Pinellas County Schools

High Point Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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High Point Elementary School

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http://www.highpoint-es.pinellas.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

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.

100% Student Success

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Mavres, Annette	Principal	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.
Bench, Kristy	Assistant Principal	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.
Evancho, Margo	Instructional Coach	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.
Galdames, Patricia	Instructional Coach	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
Vigil, Cassandra	Instructional Coach	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
Larsen, Deborah	Instructional Coach	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.
Vanderloop, Greg	Behavior Specialist	Assist with the Monitoring of School Data, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to Behavior and the MTSSR Process.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

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.

The School Advisory Committee and Families are gathered during quarterly meetings to discuss current data and to receive input on trainings and progress toward schoolwide goals from School Improvement Plan. The family engagement plan aligns family trainings with schoolwide goals.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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 used 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.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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 *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	25	31	26	26	20	0	0	0	131
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	2	1	2	0	0	0	5
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	2	19	21	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	2	24	8	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	14	9	4	1	5	0	0	0	44

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	9	12	0	0	0	25

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	2	3	0	1	0	0	0	13
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) As Initially 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 days	5	53	40	51	29	32	0	0	0	210
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	1	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	16	8	21	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	16	14	29	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	3	6	5	7	7	0	0	0	34

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	0	1	2	8	8	2	0	0	0	21

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	5	2	6	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	5	53	40	51	29	32	0	0	0	210
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	1	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	16	8	21	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	16	14	29	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	3	6	5	7	7	0	0	0	34

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	0	1	2	8	8	2	0	0	0	21

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	5	2	6	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	54	53	50	55	56	47		
ELA Learning Gains				64			53		
ELA Lowest 25th Percentile				58			43		
Math Achievement*	59	61	59	53	51	50	54		
Math Learning Gains				48			52		
Math Lowest 25th Percentile				51			50		
Science Achievement*	58	62	54	45	62	59	63		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress	68	64	59	69			55		

** 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.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	51			
AMI				
ASN				
BLK	33	Yes	1	
HSP	56			
MUL				
PAC				
WHT	58			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	50			
AMI				
ASN				
BLK	48			
HSP	54			
MUL				
PAC				
WHT	50			
FRL	53			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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			59			58					68
SWD	21			42			38				5	68
ELL	34			61			45				5	68
AMI												
ASN												
BLK	21			35			64				4	
HSP	42			61			55				5	70
MUL												
PAC												
WHT	56			67			50				4	
FRL	40			58			56				5	69

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	50	64	58	53	48	51	45					69
SWD	28	44	50	36	55	47	25					54
ELL	40	60	56	49	49	38	36					69
AMI												
ASN												
BLK	40	70		43	50		36					
HSP	50	63	60	56	51	39	46					68
MUL												
PAC												
WHT	55	67		47	41		40					
FRL	47	62	58	51	48	51	39					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	47	53	43	54	52	50	63					55
SWD	35	45		44	60	64	42					55
ELL	38	51	38	51	51	55	51					55
AMI												
ASN												
BLK	42			40								
HSP	50	58	36	59	59	55	69					54
MUL												
PAC												
WHT	38	48		45	43		62					
FRL	43	49	39	51	47	44	59					53

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	57%	-17%	54%	-14%
04	2023 - Spring	46%	58%	-12%	58%	-12%
03	2023 - Spring	47%	53%	-6%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	62%	0%	59%	3%
04	2023 - Spring	75%	66%	9%	61%	14%
05	2023 - Spring	33%	61%	-28%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	60%	-6%	51%	3%

III. Planning for Improvement

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

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

ELA Overall Proficiency dropped from 50% to 46%.
Grade 3 dropped from 48% proficiency to 47%
Grade 4 dropped from 57% proficiency to 46%
Grade 5 dropped from 47% proficiency to 42%
A review of data indicates a need to continue focus on a clear understanding of the BEST Standards so that lessons are taught to the full extent of the standard. Strand data indicates a need to establish foundational vocabulary routines.

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

ELA Overall Proficiency dropped from 50% to 46%.
Grade 3 dropped from 48% proficiency to 47%
Grade 4 dropped from 57% proficiency to 46%
Grade 5 dropped from 47% proficiency to 41%
A review of data indicates a need to continue focus on a clear understanding of the BEST Standards so that lessons are taught to the full extent of the standard. Strand data indicates a need to establish

foundational vocabulary routines. A deeper review of levels of performance indicates a need to plan with differentiation to ensure instruction is aligned with scholar needs. This practice will enhance the movement of all learners across all levels of performance by supporting standards mastery.

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.

A review of data narrows the greatest gaps in specific levels of performance. A review of data indicates a need to continue focus on a clear understanding of the BEST Standards so that lessons are taught to the full extent of the standard. Strand data indicates a need to establish strand foundational vocabulary routines. A deeper review of levels of performance indicates a need to plan with differentiation to ensure instruction is aligned with scholar needs. This practice will enhance the movement of all learners across all levels of performance by supporting standards mastery.

Grade 4 ELA
High Point Level 2 31%
State Level 2 20%

Grade 5 ELA
High Point Level 2 36%
State Level 2 22%

Grade 5 Math
High Point Level 2 32%
State Level 2 18%

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

Math Overall Proficiency grew from 53% to 61%
Grades 3 earned 63% Proficiency from 55% proficiency last year
Grade 4 earned 75% proficiency from 70% proficiency last year
These grade levels planned instruction according to scholar needs daily.
Exit tickets were emphasized and used to form fluid grouping. Lessons were differentiated across time to challenge high achieving scholars. Scholars in need of support were grouped accordingly with scaffolds that ensured learning connected to the full extent of the standard.

Science Proficiency grew from 45% to 58%
Scholar performance was closely tracked with exit tickets and assessments. Additional supports were provided to scholars performing below 70% proficiency on standards. We clustered scholars by standards and provided weekly review.

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

We will continue to focus our efforts on reducing attendance. We have reduced our scholars absent with 10% or more absences by 25% from 210 scholars to 156 scholars.
We will continue to reduce the number of scholars performing at Level 1 and Level 2 across all areas.

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

High Yield Strategies: Thinking Maps, AVID and Vocabulary Routines
Collaborative Planning focused on BEST standards, on-going performance data and differentiated

instruction in the following categories planned and executed: Support, Review, Challenge
Establishment of model classrooms in grade 3-4-5

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

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Establish and implement model classrooms that create a system of collaborative learning for teachers rooted in high yield strategies and differentiation. Teachers who collaborate and grow as learners together find value in their work and self.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grade 3 ELA Proficiency 55%

Overall ELA Proficiency 52%
ELA Gains 70%
ELA Gains for Lower Quartile 65%

Overall Math Proficiency 60%
Math Gains 70%
Math Gains for Lower Quartile 65 %

Grade 5 Science Proficiency 55%

Monitoring:
Describe how this Area of Focus will be monitored for 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?

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 (mavresa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High Point Elementary will create a learning community that includes Model Collaborative Classrooms grounded in high yield strategies and differentiated learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all stakeholders experience equally supportive learning environments and opportunities that help them learn and thrive. A framework to build a culture where teachers love their job and students thrive in school helps schools strengthen teacher morale and academic achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional Math and ELA (3-5) coaches will create schedule for Model Classroom development in each grade level to co-teach.

Person Responsible: Deborah Larsen (larsende@pcsb.org)

By When: August 2023-ongoin

Instructional Math and ELA (3-5) coaches will plan with grade level collaborative learning communities and facilitate Model Classroom teaching and instruction.

Person Responsible: Deborah Larsen (larsende@pcsb.org)

By When: August 2023-ongoin

Instructional Math and ELA (3-5) coaches will create a schedule for peer observation of Model Classrooms and continued collaborative conversations to ensure adult learning impacts arterial classrooms.

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023, ongoing

Instructional Math and ELA (3-5) coaches will conduct professional development needed to build capacity of staff.
Professional Development input will be solicited from staff and influenced by instructional leadership team walkthroughs.
Professional development will also include vertical articulation to unveil strategy development as a collaborative community.

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023-ongoing

No description entered

Person Responsible: [no one identified]

By When:

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Proficiency for Black Scholars in ELA will increase 21%, from 24%-45%, as measured by state progress monitoring assessment.
Overall Proficiency for Black Scholars in Math will increase 12%, from 33%-45%, as measured by state progress monitoring assessment.

Overall Proficiency for Students with disabilities in ELA will increase 25% from, 22% to 45%, as measured by state monitoring assessment.
Overall Proficiency for Students with disabilities in Math will increase 17% from, 33% to 50%, as measured by state monitoring assessment.

Monitoring:
Describe how this Area of Focus will be monitored for 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?

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 (mavresa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide teachers with updated high leverage practices to include- vocabulary routines, Thinking Maps, AVID strategies.

Person Responsible: Kristy Bench (benchk@pcsb.org)

By When: August 2023-ongoing

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

Person Responsible: Margo Evancho (evanchom@pcsb.org)

By When: August 2023-ongoing

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

Person Responsible: Margo Evancho (evanchom@pcsb.org)

By When: August 2023-ongoing

Employ instructional practices to motivate and deepen student engagement including, but not limited to:

Learning Boards to set expectations and establish relevance of the day's learning, center upon meaningful tasks related to student interests & cultural backgrounds and establish success criteria.

Lessons designed to center on thinking opportunities for scholars who ask their own questions, set their own goals, and make choices.
Lessons will include High yield strategies- Marzano Effective Strategies, Thinking Maps, AVID structures, Vocabulary Routines.

Release with planned monitoring. Teachers will employ simple procedures (such as proximity) for

ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn.

Person Responsible: Margo Evancho (evanchom@pcsb.org)

By When: August 2023-ongoing

Leverage collaborative learning community's weekly meetings to implement a plan for identifying scholars not meeting benchmark, plan for targeted instruction, and frequently monitoring progress to close gaps immediately.

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023-ongoing

Teachers of students with disabilities will meet monthly with administration to review scholar data and monitor ongoing progress of scholars.

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023-ongoing

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Establish and implement processes that create a system of support for ELL Scholars.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Proficiency for English Language Learners in ELA will increase 11%, from 34% to 55%, as measured by state progress monitoring assessment.

Monitoring:
Describe how this Area of Focus will be monitored for 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 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 (mavresa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Creating systems of support

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule LY students by language proficiency clusters to optimize the support they receive from classroom teachers, ESOL teachers and bilingual assistants

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023

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

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023- ongoing

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

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023

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

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure whole group and small group instruction in the ELA block both reading and writing is designed and implemented according to evidence-based principles.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Proficiency in ELA will increase 5%, from 47%-52%, as measured by state progress monitoring assessment, PM3.
Grade 3 Proficiency in ELA will increase 8%, from 47%-55%, as measured by state progress monitoring assessment, PM3.

Monitoring:
Describe how this Area of Focus will be monitored for 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?

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 (vigilc@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Decades of research clearly demonstrate that for scholars, direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring scholars to discover while learning new concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning.

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

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

Differentiation should include:
1. Clearly focused curriculum
2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level.
3. Materials and tasks are interesting and relevant to scholars
4. Active learning connected to scholar thinking

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023-ongoing

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction.

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023- ongoing

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

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023- ongoing

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

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023- ongoing

Employ instructional practices to motivate and deepen student engagement including, but not limited to:

Learning Boards to set expectations and establish relevance of the day's learning, center upon meaningful tasks related to student interests & cultural backgrounds and establish success criteria.

Lesson designed to center on thinking opportunities for scholars who ask their own questions, set their own goals, and make choices.
Lessons will include High yield strategies- Marzano Effective Strategies, Thinking Maps, AVID structures, Vocabulary Routines.

Release with planned monitoring. Teachers will employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn.

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023-ongoing

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

Person Responsible: Cassandra Vigil (vigilc@pcsb.org)

By When: August 2023, ongoing

#5. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure whole group and small group instruction in the Math block is designed and implemented according to evidence-based principles.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Proficiency in Math will increase 3%, from 61%-64%, as measured by state progress monitoring assessment, PM3.
Overall Gains of all scholars will be 70%, as measured by state progress monitoring assessment, PM3.
Overall Gains of our scholars performing in the lowest quartile will be 65%, as measured by state progress monitoring assessment, PM 3.

Monitoring:
Describe how this Area of Focus will be monitored for 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?

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

Person responsible for monitoring outcome:

Deborah Larsen (larsende@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Effective mathematics instruction allows scholars to make connections among mathematical representations to deepen understanding of concepts and procedures. Discourse among students builds a shared understanding of mathematical ideas by analyzing and comparing student thinking. Purposeful questions advance students' reasoning to deepen mathematical ideas and relationships- allowing learners to build procedural fluency from conceptual understanding.

Instruction should:
1. Use and connect mathematical representations to build procedural fluency from conceptual understanding
2. Pose purposeful questions that stems meaningful discourse.
3. Provide a "worked-out" sample with full explanation and guidance that supports productive struggle

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

Differentiation should include:
1. Clearly focused curriculum
2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level.
3. Materials and tasks are interesting and relevant to scholars
4. Active learning connected to scholar thinking

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Employ instructional practices to motivate and deepen student engagement including, but not limited to:

Learning Boards to set expectations and establish relevance of the day's learning, center upon meaningful tasks related to student interests & cultural backgrounds and establish success criteria.

Lessons designed to center on thinking opportunities for scholars who ask their own questions, set their own goals, and make choices.
Lessons will include High yield strategies- Marzano Effective Strategies, Thinking Maps, AVID structures, Vocabulary Routines.

Release with planned monitoring. Teachers will employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn.

Person Responsible: Deborah Larsen (larsende@pcsb.org)

By When: August 2023-ongoing

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

Person Responsible: Deborah Larsen (larsende@pcsb.org)

By When: August 2023-ongoing

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

Person Responsible: Deborah Larsen (larsende@pcsb.org)

By When: August 2023-ongoing

#6. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Proficiency in Science will increase 1%, from 58%-59%, as measured by state progress monitoring assessment, PM3.

Monitoring:
Describe how this Area of Focus will be monitored for 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?

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 (mavresa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. An understanding of the depth and breadth of the standards will support this work, and will allow for instruction that encourages scholars to think about the content.

Instruction should include
1. Clearly focused curriculum- communicated and understood purpose for each lessons
2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level.
3. Purposeful questions that stem meaningful discourse encouraging scholars to think about content.
4. Materials and tasks are interesting and relevant to scholars
5. Active learning connected to scholar thinking and prior knowledge

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During collaborative planning that occurs within school hours or after-school planning sessions, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023 - On-going

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023 - On-going

Employ instructional practices to motivate and deepen student engagement including, but not limited to:

Learning Boards to set expectations and establish relevance of the day's learning, center upon meaningful tasks related to student interests & cultural backgrounds and establish success criteria.

Lessons designed to the full extent of the standard and center on thinking opportunities for scholars. Lessons will include High yield strategies- Marzano Effective Strategies, AVID structures, Vocabulary Routines.

Release with planned monitoring. Teachers will employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn. Teachers will have an understanding of the depth of the standard and be prepared with purposeful questions that stem meaningful discourse encouraging scholars to think about content and facilitate understanding.

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: August 2023 - On-going

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

Person Responsible: Annette Mavres (mavresa@pcsb.org)

By When: October 2023- On-going

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

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 the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Overall Proficiency in ELA Kindergerten will increase 10 %, to 65%from 55%, as measured by state progress monitoring assessment, PM3.
Overall Proficiency in ELA First will increase 8 %, to 65% from 57 %, as measured by state progress monitoring assessment, PM3.
Overall Proficiency in ELA Second will increase 4%, to 65% from 61%, as measured by state progress monitoring assessment, PM3.

Grades 3-5 Measurable Outcomes

Grade 3 Proficiency in ELA will increase 8%, from 47%-55%, as measured by state progress monitoring assessment, PM3.
Grade 4 Proficiency will increase 6%, from 46%-52%, as measured by state progress monitoring assessment, PM3.

Grade 5 Proficiency will increase 11%, from 41%-52%, as measured by state progress monitoring assessment, PM3.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

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

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

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

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

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

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

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Mavres, Annette, mavresa@pcsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-2 Evidence-Based Practices/Programs
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 alphabetics, fluency, and vocabulary
Provide instruction in broad oral language skills
Teach students how to use reading comprehension strategies
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

3-5 Evidence-Based Practices/Programs
Explicit and systematic instruction focused on clarity, differentiation and feedback.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

K-2
To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

3-5
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

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership The School Literacy Leadership Team meets regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. A weekly plan of action will build capacity by identifying teachers, coaches, and district staff who can support training connected to evidence-based high-yield practices and the B.E.S.T standards. 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? Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?	Mavres, Annette, mavresa@pcsb.org
Literacy Leadership School Literacy Leadership Team plans family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection. In connection with the Family Engagement Committee, activities are planned throughout the year to strengthen and build the home-school connection. High Point Elementary School Communities unites the community in the learning process. September- 7 Spanish Parent Hour 8:45-9:45 Expectations and Responsibilities 20 Ed Camp 5:00-5:30 Literacy, Math and Web Based Activities October- 12 Spanish Parent Hour Habit 1- Highly Effective Habit 8:45-9:45 AM Media November – 2 Spanish Parent Hour Habit 2- Highly Effective Habit 8:45-9:45 Media December- 5 Spanish Parent Hour Habit 3- Highly Effective Habit 8:45-9:45 Media 7-15 Book Fair 14 Reading with Elves, Literacy Activities January- 22-26 Literacy Week 25 Family Lunch- Read with your scholar breakfast/Lunch February- 1 Spanish Parent Hour Habit 4/5 Highly Effective Families	Mavres, Annette, mavresa@pcsb.org

Action Step	Person Responsible for Monitoring
6 Ready Set Kindergarten March- 2-6 Read Across America 6 Ed Camp w/dinner, Literacy, Math and Science Activities 28 Spanish Parent Hour Habit 6/7 High Effective Families and Graduation May 23 Student Led Conferences	
Literacy Coaching Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. Resultantly, coaches will 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. 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? Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?	Galdames, Patricia, galdamesp@pcsb.org
Literacy Coaching Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction. Ensure differentiated instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language	Vigil, Cassandra, vigilc@pcsb.org

Action Step	Person Responsible for Monitoring
supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. Coaches will attend collaborative learning community planning sessions to support data-driven planning. Instructional Coaches will track and share content data to influence planning/professional development.	
Assessment Instructional Leadership Team ensures a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs- those who need review, support and challenge. The Instructional Leadership Team will ensure an assessment plan coordinates school based, district based and state-based assessments. The Instructional Leadership Team will ensure assessments are aligned in a cohesive fashion. Roles are assigned to instructional leadership for planning, data analysis and review of data at the class, grade and school wide level. Monitoring is conducted weekly as a leadership team and grade level.	Vigil, Cassandra, vigilc@pcsb.org
Assessment The Instructional Leadership utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices, learned as a part of the Pinellas Early Literacy Initiative professional development, are impacting student achievement within the classroom. This tool is aligned with the District walkthrough tool and focuses on high-yield instructional practices. Results are monitored weekly.	Mavres, Annette, mavresa@pcsb.org
Professional learning 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 instruction. These weekly collaborative communities are supported by the Instructional Leadership team to ensure data driven instruction, instructional planning, observation and feedback are united in a plan that connects to necessary professional development.	Bench, Kristy, benchk@pcsb.org
Professional Learning The school-based Instructional Leadership Team supports Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Lastinger Center.	Galdames, Patricia, galdamesp@pcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

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

High Point Elementary begins the year with an annual meeting. All stakeholders are invited to attend (Families, Staff, Community Partners, School Advisory Council.) The initial Annual Meeting reviews end of year data, a summary the comprehensive needs assessment, the current year's goals, the plan of action and the connected budget.

Invitations are extended using the following:
School Messenger System- phone calls, emails and text messages are sent including the meeting agenda, in
the native language of the family.
Flyers are sent home with scholars including the agenda (Spanish/English)
Phone Calls are made to the School Advisory Council and Community Partners in their native language.
Onsite and real time interpretation is offered in Spanish using headsets and bilingual assistants.

Following the meeting a pdf of the PowerPoint in Spanish and English and the agenda are sent out to families via the School Messenger System. The actual PowerPoint is posted on the school website where it can be translated into native languages.

Each quarter, High Point Elementary gathers as a community to discuss current data and to receive input on trainings and progress toward schoolwide School Improvement Plan goal. The family engagement plan aligns family trainings with schoolwide goals. During quarterly community events, all stakeholders are invited to a review of data connected to school goals and performance. Response/Input survey results are gathered and shared with the community in their native language. Following each meeting, a pdf of the PowerPoint in Spanish and English, including the agenda, are sent out to families in Spanish and English via the School Messenger System. The actual PowerPoint is posted on the school website where it can be translated into native languages.

During the final quarter, High Point Elementary invites all stakeholders to review data and provide input on the successes and needs of the current School Improvement Plan. This input is leveraged to influence the School Improvement Pan for the upcoming year.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

High Point Elementary School believes in involving parents in all aspects of our learning community. Parents are provided opportunities to give input in the development and decision-making process of all activities related to the school. An annual evaluation is conducted using surveys completed by stakeholders. The results are 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 administrator. A parent may also request support during quarterly community meetings.

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

High Point will conduct quarterly EdCamp 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 Recovery will host training events that empower families to support scholar reading behaviors at home.

ELL Partnerships will conduct monthly 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.

Teachers will provide quarterly midpoint progress reports in addition to quarterly progress reports to communicate coursework success. Following each State Progress Monitoring Cycle, parents are provided a report alerting families of scholar progress on required grade level standards. Teachers host family conferences with scholars who are performing below proficiency. A plan of action is created and reviewed to close learning gaps. This plan is signed and placed in student records. Student data is tracked, and adjustments made with parent involvement.

High Point Elementary School seeks to build meaningful relationships with our entire learning community. We seek to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We will offer morning, during the day and evening events throughout the year to maximize attendance. All activities are child friendly. These activities will focus on working together to build thinking opportunities as a leaning community.

Each quarter, High Point Elementary gathers as a community during quarterly meetings to discuss current data and to receive input on trainings and progress toward schoolwide goals from School Improvement Plan. Response/Input surveys results are gathered and shared with the community in their native language.

During the final quarter, High Point Elementary invites all stakeholders to review data and provide input on the successes and needs of the current School Improvement Plan. This input is leveraged to influence the School Improvement Plan for the upcoming year.

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 III of the SIP. (ESSA 1114(b)(7)ii))

High Point Elementary focuses our program around the following levers of Influence to drive teaching and learning success.
Data Driven Instruction
Observation and Feedback
Instructional Planning
Professional Development

Instructional Leadership and School Based Leadership Teams meet weekly to track learning progress by grade levels, classroom and scholar levels following district and state assessment cycles. Furthermore,

walkthrough data will be tracked and used to influence discussion. Data will be analyzed and used to influence professional development needs and instructional planning and delivery of lessons.

Professional Learning Communities will focus on standards-based planning with thinking opportunities rooted in levels of questioning and rigor, student work analysis, development of common assessments (exit tickets), effective high-yield strategies and analysis of data.

Additional Collaborative Planning with center upon differentiation in ELA and Math, Data Analysis. Instructional Practice related to High-yield Strategies will focus on supporting teachers with research-based practices and school-wide systems that focus on achievement of all scholars across all subgroups. (Pinellas Early Literacy Initiative, Vocabulary Routines, AVID strategies, Thinking Maps)

During planning, scholars will be grouped into the following categories: Exceeding Proficiency, Meeting Proficiency, Below Proficiency and by 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 to ensure all scholars are supported to their fullest potential.

Professional Development is aligned to the school goals and areas of focus. Team Leaders meet monthly with leadership to request supports and discuss successes. Instructional Leadership Team and School Based Leadership Team will meet weekly to align data with training needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA