HIGH POINT ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

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

The dedicated staff of High Point Elementary commits to creating a safe, caring and creative environment. With a focus on organization, determination and opportunities to think, our scholars will be valued and held accountable for their learning and academic growth.

We value
1. Respect
2. Responsibility
3. Relationships

Provide the school's vision statement

Our Vision is 100% Scholar Success

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
Annette Mavres

Position Title
Principal

Job Duties and Responsibilities

Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Ensure Management of School Leadership Teams.

Leadership Team Member #2

Employee's Name

TBA

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Support the Management of School Leadership Teams

Leadership Team Member #3

Employee's Name
Denise Steele

Position Title
Instructional Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts in Grades K-2

Leadership Team Member #4

Employee's Name
Cassandra Vigil

Position Title
Instructional Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts

Leadership Team Member #5

Employee's Name
Rachel Salisbury

Position Title
Instructional Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to mathematics.

Leadership Team Member #6

Employee's Name
Greg Vanderloop

Position Title
Behavior Specialist

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to Behavior and the MTSS Process

Leadership Team Member #7

Employee's Name
Margo Evancho

Position Title
Instructional Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to MTSSRti Behavior and Academic Coach.

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.

In the months of March-April-May, the staff meets routinely (whole group and as teams) to review data trends and evaluate success and needs for instructional improvement. The areas of planning, coaching, professional development are reviewed and measured against resultant (ongoing) data points. Instructional focus is reviewed for next steps. This input is gathered to influence the school improvement plan and action steps for the following year.

The Instructional Leadership Team meets weekly to discuss current trends centered on team planning, current assessment data, walkthrough observations, professional development needs and impact. Assessment data is compared to school goals consistently to make adjustments to processes and influence the current and future School Improvement Plan.

Team Leaders meet monthly to discuss current data, professional development needs and impact, planning processes and needs. Assessment data is compared to school goals consistently to make adjustments to processes and influence the current and future School Improvement Plan.

Grade Level Learning Communities gather weekly to discuss current data, analyze scholar artifacts, adjust and plan for standard mastery and to determine professional development needs. Assessment data is compared to school goals consistently to make adjustments to processes and influence the current and future School Improvement Plan. The team leader offers input at monthly at team leader meetings using the framework below from weekly meetings.
• Where are we going?
• Where are we now?
• How do we move learning forward?
• Who is benefited from instruction? Who is not benefitting?
• What just in time scaffolds and adjustments worked?
• What needs to be revisited and how?

The School Based Leadership Team meets weekly to review data and to focus on lowest performing

scholars. Input is gathered from teachers to develop intervention plans with aligned monitoring to support scholar growth. Impact of interventions is used to determine needed professional development and successful intervention programs to make adjustments to processes and influence the current and future School Improvement Plan.

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))*

 Data Transparency proves evident at High Point Elementary. School Improvement Goals are readily shared and posted with all stakeholders (Website, Hallways, The Instructional Leadership Team, School Based Leadership Team, Staff Meetings, School Advisory Council and Parent Quarterly Meetings.)

School Goals and Ongoing Progress Monitoring Data are gathered routinely.
Comparative Data is reviewed following each cycle of assessment with the following:
    School Based Leadership Team- weekly, as assessments occur Instructional
    Leadership Team- weekly, as assessments occur
    Grade Level Collaborative Learning Communities- weekly, as assessments occur
    Team Leaders- monthly to gather team input on successes and needs to drive instruction and learning
    School Advisory Council and Community- Quarterly meetings

The School Based Leadership Team meets weekly to review data and to focus on lowest performing scholars. Input is gathered from teachers to develop intervention plans with aligned monitoring to support scholar growth. Impact of interventions is measured to determine needed professional development and successful intervention programs to make adjustments to processes and influence the current and future School Improvement Plan.

At High Point, we leverage communication to ensure families have a clear understanding of scholar and school performance. The Family Engagement Committee plans events that empower families with tools and activities to support learning at home. During quarterly community events, all stakeholders are invited to a review of data connected to school goals and performance. Response surveys results are gathered and shared with the community.

Following the midyear data review, grade levels meet with the Instructional Leadership Team and School Based Leadership Team to create an updated action plan. A plan is created for each scholar

grouped into the following categories: Exceeding Proficiency, Meeting Proficiency, Below Proficiency and by intermediate standards. Instructional interventions are aligned with scholar needs and tracked by interventionist, grade level, Instructional Leadership Team and School Based Leadership Team weekly to ensure progress. Adjustments are made as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**79.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
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)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: D**

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	1	35	24	37	26	33				156
One or more suspensions	0	0	0	2	0	2				4
Course failure in English Language Arts (ELA)	0	0	0	2	1	2				5
Course failure in Math	0	0	0	1	5	3				9
Level 1 on statewide ELA assessment	0	0	0	2	20	30				52
Level 1 on statewide Math assessment	0	0	0	2	21	19				42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	4	17	21	22						64
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	7	17	35	32					105

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	0	2	1	5	11	15				34

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	2	0	1`	0	0				4
Students retained two or more times	0	1	0	0	2	0				3

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	3	25	31	26	26	20				131
One or more suspensions						1				1
Course failure in ELA				2	1	2				5
Course failure in Math					1					1
Level 1 on statewide ELA assessment				2	19	21				42
Level 1 on statewide Math assessment				2	24	8				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	11	14	9	4						44

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				4	9	12				25

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	4	3	2	3		1				13
Students retained two or more times				2						2

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 *	51			43	54	53	50	55	56
ELA Grade 3 Achievement **	59			49	54	53			
ELA Learning Gains	49						64		
ELA Learning Gains Lowest 25%	44						58		
Math Achievement *	65			59	61	59	53	51	50
Math Learning Gains	58						48		
Math Learning Gains Lowest 25%	44						51		
Science Achievement *	53			58	62	54	45	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	48			51	64	59		69	69

*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	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	478
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	55%	55%	52%		39%	47%

* 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	44%	No		
English Language Learners	48%	No		
Black/African American Students	48%	No		
Hispanic Students	49%	No		
Multiracial Students	77%	No		
White Students	67%	No		
Economically Disadvantaged Students	51%	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	37%	Yes	1	
English Language Learners	51%	No		
Black/African American Students	33%	Yes	1	
Hispanic Students	56%	No		
White Students	58%	No		
Economically Disadvantaged Students	54%	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	42%	No		
English Language Learners	50%	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%
Native American Students				
Asian Students				
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students				
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	53%	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	51%	59%	49%	44%	65%	58%	44%	53%					48%
Students With Disabilities	33%	44%	46%	42%	53%	52%	50%	40%					36%
English Language Learners	38%	48%	41%	37%	63%	64%	53%	33%					55%
Black/African American Students	44%	53%	42%	45%	53%	44%	55%						
Hispanic Students	42%	53%	40%	32%	64%	62%	47%	41%					57%
Multiracial Students	69%				85%								
White Students	68%	75%	63%		68%	53%		76%					
Economically Disadvantaged Students	47%	56%	47%	42%	63%	59%	41%	52%					53%

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	43%	49%			59%			58%					51%
Students With Disabilities	21%	14%			42%			38%					68%
English Language Learners	34%	48%			61%			45%					68%
Black/African American Students	21%	13%			35%			64%					
Hispanic Students	42%	53%			61%			55%					70%
White Students	56%	60%			67%			50%					
Economically Disadvantaged Students	40%	48%			58%			56%					69%

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	50%		64%	58%	53%	48%	51%	45%					69%
Students With Disabilities	28%		44%	50%	36%	55%	47%	25%					54%
English Language Learners	40%		60%	56%	49%	49%	38%	36%					69%
Native American Students													
Asian Students													
Black/African American Students	40%		70%		43%	50%		36%					
Hispanic Students	50%		63%	60%	56%	51%	39%	46%					68%
Multiracial Students													
Pacific Islander Students													
White Students	55%		67%		47%	41%		40%					
Economically Disadvantaged Students	47%		62%	58%	51%	48%	51%	39%					70%

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?

ELA Overall Proficiency rose from 43% to 52% proficiency

Grade 3 ELA Proficiency rose from 49% to 59%   proficiency

Grade 4 ELA Proficiency maintained 46%

Grade 5 ELA Proficiency rose from 42% to 50%   proficiency

Planning focused on a clear understanding of the BEST Standards so that lessons are taught to the full extent of the standard. This year, grade 3 focused on true differentiated groups that allowed scholars to access the rigor of the standard from their level. Grade 3 also included a consistent focus on vocabulary.

Math Overall Performance rose from 61% to 65% proficiency

Grade 3 Math Proficiency rose from 63% to 73%   proficiency

Grade 4 Math Proficiency declined from 75% to 74% proficiency

Grade 5 Math Proficiency rose from 33% to 47%   proficiency

These grade levels planned instruction according to scholar needs daily. Exit tickets were emphasized and used to form fluid grouping. Lessons were differentiated across time to challenge high achieving scholars. Scholars in need of support were grouped accordingly with scaffolds that ensured learning connected to the full extent of the standard

Lowest Performance

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

Science declined from 54% proficiency to 53% proficiency

ELA Gains   ELA L25

Grade 3 50%   Grade 3 50%
Grade 4 43%   Grade 4 38%
Grade 5 53%   Grade 5 53%

Math Gains   Math L25
Grade 3   100%   Grade 3 100%
Grade 4   78%   Grade 4 52%
Grade 5   44%   Grade 5 25%

Strand data indicates a need to establish foundational vocabulary routines. Comparative data from 3rd to 4th and 5th indicate the need to differentiate groups to allow scholars access to the full extent of the standard from their level. Monitoring and Supports during core and interventions will need to be established and followed through with fidelity.   A system will be created by the SBLT and monitored weekly with respect to L25 performance.

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

Science declined from 58% proficiency to 53% proficiency
Data shows a need to create and implement a sound system of science standard review. This year we did not clusters scholars by standards to provide weekly review.

ELA Gains   ELA L25
Grade 3 50%   Grade 3 50%
Grade 4 43%   Grade 4 38%
Grade 5 53%   Grade 5 53%

Math Gains   Math L25
                     Grade 4 52%
Grade 5   44%   Grade 5 25%

While overall proficiencies continue to grow, we turn our attention to Gains in both ELA and Math. Monitoring and Supports during core and interventions will need to be established and followed through with fidelity.   A system will be created by the SBLT and monitored weekly with respect to L25 performance.

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.

Growth in overall gains and of L25 scholars will be an area of focus.
Lack of overall systematic process for supports and monitoring of interventions to ensure these scholars are actively engaged.
Lack of overall systematic process for monitoring by SBLT to determine ongoing next steps.

Overall performance of Black subgroup in both ELA and Science.
Lack of overall systematic process for supports and monitoring of interventions to ensure these scholars are actively engaged.
Lack of overall systematic process for monitoring by SBLT to determine ongoing next steps.

Overall performance of SWD subgroup in ELA
Lack of overall systematic process for supports and monitoring of core and interventions to ensure these scholars are actively engaged and have the resources to build efficacy.
Lack of overall systematic process for monitoring by SBLT to determine ongoing next steps.

Overall performance of ELL subgroup in ELA
Lack of overall systematic process for supports and monitoring of core and interventions to ensure these scholars are actively engaged and have the resources to build efficacy.
Lack of overall systematic process for monitoring by SBLT to determine ongoing next steps.

EWS Areas of Concern

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

We will continue to focus our efforts on reducing attendance. We have maintained our scholars absent with 10% or more absences to 156 scholars. This continues to impact scholar performance.
We will continue to reduce the number of scholars performing at Level 1 and Level 2 across all areas

Highest Priorities

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

Opportunities to Think Through Engagement and Rigor
- Plan for Rigor
- Plan for Levels of Complexity through Differentiation
- Plan with Leverage High Yield Strategies - Thinking Maps, AVID and Vocabulary Routines
- Plan for Ways to Release with Monitoring and Questioning

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.

Instructional Practice specifically relating to ELA

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.

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement including AVID Strategies.
.
Grade 3 scores indicate response to this focus proved equal with all subgroups at an equal rate.

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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.

Overall ELA Proficiency will increase from 52% to 62%
Grade 3 Proficiency will increase from 59% to 70%
Grade 4 Proficiency will increase from 44% to 60%
Grade 5 Proficiency will increase from 50% to 55%

Overall Gains will increase from 49% to 70%
Grade 4 Gains will increase from 42% to 70%

Grade 5 Gains will increase from 56% to 70%

L25 Gains will increase from 44% to 65%
Grade 4 L25 Gains will increase from 38% to 65%
Grade 5 L25 Gains will increase from 53% to 65%

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.

Instructional Leadership Team will attend collaborative learning community planning sessions to support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development.
This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions:

Data Analysis/Driven Instruction:
How are scholars performing- by class/ethnicity/sub-group? Are data folders used to track and communicate?

Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)?

Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied?
Standard Task Alignment- Is instruction at grade level/to the full extent of the standard?
 Can scholars explain strategies/solutions?

Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Have we planned for small groups connected to the needs of our learners? Are high-yield strategies in place (AVID, Marzano)

Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome
Cassandra Vigil, ELA instructional Coach and Margo Evancho, MTSS Instructional Coach

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:
Explicit and systematic instruction focused on clarity, differentiation and feedback.

Rationale:
Decades of research clearly demonstrate that for scholars, direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring scholars to discover while learning new concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning. Instruction should include: 1. Full, clear explanations 2. Teacher modeling 3. Provide a "worked-out" sample with full teacher explanation and full guidance during scholar practice 4. Teacher corrective feedback. Instruction should align with scholar needs. Differentiation helps scholars achieve more and feel more engaged in learning. Differentiation should include: 1. Clearly focused curriculum 2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level. 3. Materials and tasks are interesting and relevant to scholars 4. Active learning connected to scholar thinking

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
Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.

Person Monitoring:	**By When/Frequency:**
Cassandra Vigil, ELA Instructional Coach	Weekly- ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies of Focused note taking and Reflection), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #2
Employ instructional practices that result in students doing the work of the lesson aligned to their level of understanding- while teachers monitor the release and are prepared to support learning with questions that allow scholars to own the thinking and learning.

Person Monitoring:
Cassandra Vigil, ELA Instructional Coach

By When/Frequency:
Weekly-ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies of Focused note taking and Reflection), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #3
Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with *high-quality feedback and opportunities to use that feedback.

Person Monitoring:
Cassandra Vigil, ELA Instructional Coach

By When/Frequency:
Weekly-ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies of Focused note taking and Reflection), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

- Provide Opportunities for Scholars to Think
- Plan for Levels of Complexity through Differentiation
- Plan for Ways to Release with Monitoring and Questioning

Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend 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.

Overall Math Proficiency will increase from 64% to 70%
Grade 3 Proficiency will increase from 73% to 75%
Grade 4 Proficiency will increase from 74% to 75%
Grade 5 Proficiency will increase from 47% to 65%

Overall Gains will maintain from 70% to 70%
Grade 4 Gains will maintain from 78% to 80%
Grade 5 Gains will increase from 44% to 60%

L25 Gains will increase from 42% to 65%
Grade 4 L25 Gains will increase from 52% to 65%
Grade 5 L25 Gains will increase from 25% to 65%

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.

Instructional Leadership Team will attend collaborative learning community planning sessions to

support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development.

This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions:

Data Analysis/Driven Instruction:
How are scholars performing- by class/ethnicity/sub-group? Are data folders used to track and communicate?

Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)?

Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied? Standard Task Alignment- Is instruction at grade level/to the full extent of the standard?
 Can scholars explain strategies/solutions?

Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Have we planned for small groups connected to the needs of our learners? Are high-yield strategies in place (AVID, Marzano)

Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome
Rachel Salisbury, Math Instructional Coach

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:
Explicit and systematic instruction focused on clarity, differentiation and feedback.

Rationale:
Effective mathematics instruction allows scholars to make connections among mathematical representations to deepen understanding of concepts and procedures. Discourse among students builds a shared understanding of mathematical ideas by analyzing and comparing student thinking. Purposeful questions advance students' reasoning to deepen mathematical ideas and relationships- allowing learners to build procedural fluency from conceptual understanding. Instruction should: 1. Use and connect mathematical representations to build procedural fluency from conceptual understanding 2. Pose purposeful questions that stems meaningful discourse. 3. Provide a "worked-

out" sample with full explanation and guidance that supports productive struggle Instruction should align with scholar needs. Differentiation helps scholars achieve and feel more engaged in learning. Differentiation should include: 1. Clearly focused curriculum 2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level. 3. Materials and tasks are interesting and relevant to scholars 4. Active learning connected to scholar thinking

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
Employ instructional practices to motivate and deepen student engagement including, but not limited to: Learning Boards to set expectations and establish relevance of the day's learning, center upon meaningful tasks related to student ability (differentiation) and designed to lead scholar to the full rigor of the standard with established success criteria. Lessons designed to center on thinking opportunities for scholars who ask their own questions, set their own goals, and make choices. Lessons will include High yield strategies- Marzano Effective Strategies, Thinking Maps, AVID structures, Vocabulary Routines. Release with planned monitoring. Teachers will employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn.

Person Monitoring:	**By When/Frequency:**
Rachel Salisbury, Math Instructional Coach	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #2
Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Person Monitoring:	**By When/Frequency:**
Rachel Salisbury, Math Instructional Coach	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the

School Based Leadership team for gains and L25 growth.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Through: Teacher Clarity
                    Thinking Opportunities
                    Feedback and Assessment (Questioning)

Teacher Clarity is teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations. Students are provided expectations at the start of the lesson through the learning goal. Students work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment.

Thinking Opportunities: When we engage scholars through metacognition, we provide thinking strategies that allow them to apply the knowledge to future problems.

The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful.

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.

 Overall Proficiency in Science will increase 6%, from 53% to 59%, as measured by state progress monitoring assessment, PM3.

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.

Instructional Leadership Team will attend collaborative learning community planning sessions to support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development.

This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions:

Data Analysis/Driven Instruction:
How are scholars performing- by class/ethnicity/sub-group? Are data folders used to track and communicate?

Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)?

Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied?
Standard Task Alignment- Is instruction at grade level/to the full extent of the standard?
 Can scholars explain strategies/solutions?

Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Have we planned for small groups connected to the needs of our learners? Are high-yield strategies in place (AVID, Marzano)

Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome
Annette Mavres, Principal

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:
Explicit and systematic instruction focused on the following high impact strategies: 1. Planning and Prediction (Hattie, 0.76 effect size) 2. Teacher Clarity (Hattie, 0.75 effect size) 3. Cognitive Task Analysis (Hattie, 1.29 effect size) 4. Feedback (Hattie, 0.70 effect size)

Rationale:
When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. An understanding of the depth and breadth of the standards will support this work, and will allow for instruction that encourages scholars to think about the content. Instruction should include 1. Clearly focused curriculum- communicated and understood purpose for each lessons 2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level. 3. Purposeful questions that stem meaningful discourse encouraging scholars to think about content. 4. Materials and tasks are interesting and relevant to scholars 5. Active learning connected to scholar thinking and prior knowledge

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
Teachers and administrators engage in Just-in-Time Topic Roll Out training to implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards. Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Monitoring:	**By When/Frequency:**
Annette Mavres, Principal	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #2
Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback). Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Monitoring:	**By When/Frequency:**
Annette Mavres, Principal	Weekly, On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets,

work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #3

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks.

Person Monitoring:	**By When/Frequency:**
Annette Mavres, Principal	Weekly-On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Area of Focus #4

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

ESSA Subgroups specifically relating to 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.

Ensure teacher clarity, differentiated small group instruction is designed and implemented in alignment with evidence-based practices.

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

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.

Overall Proficiency for black scholars in ELA Proficiency will increase 18% from, 32% to 50%, as measured by state monitoring assessment.
Overall Proficiency for black scholars in ELA Gains will increase 12% from, 38% to 50%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Science Proficiency will increase 21% from, 29% to 50%, as measured by state monitoring assessment.

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.

Instructional Leadership Team will attend collaborative learning community planning sessions to support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development.

This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions:
Data Analysis/Driven Instruction: How are scholars performing- by class/ethnicity/sub-group?
Are data folders used to track and communicate?
Are teachers utilizing the data tracker to monitor scholar progression?

Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)?

Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied?
Standard Task Alignment- Is instruction at grade level/to the full extent of the standard?
Can scholars explain strategies/solutions?

Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused?
Are Learning Boards aligned?
Have we planned for small groups connected to the needs of our learners?

Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome
Margo Evancho, MTSS Instructional Coach

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:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading and math skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

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
Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to scholar interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Monitoring:	**By When/Frequency:**
Margo Evancho, MTSS Instructional Coach	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #2
Leverage collaborative planning to ensure differentiated instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Monitoring:	**By When/Frequency:**
Margo Evancho, MTSS Instructional Coach	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #3
Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with *high-quality feedback and opportunities to use that feedback.

Person Monitoring:	**By When/Frequency:**
Margo Evancho, MTSS Instructional Coach	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Ensure differentiated small group instruction and specially designed instruction is designed and implemented in alignment with evidence-based practices.

Special education recognizes that students with disabilities have unique learning needs. Providing individualized support, such as tailored instruction, accommodations, and specialized services, helps students overcome challenges and achieve their full potential.

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.

Overall Proficiency for Students with disabilities in ELA Proficiency will increase 23% from, 27% to 50%, as measured by state monitoring assessment.
Overall Proficiency for Students with disabilities in ELA Gains will increase 13% from, 37% to 50%, as measured by state monitoring assessment.
Overall Proficiency for Students with disabilities in Science Proficiency will increase 27% from, 23% to 50%, as measured by state monitoring assessment.

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.

Instructional Leadership Team will attend collaborative learning community planning sessions to support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development.

This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions:
Data Analysis/Driven Instruction: How are scholars performing- by class/ethnicity/sub-group?
Are data folders used to track and communicate?
Are teachers utilizing the data tracker to monitor scholar progression?

Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)?

Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied?
Standard Task Alignment- Is instruction at grade level/to the full extent of the standard?
Can scholars explain strategies/solutions?

Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused?
Are Learning Boards aligned?
Have we planned for small groups connected to the needs of our learners?

Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome
Annette Mavres, Principal

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:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction
Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading

and math skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

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
Provide opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services.

Person Monitoring:	**By When/Frequency:**
Annette Mavres, Principal	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #2
Utilize metacognitive strategies in content-based instruction to teach students critical memory and engagement strategies they can use to attain and access grade level content.

Person Monitoring:	**By When/Frequency:**
Annette Mavres, Principal	Weekly, On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies), walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #3
Monitor the use of appropriate practices and scaffolding to ensure students' needs are met

Person Monitoring:	**By When/Frequency:**
Annette Mavres, Principal	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies),

walkthroughs, exit tickets, work samples, unit assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Area of Focus #6

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Establish and implement processes that create a system of support for ELs

As schools become more organized and focused on developing its own philosophy and a system of support for delivering EL services, they will see remarkable positive changes in students' performance and sense of belonging, as well as remarkable positive changes in the ability and capacity of staff to service the students in appropriate ways.

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.

Overall Proficiency for English Language Learners in ELA will increase 28%, from 27% to 55%, as measured by state progress monitoring assessment.
Overall ELA Gains for English Language Learners in ELA will increase 28%, from 37% to 65%, as measured by state progress.

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.

English Language Learner Team will attend weekly grade level collaborative learning communities to support data driven planning. They will track/ share content data to influence planning and professional development.

This team meets monthly with the School Based Leadership Team to report ongoing progress monitoring in the following areas of leverage using the following questions:
Data Analysis/Driven Instruction: How are our scholars performing?

Monitor ELL Performance to ensure academic success and provide supports.

Monitor ELL Grading Policies

Conduct Data Chats with ELL Scholars

Observation and Feedback:

Are scholars accessing content through Marzano Focus Go-to Strategies?

Instructional Planning:

Are we collaborating to bridge grade-level work for ELL?

Do teachers implement strategies that create an inclusive environment for ELL Scholars

Are we providing opportunities for ELL Scholars to access and develop vocabulary across content areas?

Are we providing interventions for ELL Scholars who need support beyond Tier 1 instruction?

Professional Development:

Do teachers implement strategies that create an inclusive environment for ELL Scholars?

What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome

TBA, Assistant Principal

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:

Creating systems of support

Rationale:

As schools become more organized and focused on developing its own philosophy and a system of support for delivering EL services, they will see remarkable positive changes in students' performance and sense of belonging, as well as remarkable positive changes in the ability and capacity of staff to service the students in appropriate ways.

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

Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide.

Person Monitoring:	**By When/Frequency:**
TBA, Assistant Principal	On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies of Focused note taking and Reflection), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #2

Develop and implement an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing feedback

Person Monitoring:	**By When/Frequency:**
TBA, Assistant Princpal	On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies of Focused note taking and Reflection), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Action Step #3

Utilize Marzano Focus Model Go-to Strategies for English Learners document to provide ongoing feedback to teachers of ELs in order to support the development of their practice in providing comprehensible and effective grade-level instruction to ELs. Utilize specific strategies to create an inclusive learning environment for ELs through differentiated instruction - include Thinking Maps and vocabulary routines.

Person Monitoring:	**By When/Frequency:**
TBA, Assistant Principal	On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from lesson plans (Purpose, Strategy, Evidence, Question Stems, AVID Strategies of Focused note taking and Reflection), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and L25 growth.

Area of Focus #7

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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

No Answer Entered

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.

Strategically focus on teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Ensure whole group and small group instruction in the ELA block both reading and writing is designed and implemented according to evidence-based principles. Decades of research clearly demonstrate that for scholars, direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring scholars to discover while learning new concepts. A
review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning.

Instruction should include:
1. Full, clear explanations
2. Teacher modeling
3. Provide a "worked-out" sample with full teacher explanation and full guidance during scholar practice
4. Teacher corrective feedback.

Instruction should align with scholar needs. Differentiation helps scholars achieve more and feel more engaged in learning.

Differentiation should include:
1. Clearly focused curriculum
2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level.

3. Materials and tasks are interesting and relevant to scholars

4. Active learning connected to scholar thinking

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Overall ELA Proficiency will increase from 52% to 62%

Grade 3 Proficiency will increase from 59% to 70%

Grade 4 Proficiency will increase from 44% to 60%

Grade 5 Proficiency will increase from 50% to 55%

Overall Gains will increase from 49% to 70%

Grade 4 Gains will increase from 42% to 70%

Grade 5 Gains will increase from 56% to 70%

L25 Gains will increase from 44% to 65%

Grade 4 L25 Gains will increase from 38% to 65%

Grade 5 L25 Gains will increase from 53% to 65%

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.

Instructional Leadership Team will attend collaborative learning community planning sessions to support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development.

This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions:

Data Analysis/Driven Instruction:

How are scholars performing- by class/ethnicity/sub-group? Are data folders used to track and communicate?

Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)?

Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied?

Standard Task Alignment- Is instruction at grade level/to the full extent of the standard?

 Can scholars explain strategies/solutions?

Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Have we planned for small groups connected to the needs of our learners? Are high-yield strategies in place (AVID, Marzano)

Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome
Cassandra Vigil, ELA Instructional Coach

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:
Evidence-Based Practices/Programs o Provides print rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:
To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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
Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards.

Person Monitoring:	**By When/Frequency:**
Cassandra Vigil, ELA Instructional Coach	Weekly, Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and lower quartile growth.

Action Step #2
Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

Person Monitoring:	**By When/Frequency:**
Cassandra Vigil, ELA Instructional Coach	Weekly, On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and lower quartile growth.

Action Step #3
Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs

Person Monitoring:	**By When/Frequency:**
Cassandra Vigil, ELA Instructional Coach	On-Going, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data from lesson plans (Purpose, Strategy, Evidence, Question Stems), walkthroughs, exit tickets, work samples, module assessments/standard tracking, iStation and State Ongoing Progress Monitoring Results will be triangulated to monitor progress of each scholar. Data will be tracked by the Instructional Leadership team for grade level and classroom trends. Data will be tracked by the School Based Leadership team for gains and lower quartile growth.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Number of Scholars Absent 10% or more school days

Grade K   1

Grade 1   35
Grade 2   24
Grade 3   37
Grade 4   26
Grade 5   33

Area of Focus is to reduce the number of scholars absent with 10% or more during the school year. Students who are chronically absent are at serious risk of falling further and further behind academically and facing increasingly significant challenges year over year. Whether students miss critical early learning milestones like reading at grade level or instructional time, it greatly increases their likelihood of dropping out.

Prior Year Data proved lower as compared to the current year. While proficiency scores increase, the gap between overall gains and the gains of the L25 scholars widens.

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.

Prior Year Attendance Data
2022-2023
Number of Scholars Absent 10% or more school days
Grade K   3
Grade 1   25
Grade 2   31
Grade 3   26
Grade 4   26
Grade 5   20

Current Year Attendance Data 2023-2024
Grade K   1
Grade 1   35
Grade 2   24
Grade 3   37
Grade 4   26
Grade 5   33

Goal: Reduce each grade level by 25%

Next Year's Attendance Goals

Grade K   1

Grade 1   26

Grade 2   17

Grade 3   27

Grade 4   20

Grade 5   23

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.

Child Study Team will serve as the overarching monitors of chronic absenteeism.

1.   Identification of 2023-24 Scholars with 10% or more absence rate and 20% or more.

2.   Teachers will make phone contact during preschool to establish rapport and open communication methods.

        a.   In August the identified scholars will have check in by CST.

        b.   Start TIPS process with at risk scholars (identified in step 1) once they hit 20%.

        c.   SSWIMS letters (Attendance matters, 3-day warning, attendance conference request, and tardy letters).

        d.   Administration Team, Student Services and Instructional Leadership Team will call families to establish rapport

              will call all scholars with 20% or more absences prior to return to school to establish rapport and

              open communication methods. and invite them to the meet and greet prior to school, the first day or school

              and Open House.

3.   Monitor the identified scholars with 20% of more absence rate through the 90% club -

              Set attendance goals and monitor weekly at lunch.

              Goals will connected to performance at the end of each quarter

4.   Perfectly Punctual Pete (PPP) (Sulek): new scholars with 10 or more absence rate will start small group for contracting/setting

              goals and complete survey. PPP is a tool for the scholar to monitor their own attendance for a five-day school week.

              This will become a part of our school wide PBIS program. This will help scholars take a part of their ownership of being

attendance H.E.R.O's.

a. High Point Eagle attendance survey will be disaggregated to determine next steps, described below:

b. Parent CST conferences

c. Referral to Family Connection Navigator, HEAT, and other community agencies/ resources

d. Community Outreach by Pinellas County Sheriff High Point Community Policing Deputy(s)

Person responsible for monitoring outcome
Tomas Sulek, Social Worker

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:
Goal setting identifies the desired outcomes and developing a plan for achieving them.

Rationale:
Goals provide a framework for action and direction. They help identify what needs to be done, by when, and why. Goal setting process also serves as a that helps people focus their efforts, stay on track, and measure their progress.

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
Identification of 2023-24 Scholars with 10% or more absence rate and 20% or more and share with homeroom teachers, Student Services Team and Instructional Leadership Team

Person Monitoring:	By When/Frequency:
Tomas Sulek	August, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
List will be communicated with transparency. Daily attendance rates will be shared each morning with staff by grade level.

Action Step #2
Teachers will make phone contact with scholars with 10% attednance during preschool to establish rapport and open communication methods.

Person Monitoring:	By When/Frequency:
Tomas Sulek	August-September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. Teachers will make phone contact during preschool to establish rapport and open communication methods. a. In August the identified scholars will have check in by CST. b. Enter contact in Focus under attendance

Action Step #3
Establish Attendance Club with Goal Setting for Scholars with 20% or more absenteeism- Puctual Pete

Person Monitoring:	**By When/Frequency:**
Tomas Sulek	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Perfectly Punctual Pete (PPP) (Sulek): new scholars with 10 or more absence rate will start small group for contracting/setting =goals and complete survey. PPP is a tool for the scholar to monitor their own attendance for a five-day school week. This will become a part of our school wide PBIS program. This will help scholars take a part of their ownership of being attendance H.E.R.O's. a. High Point Eagle attendance survey will be disaggregated to determine next steps, described below: Parent CST conferences Referral to Family Connection Navigator, HEAT, and other community agencies/ resources Community Outreach by Pinellas County Sheriff High Point Community Policing Deputy(s)

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.

High Point Elementary School
https://www.pcsb.org/highpoint-es

High Point Elementary School believes in involving parents in all aspects of our Instructional programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's programs. Parents may request additional support either directly through their child's teacher or grade level administrator or at scheduled SAC meetings.

Information regarding school activities and input opportunities are sent home in multiple languages via newsletters, school communication platforms (FOCUS, School Messenger and the school website). Bi-lingual translation is made available during all events. Missed meeting information will be sent home and posted on the website.

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))

High Point Elementary School
https://www.pcsb.org/highpoint-es

High Point Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTO meetings.

Expectations for the home school partnership will be be agreed upon and signed through the Title 1 Compact. This will be reviewed during the initial school meeting, fall and spring conferences.

We will schedule events to welcome and connect families with our school community:
    Meet and Greet Prior to the Start of School, Open House and Title 1 Night, Ready Set Kindergarten
    Teachers will communicate scholar performance and related supports and extension following each state
            progress monitoring cycle.
    End of Year Student Conference Night will welcome families. Scholars will explain and demonstrate their progress for the
            year in their family language.

High Point will conduct Family Night Evenings to unite families with the learning community. During these events teachers will facilitate activities that empower families to work together to enhance scholar learning. Families will receive materials to take home for practice.

Reading Intervention teams will host training events that empowers families to support scholar reading behaviors at home.

ELL Partnerships will conduct trainings that build parent capacity to engage in activities to help them monitor scholar progress, access scholar information, introduce various electronic learning platforms.

High Point will open campus to monthly lunches to connect families to the learning community.

High Point Elementary partners with the High Point Family and Youth Centers to plan join activities where all families in the neighborhood unite and connect

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))

Meetings are held routinely and are focused on the needs of our adult and scholars. We monitor data in a transparent community . We review data at the scholar, class and grade level weekly and align PD to the unveiled needs. There is concerted effort at all levels to connect- Planning, Data Analysis and PD routinely to ensure growth.

The Instructional Leadership Team conducts routine walkthroughs during semester 1 to review the needs of our teams in relationship to planning and professional development. The Instructional Leadership Team and the School Based Leadership Team reviews data weekly- as a means to connect Learning Response to Teaching and strategy development. Team Leaders meet monthly to review successes and needs of the team. Routine discussion and reflections connect School Improvement Plan, Comprehensive Needs Assessment and the Title 1 Plan goals to actual performance. The ongoing plan is defined and refined and connects leadership roles and action to ensure progress.

We have a clear system of supports and cycle of monitoring for continued growth. Each leadership member is assigned a role and held accountable. The staff and community is engaged routinely in the review of goals and ongoing performance. We come together as a community to ensure the success of our learners (adult and scholar) with supports from the community.

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))

High Point Elementary has partnered with RClub and the High Point Family Center this year. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

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