

Pinellas County Schools

HIGH POINT ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Mavresa@pcsb.org

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

Julia Paolillo

Paolilloj@pcsb.org

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

steelede@pcsb.org

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

Vigilc@pcsb.org

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

Salisburyr@pcsb.org

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

Gregory Vanderloop

Vanderloopg@pcsb.org

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

Evanchom@pcsb.org

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.

Leadership Team Member #8

Employee's Name

Tomas Sulek

Sulekto@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Staff, Implementation of Meaningful Professional Development as related to Social Emotional Needs of the scholar and family.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: B 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	56	81	79	71	98	91	0	0	0	476
Absent 10% or more school days	1	22	18	15	33	16	0	0	0	105
One or more suspensions	0	0	0	0	2	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	2	7	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	14	20	0	0	0	0	34
Level 1 on statewide Math assessment	1	10	9	22	8	15	0	0	0	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	5	10	12	0	0	0	0	0	32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	5	12	2	3	0	0	0	0	26

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	4	10	9	16	0	0	0	45

Current Year 2025-26

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	4	0	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	35	24	37	26	33				156
One or more suspensions				2		2				4
Course failure in English Language Arts (ELA)				2	1	2				5
Course failure in Math				1	5	3				9
Level 1 on statewide ELA assessment				2	20	30				52
Level 1 on statewide Math assessment				2	21	19				42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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		2	1	5	11	15				34

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	64	59	51	61	57	43	54	53
Grade 3 ELA Achievement	62	67	59	59	63	58	49	54	53
ELA Learning Gains	60	62	60	49	64	60			
ELA Lowest 25th Percentile	60	59	56	44	62	57			
Math Achievement*	63	69	64	65	66	62	59	61	59
Math Learning Gains	49	67	63	58	68	62			
Math Lowest 25th Percentile	40	56	51	44	58	52			
Science Achievement	64	70	58	53	69	57	58	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	67	63	55	65	61	51	64	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	525
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	53%	55%	55%	52%		39%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	47%	No		
English Language Learners	52%	No		
Black/African American Students	56%	No		
Hispanic Students	54%	No		
White Students	67%	No		
Economically Disadvantaged Students	58%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%	62%	60%	60%	63%	49%	40%	64%					71%
Students With Disabilities	43%	53%	51%	56%	40%	43%	46%	31%					57%
English Language Learners	41%	37%	61%	61%	59%	42%	36%	64%					71%
Black/African American Students	63%	76%	62%		53%	43%	40%						
Hispanic Students	51%	47%	61%	54%	61%	44%	29%	69%					69%
White Students	61%	88%	55%	67%	77%	70%	55%	53%					73%
Economically Disadvantaged Students	54%	65%	59%	63%	61%	48%	43%	60%					72%

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%					55%
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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	57%	3%
ELA	4	52%	62%	-10%	56%	-4%
ELA	5	44%	61%	-17%	56%	-12%
Math	3	66%	68%	-2%	63%	3%
Math	4	64%	68%	-4%	62%	2%
Math	5	52%	65%	-13%	57%	-5%
Science	5	58%	67%	-9%	55%	3%

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 51% to 56% proficiency

Grade 3 ELA Proficiency rose from 59% to 62% proficiency

Grade 4 ELA Proficiency rose from 46% to 56% proficiency

Grade 5 ELA Proficiency declined slightly from 50% to 49% 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 continued to focus 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. 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.

Math Overall Performance decreased from 65% to 63% proficiency

Grade 3 Math Proficiency decreased from 73% to 67% proficiency

Grade 4 Math Proficiency declined from 74% to 64% proficiency

Grade 5 Math Proficiency rose from 47% to 58% proficiency

These grade levels planned instruction according to scholar needs daily. Exit tickets were emphasized and used to form fluid grouping. Data indicates a need for differentiated lessons across time to challenge

high achieving scholars. Scholars in need of support need to be grouped accordingly with scaffolds that

ensured learning connected to the full extent of the standard.

Science rose from 53% proficiency to 64% proficiency

Data shows a need to place emphasis on the nature of science and to implement a sound system of science standard review.

Lowest Performance

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

ELA

ELA L25 Gains Grade 4 46%

ELA Proficiency Grade 5 49%

Math

Grade 5 Gains 38%

Grade 5 L25 Gains 30%

Strand data indicates a need to establish foundational vocabulary routines.

Monitoring and Supports during core and interventions will need to be solidified 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.

Math

Grade 5 Math Gains dropped from 44% to 38%

Grade 5 L 25% dropped to 30%

While overall proficiencies in grades 3 and 4 continue to grow, we turn our attention to Math Gains in 5th grade.

Monitoring and Supports during core and interventions will need to be solidified 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 Math 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 impactful systematic process for monitoring by SBLT to determine ongoing next steps.

Overall math learning gains of Black subgroup in math.

Lack of overall successful systematic process for supports and monitoring of interventions to ensure these

scholars are actively engaged.

Lack of overall impactful systematic process for monitoring by SBLT to determine ongoing next steps.

Overall performance of SWD subgroup in ELA and Math

Lack of overall successful 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 impactful systematic process for monitoring by SBLT to determine ongoing next steps.

Overall performance of ELL subgroup in ELA and Math

Lack of overall successful 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 impactful 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 absences. We have reduced the number of scholars absent with 10% or more absences to from 131 scholars to 105. 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, Retrieval Strategies
- Plan for Ways to Release with Monitoring, Questioning and Feedback

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

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.

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 3-5 scores indicate response to this focus proved equal with subgroups, except ESE/ELL/Hispanics, at an equal rate.

An examination of data indicates scholars require refined vocabulary routines that support language acquisition and application.

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

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 56% to 70%

Grade 3 Proficiency will increase from 64% to 70%

Grade 4 Proficiency will increase from 56 % to 70%

Grade 5 Proficiency will increase from 49% to 70%

Overall Gains will increase from 60% to 70%

Grade 4 Gains will increase from 54% to 70%

Grade 5 Gains will increase from 65 % to 70%

Overall L25 Gains will increase from 60% to 70%

Grade 4 L25 Gains will increase from 46 % to 65%

Grade 5 L25 Gains will maintain from 75 % to 75 %

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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, Cassandra Vigil, ELA instructional Coach and Margo Evancho, MTSS Instructional Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles. Evidence-Based Strategy to support: Explicit and systematic instruction Scaffolded instruction Formative assessment & corrective feedback Cognitive Engagement with Content Academic Discourse and Vocabulary Development Writing to Learn Close Reading & Annotation Strategies

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1. full, clear explanations 2. teacher modeling 3. Provide a "worked-out" sample with full teacher explanation, 4. Full guidance during student practice, 5. Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), 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 student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: 1. content—what the student needs to learn or how the student will get access to the information; 2. process—activities in which the student engages in order to make sense of or master the content; 3. products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and 4. learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: 1. curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; 2. lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; 3. materials and tasks are interesting to students and seem relevant to them; 4. learning is active; and (5) there is joy and satisfaction in learning for each student.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Support and Differentiation

Person Monitoring:

Cassandra Vigil ELA Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

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 “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data.

Action Step #2

Building Student Efficacy

Person Monitoring:

Cassandra Vigil, ELA Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

Prioritize engaging students in immense amounts of reading, academic discourse, and writing with feedback ensuring ample time is given to students to read, closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Action Step #3

Student Engagement and Retrieval to Solidify Learning

Person Monitoring:

Cassandra Vigil, ELA Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; activating prior knowledge, novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or “pitch” to help students see the relevance of the day’s lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; 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.

Action Step #4

Strengthen Student Inquiry

Person Monitoring:

Cassandra Vigil, ELA Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

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.

Action Step #5

Accelerating Student Learning

Person Monitoring:

Cassandra Vigil, ELA Coach, Margo Evancho,
MTSS and Annette Mavres, Principal

By When/Frequency:

Weekly

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

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

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**

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.

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

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 63% to 70%

Grade 3 Proficiency will increase from 67% to 70%

Grade 4 Proficiency will increase from 64% to 70%

Grade 5 Proficiency will increase from 58% to 70%

Overall Gains will increase from 49% to 65%

Grade 4 Gains will increase from 62 % to 65%

Grade 5 Gains will increase from 38% to 65%

L25 Gains will increase from 40% to 60%

Grade 4 L25 Gains will increase from 50% to 60 %

Grade 5 L25 Gains will increase from 30% to 60%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Evidence-Based Strategies to support: Use and connect mathematical representations- Concrete-Representational-Abstract Facilitate meaningful discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics Elicit and use evidence of student thinking Direct-Systematic Small Group Instruction for Tier 2/Tier 3 Instruction Cognitive Engagement with Content Writing to Learn Formative Assessment & Feedback

Rationale:

Use and connect mathematical representations. 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. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. 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. Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. 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.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student-centered learning

Person Monitoring:

Rachel Salisbury Math Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

Employ instructional practices and routines that promote student-centered learning such as Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, and Collaborative structures.

Action Step #2

Instructional Support and Differentiation

Person Monitoring:

Rachel Salisbury, Math Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

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.

Action Step #3

Identify, Monitor and Track Student Progress

Person Monitoring:

Rachel Salisbury, Math Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring student learning to ameliorate gaps early.

Action Step #4

Writing to Learn

Person Monitoring:

Rachel Salisbury, Math Coach, Annette Mavres,
Principal

By When/Frequency:

Weekly

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

Use students' writing to assess understanding, identify misconceptions and guide instruction.

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**

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.

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

- Through: Teacher Clarity
- Thinking Opportunities
- Academic Discourse
- 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

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 64% to 70%, as measured by state progress monitoring assessment, PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 and Julia Paolillo, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and systematic instruction focused on the following high impact strategies: Teacher Clarity (Hattie, 0.75 effect size)/ Learning needs to be challenging (Hattie & Zierer, 10 Mindframes for Visible Learning) Classroom Discussion (Hattie, 0.82 effect size) Feedback (Hattie, 0.70 effect size) Formative Assessment & Feedback* Cognitive Engagement with Content Academic Discourse

Rationale:

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is coming. Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Supports for All Learners

Person Monitoring:

By When/Frequency:

Annette Mavres and Julia Paolillo

Weekly

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

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 review of previously taught benchmarks as well as preview of upcoming benchmarks.

Action Step #2

Active Engagement

Person Monitoring:

Annette Mavres and Julia Paolillo

By When/Frequency:

Weekly

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

Employ instructional practices that result in active engagement of students (higher-order questioning, hands-on learning, limiting teacher talk, high-quality feedback, and opportunities to use that feedback).

Action Step #3

High Yield Practices to Impact Learning

Person Monitoring:

Annette Mavres and Julia Paolillo

By When/Frequency:

Weekly

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

Employ instructional practices to motivate and deepen student engagement including but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing.

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**

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.

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

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 3% from 62% to 65% as measured by state monitoring assessment.

Overall Percent for black scholars earning ELA Gains will increase 3% from 62% to 65% as measured by state monitoring assessment.

Overall Proficiency for black scholars in Math Proficiency will increase 17% from 53% to 70% as measured by state monitoring assessment.

Overall Percent for black scholars earning Math Gains will increase 24% from 41% to 65% as measured by state monitoring assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Margo Evancho, MTSS Instructional Coach, Annette Mavres, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Purposeful Planning With High Yield Strategies and Supports

Person Monitoring:

Margo Evancho, MTSS Instructional Coach,
Annette Mavres, Principal

By When/Frequency:

On-going, Weekly

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

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.

Action Step #2

Engagement with Meaningful Monitoring, Feedback and Coaching

Person Monitoring:

Margo Evancho, MTSS Instructional Coach,
Annette Mavres, Principal

By When/Frequency:

On-going, Weekly

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

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.

Action Step #3

Goal Setting and Monitoring with Celebrations

Person Monitoring:

Margo Evancho, MTSS Instructional Coach,
Annette Mavres, Principal

By When/Frequency:

On-going, Weekly

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

Ensure scholars have opportunities to ask their own questions, set their own goals for all components of their instruction. Scholars will meet weekly to review their progress and celebrate successes.

Area of Focus #5

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

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.

Establish and implement processes that create a system of support for ELs rooted in language acquisition and development.

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

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 20%, from 40% to 60%, as measured by state progress monitoring assessment.

Overall Gains for English Language Learners in ELA will increase 5%, from 62% to 65%, as measured by state progress monitoring assessment.

Overall Proficiency for English Language Learners in Math will increase 11%, from 59% to 70%, as measured by state progress monitoring assessment.

Overall Gains for English Language Learners in Math will increase 25%, from 40% to 65%, as measured by state progress monitoring assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Annette Mavres and Julia Paolillo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Integrate Writing Across Content Areas to Support English Learners' Academic Language Development. Implement structured writing opportunities in all content areas, using scaffolds such as sentence stems, graphic organizers, and differentiated assignments to build academic language and content understanding for ELs.

Rationale:

Writing is a powerful tool for learning and language development, especially for ELs. Embedding writing across content areas enables students to process new information, use academic vocabulary in context, and build confidence in expressing ideas. Structured writing with scaffolds and differentiation improves both content mastery and language proficiency.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Writing with Aligned Differentiation

Person Monitoring:

Annette Mavres and Julia Paolillo

By When/Frequency:

Weekly

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

Develop differentiated writing assignments for each unit: o Level A: Copy key sentences or fill in blanks within a structured paragraph. o Level B: Complete cloze passages or write guided paragraphs with word banks. o Level C: Compose short essays or reflections using prompts and vocabulary supports.

Action Step #2

Writing From Models

Person Monitoring:

Annette Mavres and Julia Paolillo

By When/Frequency:

Weekly

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

Model writing tasks by thinking aloud, demonstrating use of sentence frames, word banks, and organizers, followed by guided practice.

Action Step #3

Writing to Learn

Person Monitoring:

Annette Mavres and Julia Paolillo

By When/Frequency:

Weekly

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

Incorporate daily or weekly quick writes in all content classes, using prompts and sentence stems tailored to EL proficiency levels. Use Framework from The Writing Revolution 2.0

Area of Focus #6

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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.

Grade 2 Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Data indicates that scholars leave Kindergarten and First with strong proficiencies. Data in second show foundational reading skills remain solid with a deficit in comprehension.

Grade 5 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. Data indicates scholars enter 5th with a capacity to learn. Scholars demonstrate growth overall in the lower quartile with a need to accelerate levels 4 and 5.

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

Ensure a balanced program based on foundational practices that connect the critical components of foundational literacy.

Instruction should :

- 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 alphabets, 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

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)

Grade Kindergarten Proficiency will maintain at 86% Proficiency as measured on OPM 3 Star Literacy.

Grade 1 Proficiency will increase from 70% to 75% Proficiency as measured on OPM 3 Star Literacy

Grade 2 Proficiency will increased from 44% to 60% Proficiency as measured on OPM 3 Star Literacy.

Grades 3-5: Measurable Outcome(s)

Overall ELA Proficiency will increase from 56% to 60%

Grade 3 Proficiency will increase from 64% to 70%

Grade 4 Proficiency will increase from 56 % to 58%

Grade 5 Proficiency will increase from 49% to 52%

Overall Gains will increase from 60% to 65%

Grade 4 Gains will increase from 54% to 60%

Grade 5 Gains will increase from 65 % to 70%

Overall L25 Gains will increase from 60% to 65%

Grade 4 L25 Gains will increase from 46 % to 55%

Grade 5 L25 Gains will maintain from 75 % to 75 %

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 Coach, Annette Mavres, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provides print rich, explicit, systematic, and scaffolded instruction Teach students to decode words, analyze word parts, and recognize words Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary Provide instruction in broad oral language skills Teach students how to use reading comprehension strategies to 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 (alphabets), 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership

Person Monitoring:

Cassandra Vigil, ELA Instructional Coach, Denise

By When/Frequency:

Ongoing, Weekly

Steele, Pinellas Early Literacy Instruction Coach,
Annette Mavres, Principal

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

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.

Action Step #2

Literacy Coaching

Person Monitoring:

Cassandra Vigil, ELA Instructional Coach, Denise Steele, Pinellas Early Literacy Instruction Coach,
Annette Mavres, Principal

By When/Frequency:

Ongoing, Weekly

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

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.

Action Step #3

Assessment

Person Monitoring:

Cassandra Vigil, ELA Instructional Coach, Denise Steele, Pinellas Early Literacy Instruction Coach,
Annette Mavres, Principal

By When/Frequency:

Ongoing, weekly

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

Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs across all components of ELA (phonemic awareness, phonics, fluency, oral language, vocabulary, comprehension, and writing).

Action Step #4

Professional Learning

Person Monitoring:

Cassandra Vigil, ELA Instructional Coach, Denise Steele, Pinellas Early Literacy Instruction Coach,
Annette Mavres, Principal

By When/Frequency:

Ongoing, weekly

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

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan differentiated instruction.

Area of Focus #7

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

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.

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

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 from 39% to 60%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in ELA Gains will increase from 49% to 65%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Math Proficiency will increase from 36 % to 70%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Math Gains will increase from 39% to 65 %, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Science Proficiency will increase from 53% to 70%, as measured by state monitoring assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 analysis 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Purposeful Planning and Collaboration

Person Monitoring:

Annette Mavres, Principal

By When/Frequency:

Ongoing, Weekly

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

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

Action Step #2

Solidify the Learning-practice and retrieval

Person Monitoring:

Annette Mavres, Principal

By When/Frequency:

Ongoing, Weekly

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

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.

IV. Positive Learning 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 22

Grade 2 18

Grade 3 15

Grade 4 33

Grade 5 16

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 higher 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 2023-2024

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

Current Year Attendance Data 2024-2025

Number of Scholars Absent 10% or more school days

Grade K 1

Grade 1 22

Grade 2 18

Grade 3 15

Grade 4 33

Grade 5 16

Goal: Reduce each grade level by 25%

Next Year's Attendance Goals

Grade K 1

Grade 1 16

Grade 2 13

Grade 3 11

Grade 4 25

Grade 5 12

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 2024-25 Scholars with 10% or more absence rate and 20% or more.
2. Instructional Leadership Team will make phone contact during preschool to establish rapport and open communication.
 - 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 and

invite them to the meet and greet prior to school, the first day of school and Open House.
3. Monitor the identified scholars with 20% or 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.
 - b. Parent CST conferences
 - c. Referral to Family Connection Navigator, HEAT, and other community agencies/ resources

Person responsible for monitoring outcome

Tomas Sulek, Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Early Identification

Person Monitoring:

Tomas Sulek

By When/Frequency:

August 2025

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

Identification of 2024-25 Scholars with 10% or more absence rate and 20% or more and share with homeroom teachers, Student Services Team and Instructional Leadership Team. List will be communicated with transparency. Daily attendance rates will be shared each morning with staff by grade level.

Action Step #2

Building Family Relationships

Person Monitoring:

Tomas Sulek

By When/Frequency:

August-September 2025

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

Teachers will make phone contact with scholars with 10% attendance during preschool to establish rapport and open communication methods. 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

Goal Setting

Person Monitoring:

Tomas Sulek

By When/Frequency:

Weekley

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

Establish Attendance Club with Goal Setting for Scholars with 20% or more absenteeism- Punctual Pete. 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.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (nonemployee)

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 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

School teams routinely reflect upon data to celebrate successes, unveil gaps focused upon root cause analysis. A Comprehensive Action Plan is created and connected to goals.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

High Point Elementary has partnered with the ESOL and ESE Departments, (including gifted), Homeless, Foster Care,

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative/

performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Collaborative planning sessions will center upon use of data to plan differentiated lessons.

PLC and Professional Development will include time dedicated to discussion of High Yield Strategies and will include AVID strategy development K-5. These strategies will include anchor charts, graphic organizers, note taking.

We will continue our plan to track data using a cohesive school wide system.

We will continue to use Learning Board to focus lesson with a purpose, strategy and evidence to be collected.

We will continue with Learning Maps and Avid strategies and study methods that enable Scholar Retrieval and learning processes and content.

We will continue work in use of pop up groups in ELA and task building in math for 3-5.

We will leverage use of UFLI and PELI Groups to build foundational reading skills.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00