenues to access and demonstrate learning via process, assessment, product, and/or environment. 1. 'Pop-Up' Small Group opportunities during CORE instruction provides opportunities to address learning deficits and/or enrich the learning experience. 2. Collaborative Student led Groups, become an Invisible teacher to allow students to do the work. Monitoring: lesson plans, student data, student work samples, student engagement in leadership observed in walkthroughs

Action Step #2
Begin with the End in Mind - Leadership Habit #2

Person Monitoring:	**By When/Frequency:**
Julie Brewster	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Build students' leadership skills to utilize the Focus/Learning board to set goals and action plan to drive their own learning. 1. Provide visual representations of student expectations and progress over time (Data walls) 2. Utilize the 4 Cs Powerful Data Chat process to have one-to-one conversations with students. Monitoring: walkthrough observations, student data, data folder/binder

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

Without a positive culture and environment, stake holders do not want to be present. To change this mindset of scholars who lack motivation to come to school, we will be intentional with our conditions for learning and community building to enhance and foster the student leadership experience.

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

We will decrease the number of students absent more than 10% of the school year from 21% to 15%.

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

Bi-weekly meetings for CST will be held to review data and interventions to support students and families. CST dashboard will track our action plans for any student that is flagged.

Person responsible for monitoring outcome
Julie Brewster (brewsterju@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Conditions for learning and community building are the two evidence-based interventions we will focus on to improve attendance.

Rationale:
Conditions for learning provides all scholars an environment that is student-centered, organized, and setup for success. Community building builds a culture of teamwork and openness in which all scholars feel comfortable to learn and grow with a "Leader" approach to the environment.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Synergize - Leadership Habit #6 - Conditions for Learning

Person Monitoring:	**By When/Frequency:**
Daniel Lennox	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Build and foster leadership habits to create self-sufficient students by: 1. Implementing a Focus/ Learning board to allow students to understand what they are learning, why they are learning it, and how they know when they have achieved the learning. 2. Creating an atmosphere where students understand the daily routines in order to achieve success.

Action Step #2
Synergize - Leadership Habit #6 - Setting High Expectations

Person Monitoring:	**By When/Frequency:**
Julie Brewster	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop Leadership habits to hold students accountable to their learning/behavior goals and how to action plan to progress their learning.

Action Step #3
Seek to / Then Be - Leadership Habit #4 - Foster a climate of trust, respect, and community.

Person Monitoring:	**By When/Frequency:**
Julie Brewster	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement consistent schoolwide language and use of processes for: 1. Positive Behavior Intervention System (PBIS) 2. Responsibility approach to discipline to build students accountability to the behavior and not the consequence in order to change the behaviors and strengthen their social/ emotional skills.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))
No Answer Entered

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))
No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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