

Pinellas County Schools

HIGH POINT ELEMENTARY SCHOOL



2026-27 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 a Positive

School Climate and Culture for Adults and Scholars, Ensure Management of School Leadership Teams

Leadership Team Member #2

Employee's Name

Julie Sivon

Sivonj@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 (Early Literacy PK-2)

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 PK-2

Leadership Team Member #4

Employee's Name

Alexis Harbold

HARBOLDA@pcsb.org

Position Title

Instructional Coach- ELA

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

Katherine Hawley

HAWLEYK@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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: C 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	81	78	76	76	96	86				493
Absent 10% or more school days	22	25	22	12	18	13				112
One or more suspensions	0	0	1	1	0	1				3
Course failure in English Language Arts (ELA)	0	0	0	0	0	1				1
Course failure in Math	0	0	0	0	0	3				3
Level 1 on statewide ELA assessment	0	0	15	13	6	22				56
Level 1 on statewide Math assessment	1	5	14	20	11	13				64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	4	5	1	0				10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	4	9	7	0				23

Current Year 2026-27

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	15	15	8	13	-			51

Current Year 2026-27

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	0	0	2	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School Enrollment	56	81	79	71	98	91				476
Absent 10% or more school days	1	22	18	15	33	16				105
One or more suspensions					2	1				3
Course failure in English Language Arts (ELA)						2				2
Course failure in Math					2	7				9
Level 1 on statewide ELA assessment				14	20					34
Level 1 on statewide Math assessment	1	10	9	22	8	15				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						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					26

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) 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	4		1						6
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	54	68	62	56	64	59	51	61	57
Grade 3 ELA Achievement	65	70	61	62	67	59	59	63	58
ELA Learning Gains	52	65	63	60	62	60	49	64	60
ELA Lowest 25th Percentile	53	63	58	60	59	56	44	62	57
Math Achievement*	63	72	66	63	69	64	65	66	62
Math Learning Gains	53	69	64	49	67	63	58	68	62
Math Lowest 25th Percentile	38	56	50	40	56	51	44	58	52
Science Achievement	63	72	62	64	70	58	53	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	441
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	58%	53%	55%	55%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
English Language Learners	51%	No		
Black/African American Students	56%	No		
Hispanic Students	55%	No		
Multiracial Students	58%	No		
White Students	58%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%	65%	52%	53%	63%	53%	38%	63%					
Students With Disabilities	43%	43%	52%		50%	62%		43%					
English Language Learners	44%	59%	51%	50%	63%	52%	32%	53%					
Black/African American Students	49%	50%	64%		51%	60%		62%					
Hispanic Students	52%	66%	53%	48%	65%	54%	40%	62%					
Multiracial Students	58%				58%								
White Students	66%		46%		66%	50%		64%					
Economically Disadvantaged Students	54%	65%	51%	56%	63%	50%	27%	60%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	68%	-9%	60%	-1%
ELA	4	53%	66%	-13%	60%	-7%
ELA	5	45%	66%	-21%	61%	-16%
Math	3	64%	71%	-7%	66%	-2%
Math	4	67%	72%	-5%	65%	2%
Math	5	49%	69%	-20%	62%	-13%
Science	5	63%	70%	-7%	60%	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 slightly decreased from 56% to 54% proficiency

Grade 3 ELA Proficiency rose from 62% to 65% proficiency

Grade 4 ELA Proficiency rose from 52% to 53% proficiency

(Grade 5 ELA Proficiency rose slightly from 44% to 45% 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. Minimal growth and performance in 5th grade indicate need to increase monitoring during release with a focus on evidence of required knowledge at the end of each lesson.

Math Overall Performance maintained from 63% to 63% proficiency

Grade 3 Math Proficiency increased from 66% to 64% proficiency

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

(Grade 5 Math Proficiency decreased from 52% to 49 % 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. Minimal growth and performance in 5th grade indicate need to increase monitoring during release with a focus on evidence of required knowledge at the end of each lesson.

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 Learning Gains decreased from 60% to 52%

ELA L25 Learning Gains decreased from 60% to 53%

Math L25 Learning Gains decreased from 40% to 38%

Subcomponent Breakdown

Grade 5 ELA Proficiency rose slightly from 44% to 45% proficiency

Grade 5 Math Proficiency decreased from 52% to 49 % proficiency

Science decreased from 64% proficiency to 63% proficiency Data shows a need to place emphasis on the nature of science and to implement a sound system of science standard review.

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.

ELA Learning Gains decreased from 60% to 52%

ELA L25 Learning Gains decreased from 60% to 53%

Math L25 Learning Gains decreased from 40% to 38%

While overall proficiencies in grades 3 and 4 continue to grow, we turn our attention to ELA and 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.

Grade 5 Math is 13% below the state average 49% HPE to 62% State

Grade 5 ELA is 16% below the state average 45% HPE to 61% State

Overall proficiency of the black subgroup in ELA is at 46% with math at 50%

L25 Gains in ESE and ELL subgroups in Math is 32% and 33% respectfully at HPE

Growth in Math overall proficiency, gains and of L25 scholars will be an area of focus.

Lack of overall impactful systematic process for monitoring in classroom.

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.

Growth in ELA overall proficiency, gains and of L25 scholars will be an area of focus.

Lack of overall impactful systematic process for monitoring in classroom

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 will target the number of scholars absent with 10% or more absences to from 113 scholars to 85. 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 -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 ensuring authentic active engagement through evidence-based practices that build efficacies for all learners.

- Explicit and systematic instruction scaffolded to support and extend learning
- Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning
- Frequent opportunities to read high-quality, knowledge building texts
- Opportunities for students to reflect on their learning through discourse and writing
- Cognitive Engagement with Content Academic Discourse and Vocabulary Development
- Formative assessment & corrective feedback

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

Collectively, these practices align with the *science of reading* and broader evidence from cognitive science, demonstrating that students achieve the greatest gains when instruction is explicit, language-rich, actively engaging, and responsive to ongoing assessment. They are particularly effective in accelerating learning, closing achievement gaps, and increasing proficiency on rigorous state assessments while fostering independent, strategic readers and writers.

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 54% to 59%

Grade 3 Proficiency will increase from 65% to 70%

Grade 4 Proficiency will increase from 53 % to 58%

Grade 5 Proficiency will increase from 45% to 50%

Overall Gains will increase from 52% to 60%

Overall L25 Gains will increase from 53% 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

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

Person responsible for monitoring outcome

Alexis Harbold, 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 to support and extend learning Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning Frequent opportunities to read high-quality, knowledge building texts Opportunities for students to reflect on their learning through discourse and writing Cognitive Engagement with Content Academic Discourse and Vocabulary Development Formative assessment & corrective feedback

Rationale:

When implemented consistently during both whole-group and small-group instruction, these evidence-based practices create a comprehensive system for learning: • Explicit instruction establishes clear learning targets. • Scaffolding ensures all students can access rigorous instruction. • Formative assessment and feedback allow instruction to respond to student needs in real time. • Cognitive engagement moves students beyond memorization to deep understanding. • Academic discourse and vocabulary build the language necessary for comprehension and communication. • Writing to learn helps students consolidate and extend their thinking. • Close reading and annotation develop the analytical habits needed for college, career, and lifelong literacy.

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:

Alexis Harbold, ELA instructional Coach and
Margo Evancho, MTSS Instructional Coach

By When/Frequency:

Ongoing/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 in the lower quartile, with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. Differentiated small group

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

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are the following components included:

Explicit and systematic instruction Scaffolded to support and extend learning
Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning
Frequent opportunities to read high-quality, knowledge building texts
Opportunities for students to reflect on their learning through discourse and writing
Cognitive Engagement with Content Academic Discourse and Vocabulary Development
Formative assessment & corrective feedback

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of ELA.

Action Step #2

Student Centered Learning

Person Monitoring:

Alexis Harbold, ELA instructional Coach and

Margo Evancho, MTSS Instructional Coach

By When/Frequency:

Ongoing/Weekly

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

Through explicit instruction-prioritize engaging students in frequent opportunities in reading high-quality, knowledge building texts, provide opportunities for students to reflect on their learning, engage scholars in collaborative academic discourse, provide immediate and specific feedback.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are the following components included:

Explicit and systematic instruction scaffolded to support and extend learning

Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning

Frequent opportunities to read high-quality, knowledge building texts

Opportunities for students to reflect on their learning through discourse and writing

Cognitive Engagement with Content Academic Discourse and Vocabulary Development

Formative assessment & corrective feedback

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of ELA.

Action Step #3

Identify, Monitor and Track Student Progress

Person Monitoring:

Alexis Harbold, ELA instructional Coach and
Margo Evancho, MTSS Instructional Coach

By When/Frequency:

Ongoing/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 remedy gaps early.

Implement a plan for identifying students who are meeting benchmarks, including targeted instruction, and frequently monitoring student learning to accelerate the learning.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are the following components included:

Explicit and systematic instruction Scaffolded to support and extend learning

Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning

Frequent opportunities to read high-quality, knowledge building texts

Opportunities for students to reflect on their learning through discourse and writing

Cognitive Engagement with Content Academic Discourse and Vocabulary Development

Formative assessment & corrective feedback

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of ELA.

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 65%

- Grade 3 Proficiency will increase from 64% to 70%
- Grade 4 Proficiency will increase from 74% to 75%
- Grade 5 Proficiency will increase from 49% to 55%

Overall Gains will increase from 53% to 65%

L25 Gains will increase from 38% 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?

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

Person responsible for monitoring outcome

Katherine Hawley, 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 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 Sound and Consistent Problem Solving Routine

Rationale:

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. Sound and Consistent Problem Solving Routines. Using a sound and consistent problem-solving routine is one of the most effective ways to influence learning because it strengthens both how scholars think and how they learn. Research in cognitive science, mathematics education, literacy, and instructional design consistently shows that explicit, repeatable problem-solving processes improve achievement, independence, and transfer of 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:

Katherine Hawley, Math Coach

By When/Frequency:

Ongoing/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, Collaborative structures, Writing to Solidifying the learning.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are the following components included: Anticipated and Prepared Questions, Number Sense/Warm Up

Routines that included retrieval practice, Pinellas Problem Solving Routine, Collaborative Structures that include a Play-Explore-Investigate (PEI) Routine, Writing to Solidify the learning practices.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of Math.

Action Step #2

Instructional Support and Differentiation

Person Monitoring:

Katherine Hawley

By When/Frequency:

Ongoing/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 in the lower quartile, students with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark. Model and provide feedback to instructional staff to build capacity and confidence.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are lessons designed with intent to support all learners-including supports for students in the lower quartile, students with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark?

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of Math.

Action Step #3

Identify, Monitor and Track Student Progress

Person Monitoring:

Katherine Hawley, Instructional Coach

By When/Frequency:

Ongoing/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 remedy gaps early.

Implement a plan for identifying students who are meeting benchmarks, including targeted instruction, and frequently monitoring student learning to accelerate the learning.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are lessons designed with intent to support all learners-including supports for students in the lower quartile, students with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark?

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of Math.

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 from 63% to 65%, 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/Data 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?

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 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 the purpose of the learning and making this 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 target 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 learned 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 Support and Differentiation

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:

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.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are lessons designed with intent to support all learners-including supports for students in the lower quartile, student with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark?

Do lessons include the following components?

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

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of Math.

Action Step #2

Student Centered Learning

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:

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).

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are lessons designed with intent to support all learners-including supports for students in the lower quartile, students with exceptional needs, English language supports, as well as

extensions/more advanced tasks for students above benchmark?

Do lessons include the following components?

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

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all components of Math.

Action Step #3

Identify, Track and Monitor Student Progress

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:

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

Implement a plan for identifying students who are meeting benchmarks, including targeted instruction, and frequently monitoring student learning to accelerate the learning.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Are lessons designed with intent to support all learners-including supports for students in the lower quartile, students with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark?

Do lessons include the following components?

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

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies
 Standard/Task Alignment- academic vocabulary
 resources/references
 scholar explanation/elaboration of the learning
 Student Centered Environment- note taking
 revision if notes
 accountable talk to explain and prove thinking
 leverage of writing to summarize, generate questions and deepen
 understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district) assessment to determine where instruction should be modified to meet individual student needs across all components of Math.

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 from 46% to 59% as measured by state monitoring assessment.

Overall Percent for black scholars earning ELA Gains will increase from 64% to 65% as measured by state monitoring assessment.

Overall Proficiency for black scholars in Math Proficiency will increase from 50% to 65% as measured by state monitoring assessment.

Overall Percent for black scholars earning Math Gains will increase from 60% 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?

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 Staff Developer

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:

Katherine Hawley, Alexis Harbold Instructional Coaches

By When/Frequency:

Ongoing, 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.

Collaborative planning sessions will include focus on the following:

- Explicit instruction delivery focused on
- Number sense and fluency
- Mathematical discourse
- Multiple solution strategies
- Error analysis
- Real-world problem solving and sound Problem Solving Routines
- Worked examples and anchor charts to build efficacy
- Increase opportunities for academic discourse
- Feedback during lesson for all scholars
- Differentiated practice to provide all scholars with opportunity to grow
- Daily writing practice to solidify the learning
- Retrieval practice to strengthen the brain's ability to retrieve, apply, and transfer learning
- Frequent formative assessment
- Goal setting with progress monitoring

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary
 resources/references
 scholar explanation/elaboration of the learning
 Student Centered Environment- note taking
 revision if notes
 accountable talk to explain and prove thinking
 leverage of writing to summarize, generate questions and deepen
 understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all critical components of instruction.

Action Step #2

Engagement with Meaningful Monitoring, Feedback and Coaching

Person Monitoring:

Katherine Hawley, Alexis Harbold Instructional Coaches

By When/Frequency:

Ongoing/Weekly

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

Instructional Leadership Team will:

- Conduct frequent instructional walkthroughs focused on student thinking rather than teacher actions
- Using collaborative data meetings to identify trends and plan responsive instruction and professional development
- Provide coaching cycles centered on one or two high-impact instructional practices.
- Celebrating scholar growth—not just proficiency—to build a culture of continuous improvement.
- Monitoring implementation fidelity and providing timely support.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary
 resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment to determine where instruction should be modified to meet individual student needs across all critical components of instruction.

Action Step #3

Identify, Track and Monitor Student Progress

Person Monitoring:

Katherin Hawley and Alexis Harbold, Instructional Coaches

By When/Frequency:

Ongoing/Weekly

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

Ensure 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 math:

Number sense and fluency

Mathematical discourse

Multiple solution strategies

Error analysis

Real-world problem solving

Scholar Mastery and Growth will be measured using daily exit activities outlined in lesson plans and on the learning board, formative checks, end of module assessments and on-going progress monitoring from state assessments.

Data will be used to determine:

Which standards have been mastered?

Which scholars need intervention?

Which misconceptions are common?

Which instructional practices produced the strongest growth?

Then adjustment to instruction will be made immediately and used to drive intervention planning.

Data will be tracked by Instructional Leadership Team weekly and through bi-weekly data meeting facilitated by the ELA and Math Coaches.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Instruction should include:

1. Full, clear explanations
2. Teacher modeling
3. Provide examples with full teacher explanation and full guidance during scholar practice
4. Teacher corrective feedback.

Differentiation should include:

1. Clearly focused curriculum aligned to the full intent of the benchmark.
2. Lessons, activities, and products designed to ensure students grapple with, use, and understand

essential learnings at their level.

3. Clear strategies that scholar can follow, own and apply with efficacy in mind.
3. Materials and tasks are interesting and relevant to scholars
4. Active learning connected to scholar thinking
5. Use of authentic data to align instruction to the needs of the scholar.

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 37% to 59%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in ELA Gains will increase from 46% to 60%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Math Proficiency will increase from 46 % to 65%, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Math Gains will increase from 58% to 60 %, as measured by state monitoring assessment.

Overall Proficiency for Students with disabilities in Science Proficiency will increase from 36% 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?

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

Person responsible for monitoring outcome

Julie Sivon, 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 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:

Julie Sivon, Assistant Principal

By When/Frequency:

Ongoing/Weekly

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. Standards.

Collaborative planning sessions will include focus on the following:

- Explicit instruction delivery
- Worked examples and anchor charts to build efficacy
- Increase opportunities for academic discourse
- Feedback during lesson for all scholars
- Differentiated practice to provide all scholars with opportunity to grow
- Daily writing practice to solidify the learning
- Retrieval practice
- Frequent formative assessment
- Goal setting with progress monitoring

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking/retrieval practices

revision if notes/thinking

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district) assessment to determine where instruction should be modified to meet individual student needs across all critical components of instruction.

Action Step #2

Assessment: Solidify the Learning-practice and retrieval

Person Monitoring:

Julie Sivon, Assistant 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.

Ensure 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).

Scholar Mastery and Growth will be measured using daily exit activities outlined in lesson plans and on the learning board, formative checks, end of module assessments and on-going progress monitoring from state assessments.

Data will be used to determine:

Which standards have been mastered?

Which scholars need intervention?

Which misconceptions are common?

Which instructional practices produced the strongest growth?

Then adjustment to instruction will be made immediately and used to drive intervention planning.

Data will be tracked by Instructional Leadership Team weekly and through bi-weekly data meeting facilitated by the Instructional Coaches.

Data will be used to build capacity of instructional staff by determining needs for professional development.

Action Step #3

Professional Development

Person Monitoring:

Julie Sivon, Assistant Principal

By When/Frequency:

Ongoing/Weekly

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

Instructional Leadership team will leverage walk-through and assessment data to build capacity of instructional and support staff. Walkthrough data will determine effectiveness of High-yield strategies by measuring if they are in place and understood/used by scholars. An analysis will be used to plan for connected and needed professional development.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district) assessment 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).

Professional Development will be planned for collaborative sessions, designated staff meetings, planned professional development days, and on an individual basis. They will be added to the professional development calendar.

Area of Focus #6

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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 6%, from 44% to 50%, as measured by state progress monitoring assessment.

Overall Gains for English Language Learners in ELA will increase 9%, from 51% to 60%, as measured by state progress monitoring assessment.

Overall Proficiency for English Language Learners in Math will increase 2%, from 63% to 65%, as measured by state progress monitoring assessment.

Overall Gains for English Language Learners in Math will increase 8%, from 52% to 60%, 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

Alexis Harbold and Katherine Hawley, Instructional Coaches

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

Instructional Support with Differentiation

Person Monitoring:

Anca Irimie and Mildred Garcia, ELL Teachers

By When/Frequency:

Ongoing/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:

Level A: Copy key sentences or fill in blanks within a structured paragraph.

Level B: Complete cloze passages or write guided paragraphs with word banks.

Level C: Compose short essays or reflections using prompts and vocabulary supports.

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.

Action Step #2

Writing From Models

Person Monitoring:

Anca Irimie and Mildred Garcia, ELL Teachers

By When/Frequency:

Ongoing/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.

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.

Action Step #3

Writing to Learn

Person Monitoring:

Anca Irimie and Mildred Garcia, ELL Teachers

By When/Frequency:

Ongoing/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

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.

Area of Focus #7

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

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

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 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 low level of proficiency and lack growth overall.

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

Instruction should include:

- Explicit and systematic instruction Scaffolded to support and extend learning
- Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning
- Frequent opportunities to read high-quality, knowledge building texts
- Opportunities for students to reflect on their learning through discourse and writing
- Cognitive Engagement with Content Academic Discourse and Vocabulary Development
- Formative assessment & 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 aligned to the full intent of the benchmark.
2. Lessons, activities, and products designed to ensure students grapple with, use, and understand essential learnings at their level.
3. Clear strategies that scholar can follow, own and apply with efficacy in mind.
3. Materials and tasks are interesting and relevant to scholars
4. Active learning connected to scholar thinking
5. Use of authentic data to align instruction to the needs of the scholar.

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 53% to 58%

Grade 3 Proficiency will increase from 65% to 70%
Grade 4 Proficiency will increase from 53 % to 58%
Grade 5 Proficiency will increase from 45% to 50%

Overall Gains will increase from 52% to 60%

Overall L25 Gains will increase from 53% 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?

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

Person responsible for monitoring outcome

Alexis Harbold, ELA 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:

Provide system of quality system focused on: Explicit and systematic instruction Scaffolded to support and extend learning Retrieval Practice to strengthen the brain's ability to retrieve, apply, and transfer learning Frequent opportunities to read high-quality, knowledge building texts Opportunities for students to reflect on their learning through discourse and writing Cognitive Engagement with Content Academic Discourse and Vocabulary Development Formative assessment & corrective feedback

Rationale:

The combination of high-quality Tier 1 instruction, data-informed intervention, and a sustained focus on scholar thinking has one of the strongest evidence bases for improving both achievement and year-over-year growth.

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

Planning with intent to Strengthen Tier 1 Instruction through high-yield practices

Person Monitoring:

Alexis Harbold, Literacy Coach

By When/Frequency:

Ongoing/Weekly

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.

Collaborative planning sessions will include focus on the following:

- Explicit instruction delivery
- Worked examples and anchor charts to build efficacy
- Increase opportunities for academic discourse
- Feedback during lesson for all scholars
- Differentiated practice to provide all scholars with opportunity to grow
- Daily writing practice to solidify the learning
- Retrieval practice
- Frequent formative assessment
- Goal setting with progress monitoring

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment 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 #2

Coaching with modeling, observation and feedback

Person Monitoring:

Alexis Harbord, ELA 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 Coach and Instructional Leadership Team will:

- Conduct frequent instructional walkthroughs focused on student thinking rather than teacher actions
- Using collaborative data meetings to identify trends and plan responsive instruction and professional development
- Provide coaching cycles centered on one or two high-impact instructional practices.
- Celebrating scholar growth—not just proficiency—to build a culture of continuous improvement.
- Monitoring implementation fidelity and providing timely support.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning

modeled strategies

Standard/Task Alignment- academic vocabulary

resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking

revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen

understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment 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 #3

Identify, Monitor and Track Student Progress

Person Monitoring:

Alexis Harbold

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 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). Scholar Mastery and Growth will be measured using daily exit activities outlined in lesson plans and on the learning board, formative checks, end of module assessments and ongoing progress monitoring from state assessments.

Data will be used to determine:

Which standards have been mastered?

Which scholars need intervention?

Which misconceptions are common?

Which instructional practices produced the strongest growth?

Then adjustment to instruction will be made immediately and used to drive intervention planning.

Data will be tracked by Instructional Leadership Team weekly and through bi-weekly data meeting facilitated by the ELA Coach.

Action Step #4

Professional Development

Person Monitoring:

Alexis Harbold, ELA 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:

Instructional Leadership team will leverage walk-through and assessment data to build capacity of instructional and support staff. Walkthrough data will determine effectiveness of High-yield strategies by measuring if they are in place and understood/used by scholars. An analysis will be used to plan for connected and needed professional development.

The instructional leadership team will meet weekly to discuss the following components:

Weekly monitoring of collaborative planning sessions.

Walkthrough data to ensure use of High-yield strategies are in place and understood/used by scholars to provide feedback and plan for connected and needed professional development.

Learning boards- purpose of the learning modeled strategies

Standard/Task Alignment- academic vocabulary resources/references

scholar explanation/elaboration of the learning

Student Centered Environment- note taking revision if notes

accountable talk to explain and prove thinking

leverage of writing to summarize, generate questions and deepen understanding connected to the purpose of the learning

Data related to the structure for ongoing formative (district)assessment 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).

Professional Development will be planned for collaborative sessions, designated staff meetings, planned professional development days, and on an individual basis. They will be added to the professional development calendar.

Area of Focus #8

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

Instructional Practice specifically relating to Small-group Instruction

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.

Voluntary Prekindergarten (VPK) small group instruction aligns with evidence from developmental and educational research demonstrating that young children achieve greater learning gains when instruction is intentional, responsive, and individualized. By increasing opportunities for meaningful teacher-child interactions, differentiated practice, formative assessment, and immediate feedback, small group instruction accelerates the development of early literacy, mathematics, language, and social-emotional skills. This targeted approach helps ensure every child receives the support and challenge needed to build a strong foundation for kindergarten and future academic success.

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.

The CLASS Program score will increase from 4.35 to 5.6 as measured by CLASS program observations.

Monitoring

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

Success in **Voluntary Prekindergarten (VPK)** using the **CLASS (Classroom Assessment Scoring System)** should be measured by the quality of teacher-child interactions that research has shown lead to stronger academic and social-emotional outcomes. Rather than focusing only on compliance, schools should use CLASS data to drive continuous improvement in instructional practice.

Emotional Support

What Success Looks

Warm, responsive relationships; positive classroom climate; teacher sensitivity; respect for children's perspectives

Like Impact on Children

Stronger self-regulation, confidence, engagement, and school readiness

Instructional Support

What Success Looks

Teachers promote higher-order thinking, provide meaningful feedback, model language, and extend children's learning through intentional conversations

Like Impact on Children

Growth in language, early literacy, critical thinking, and problem-solving skills

Monitoring of the program with routine walkthroughs for the impactful strategies: Quality Interactions, Use of Resources

Monitor collection and analysis of data through Professional Learning Communities

Monitor Data with School Based Leadership Team monthly

Person responsible for monitoring outcome

Annette Mavres, Principal, Denise Steele, Early Literacy Coach, Margo Evacho, MTSS

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:

Provide Emotional Support Build positive teacher-child relationships through warm, responsive interactions. Greet every child by name and establish predictable routines. Acknowledge children's feelings and teach self-regulation strategies. Provide meaningful choices to encourage independence. Encourage peer collaboration and cooperative learning. Celebrate effort, persistence, and growth rather than only correct answers.

Rationale:

Voluntary Prekindergarten (VPK) small group instruction aligns with evidence from developmental and educational research demonstrating that young children achieve greater learning gains when instruction is intentional, responsive, and individualized. By increasing opportunities for meaningful teacher-child interactions, differentiated practice, formative assessment, and immediate feedback, small group instruction accelerates the development of early literacy, mathematics, language, and social-emotional skills. This targeted approach helps ensure every child receives the support and challenge needed to build a strong foundation for kindergarten and future academic success.

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

Routine Walkthroughs

Person Monitoring:
Annette Mavres, Principal

By When/Frequency:
weekly/ongoing

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

Routine walkthroughs will be collected to measure High Quality Interactions:

Examples:

Greet every child by name and establish predictable routines.

Acknowledge children's feelings and teach self-regulation strategies.

Provide meaningful choices to encourage independence.

Encourage peer collaboration and cooperative learning.

Celebrate effort, persistence, and growth rather than only correct answers.

Action Step #2

Monitor the use of Core Curriculum and Resources during planning and teaching.

Person Monitoring:
Annette Mavres, Principal

By When/Frequency:
Weekly, Ongoing

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

Member of the school based leadership will attend planning session to monitor inclusion of core curriculum and resources.

Member of the school based leadership will conduct walkthroughs to monitor teaching of plans using core curriculum and resources.

Action Step #3

Data Analysis with purpose

Person Monitoring:
Annette Mavres, Principal

By When/Frequency:
Monthly

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

School Based Leadership Team will review data monthly for growth using STAR and Gold.

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 22 up from 1

Grade 1 25 up from 22

Grade 2 22 up from 18
 Grade 3 12 down from 15
 Grade 4 18 down from 33
 Grade 5 13 down from 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.

K-2 Data increased while 3-5 Data indicate a decrease.

Measurable Outcome

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

Prior Year Attendance Data 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

2026-2026 Current Year Data

Grade K 22
 Grade 1 25
 Grade 2 22
 Grade 3 12
 Grade 4 18
 Grade 5 13

Goal: Reduce each grade level by 25%

Next Year's Attendance Goals

Grade K 17
 Grade 1 19
 Grade 2 17

Grade 3 9
 Grade 4 14
 Grade 5 10

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 2025-26 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
 and 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 or 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. The 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 2026

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

Identification of 2025-26 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 2026

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:

Weekly

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. Perfectly Punctual Pete (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 in 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). 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 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).

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.

The Reading Intervention team will host training events that empowers families to support scholar

reading behaviors at home.

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 joint 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 adults 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)).

NA

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)).

NA

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 to support 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 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 enhance differentiated small 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)).

Title I funds continue to support the full day three-year old program at High Point Elementary allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

NA

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).

NA

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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