High Point Elementary School

2022-23 Schoolwide Improvement Plan

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High Point Elementary School

5921 150TH AVE N, Clearwater, FL 33760

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

Demographics

Principal: Annette Marves

Start Date for this Principal: 11/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (53%) 2020-21: (52%) 2018-19: D (38%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

We value
1. Respect
2. Responsibility
3. Relationships

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities	
Mavres, Annette	Principal		Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Ensure Management of School Leadership Teams.
Bench, Kristy	Assistant Principal		Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Scholars, Support the Management of School Leadership Teams.
Evancho, Margo	Instructional Coach		Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to MTSSRti Behavior and Academic Coach.
Morrow, Jennifer	Instructional Coach		Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to Science.
Galdames, Patricia	Instructional Coach		Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts in Grades K-2
Vigil, Cassandra	Instructional Coach		Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to English Language Arts
Larsen, Deborah	Instructional Coach		Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to mathematics.
Vanderloop, Greg	Behavior Specialist		Assist with the Monitoring of School Data, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to Behavior and the MTSSR Process.

Demographic Information

Principal start date

Wednesday 11/13/2019, Annette Marves

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

640

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	102	103	102	90	78	86	0	0	0	0	0	0	0	561
Attendance below 90 percent	5	53	40	51	29	32	0	0	0	0	0	0	0	210
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	8	21	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	14	29	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	6	3	6	5	7	7	0	0	0	0	0	0	0	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	8	8	2	0	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	5	2	6	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 7/10/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	102	96	106	77	86	0	0	0	0	0	0	0	533
Attendance below 90 percent	4	29	31	42	25	12	0	0	0	0	0	0	0	143
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	4	2	12	2	2	2	0	0	0	0	0	0	0	24
Course failure in Math	3	2	7	2	1	4	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	4	2	10	1	9	10	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	1	1	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	1	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	102	96	106	77	86	0	0	0	0	0	0	0	533
Attendance below 90 percent	4	29	31	42	25	12	0	0	0	0	0	0	0	143
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	4	2	12	2	2	2	0	0	0	0	0	0	0	24
Course failure in Math	3	2	7	2	1	4	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	4	2	10	1	9	10	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	1	1	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	1	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%			47%			37%	54%	57%
ELA Learning Gains	64%			53%			41%	59%	58%
ELA Lowest 25th Percentile	58%			43%			44%	54%	53%
Math Achievement	53%			54%			46%	61%	63%
Math Learning Gains	48%			52%			42%	61%	62%
Math Lowest 25th Percentile	51%			50%			23%	48%	51%
Science Achievement	45%			63%			30%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	56%	-13%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	26%	56%	-30%	58%	-32%
Cohort Comparison		-43%				
05	2022					
	2019	35%	54%	-19%	56%	-21%
Cohort Comparison		-26%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	62%	-7%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	33%	64%	-31%	64%	-31%
Cohort Comparison		-55%				
05	2022					
	2019	43%	60%	-17%	60%	-17%
Cohort Comparison		-33%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	54%	-25%	53%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	35	45		44	60	64	42				
ELL	38	51	38	51	51	55	51				
BLK	42			40							
HSP	50	58	36	59	59	55	69				
WHT	38	48		45	43		62				
FRL	43	49	39	51	47	44	59				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	17	22	21	28	23	11				
ELL	31	43	48	44	43	32	19				
BLK	25	28	40	27	26	13	18				
HSP	41	47	50	51	44	26	31				
MUL	38	45		23	36						
WHT	37	42	40	53	52		33				
FRL	36	42	47	45	42	24	29				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Kindergarten–79% proficiency in English Language Arts MAP and 76% Proficiency in Math MAP.
iReady- no scholars in the Red Zone (1 year or more behind).
Running Records - 90% of Scholars Reading at/above grade level.

Grade 1- 51% for overall proficiency in English Language Arts MAP and 57% proficiency in Math MAP.
Deficit in Students with disabilities-29% proficiency in ELA MAP and 29% Proficiency in Math MAP.
English Language Learner-proficiency of 38% and above overall avg in Math at 56%.
iReady-1% of scholars in the Red Zone (1 year or more behind) in Reading and 2% in Math .
Running Records- 80% at/above grade level in reading.

Grade 2- 49% proficiency rate in English Language Arts MAP and 42% proficiency in
Math MAP.
Students with disabilities are at 20% proficiency in English Language Arts MAP and 13%
Proficiency in Math MAP.
Black Scholars are at 27 % proficiency in English Language Arts MAP and 7% Proficiency in
Math MAP.
iReady- 11% of scholars in the Red Zone (1 year or more behind) in Reading and 2% in Math .
Running Records- 63% at/above grade level in reading.

Grades 3-5 Dip in grade 5 Science and need to focus on L25 growth and math gains.
FSAELA Proficiency 3rd 48%, 4th 54%, 5th% 47%
ELA-Gains 4th 62%, 5th 66%
L25 4th 53% 5th 65%

FSA Math Proficiency 3rd 57%, 4th 68%, 5th 39%
Math-Gains 4th 65%, 5th 35%
L25 4th 50% 5th 50%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall ELA respectfully by grade 1-5: 51-49-48-54-47 shows consistency in core performance
Black Subgroups are underperforming in grade 2 : 43-27-42-83-40,
English Language Learners underperform in 2nd- 5th: 38-48-41-49-40 with a weakness in vocabulary connected across progress monitoring
Students with disabilities underperform across grade levels 1-5: 29-20-55-33

Overall Math respectfully by grade 1-5: 51-49-57-68-39 shows inconsistency in core performance
Black Subgroups are underperforming in grade 2 : 52-7-42-83-20,
English Language Learners underperform in 2nd- 5th: 56-51-44-60-32
Students with disabilities underperform across grade levels 1-5: 29-13-55-33-40

Core Performance needs to center upon standards based Instruction, sound strategy development and instructional practices that allow for routine monitoring of checks for understanding.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Walkthrough data indicates need to plan for scholar release to tasks with clear monitoring for understanding.
Walkthrough data and Professional Learning Community analysis indicates need to incorporate professional development centered upon questioning techniques, authentic reading strategy development and highly engaging strategies that reach a diverse group of learners.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our ELA overall proficiency continues to grow and show consistency across grade levels.

Core Data Proficiency by grade level K-5: 79-51-49-48-54-47

FSA Data ELA Proficiency increased overall by 3 points (47/50)
ELA Gains increased by 11 points (53/64)
ELA Lower quartile growth increased by 15 points (43/58)

ELA Grade 4-5 Level 4s 41 an increase of 11
Level 5s 9 an increase of 5

What were the contributing factors to this improvement? What new actions did your school take in this area?

This year High Point Elementary continued our focus on Standards-Task Analysis. Through Professional Learning Communities, we develop weekly learning boards in Reading, Writing, Math and Science. Each board consists of 3 components: Purpose, Strategy and Evidence. In addition, the professional learning communities focus planning sessions by using a unified planning protocol that allows each team to connect the content limits for each standard with anticipated misconceptions, needed concept

development and planned release with clear steps to monitor for understanding.

New actions included a PreK-2 Reading Coach to support transition to the new BEST Standards. Reading Strategies were connected to the work of Serravallo. Continued efforts in Professional Learning Communities will include planned questioning during monitoring and professional development centered upon reading strategy development. Also, we incorporated research based phonics supplemental materials the first semester to close the noted gaps unveiled by core phonics inventory in grade 3-5. To Support English Language Arts, Curriculum and Associated LAFS books were implemented in grades 2-5 for practice, homework and small group intervention.

What strategies will need to be implemented in order to accelerate learning?

We will benefit from a full time English Language Arts Coach in grades 3-5 this year.
Continued efforts in Professional Learning Communities will include planned questioning during monitoring and professional development centered upon reading strategy development.
We will continue to connect our teaching to the works of Serravallo in both reading and writing.

For grade 4 and 5 math, we will partner with the University of Connecticut Neag School of Education to "Bump Up" our mathematics instruction to push our scholars into the rigor of the standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA: Weekly planning sessions with instructional staff developer support will continue in ELA Reading/ Writing, Grades 3-5 Professional development will be aligned with Seravallo's Reading Strategies monthly.

Math: Weekly planning sessions with instructional staff developer support will continue in math with an emphasis on planning for release with monitoring. Grade 4-5 and gifted will partner with University of Connecticut Neag School of Education to "Bump Up" our mathematics instruction to push our scholars into the rigor of the standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Instructional Staff Development will need to continue in areas of ELA, Math and Science.
The instructional leadership team will be present in weekly professional learning communities to ensure the quality of Instructional Planning and support needed/desired professional development. The instructional leadership team will meet weekly to discuss their monitoring of the following levers Data Driven Instruction, Observation and Feedback, Instructional Planning and Professional development.

These services will focus on building quality practices and habits for all staff in efforts to build sustainable synergy in our learning community.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (planning, learning boards and lesson plans, common assessments, walkthrough data) collected from the 2021-2022 school year showed students performing below grade level in ELA, Math and Science lack consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks in core instruction. Teachers need opportunities to develop connected strategies for scholars to apply during independent work.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall Proficiency in ELA will increase 5%, from 50%-55%, as measured by state progress monitoring assessment. Overall Proficiency in Math will increase 6%, from 53%-59%, as measured by state progress monitoring assessment. Overall Proficiency in Science will increase 10%, from 45%-55%, as measured by state progress monitoring assessment. Overall Proficiency for Black Scholars in ELA will increase 9%, from 41%-50%, as measured by state progress monitoring assessment. Overall Proficiency for Black Scholars in Math will increase 9%, from 41%-50%, as measured by state progress monitoring assessment. Overall Proficiency for English Language Learners in ELA will increase 9%, from 41% to 50%, as measured by state progress monitoring assessment. Overall Proficiency for Students with disabilities in ELA will increase 9% from, 41% to 50%, as measured by state monitoring assessment. Overall Proficiency for Students with disabilities in Math will increase 9% from, 41% to 50%, as measured by state monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Leadership Team will attend professional learning communities to support data-driven planning. 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? Are scholars practicing/processing during strategic points using Mathematical Thinking & Reasoning Standard actions? Can scholars explain strategies/solutions? Instructional Planning: Is the Planning Protocol used with fidelity? Are planning

sessions focused? Are Learning Boards aligned? Are we prepared?

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

Person responsible for monitoring outcome:	Annette Mavres (mavresa@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	At High Point Elementary we will focus learning by creating Opportunities to Think Through Engagement and Rigor • Plan for Rigor • Plan for Levels of Complexity • Plan for Ways to Release with Monitoring Gain a deep understanding of the B.E.S.T./NGSSS Standards as a non-negotiable for improving student outcomes. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to research-based principles. Develop a connected professional development plan that results in improved practice and student outcomes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Instructional practice specifically relating to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within specific content area. Standards-based data (2021-2022 FSA Data, modular/unit Assessments in Reading-Math and Science, Grades K-5, Common Assessments, Walk Through Data, Lesson Plans) collected from 2021-2022 school year showed scholars performing below grade level in ELA, Math, and Science with a need for consistent opportunities to be successful with standards-aligned tasks, and teachers need support in accessing effective techniques to support learning mastery.

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

Science Coach Funded with Title 1 Funds to support Lab, Content and Instruction.
Follow the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in science units.

Utilize PLC protocol to incorporate the Pinellas Ignite, Investigate, Inform science instructional plan (igniting students' natural curiosities, providing a variety of opportunities to investigate wonderings and unanswered questions, and measuring students' understanding through a variety of formative assessments to inform instruction) and include appropriate grade-level utilization of science labs in alignment to the 1st–5th grade standards.

Incorporate Study Island in grades 4-5 to support standards. Support and utilize formal and informal assessment strategies to inform instruction, including academic gaming and critical vocabulary based on grade level standards.

Monitor whole/small groups for consistent/effective instruction that promotes student-centered learning with rigor.

Facilitate professional development focused on high-yield strategies that increase conceptual development of content for all scholars.

Person Responsible   Jennifer Morrow (morrowj@pcsb.org)

Math/MTSS Coaches funded by Title 1 Funds to ensure equitable use of resources/supports, establish norms- high expectations for scholar independence, collaboration/perseverance, monitor the math block flow, utilize District materials to create a common foundation of standards-aligned lessons, rigorous expectations. Implement supplemental McCarthy Math Intervention BEST and Reflex/Frax to support instruction/homework/family support, Temporary Duty Elsewhere opportunities for collaboration.

Vertical Articulation-ensure knowledge of grade level standards/pre-requisite skills per unit specific to planning and breakdown of BEST standards.

Follow Planning Protocol with fidelity/monitor Learning Boards for accuracy. Ensure student action/lesson purpose include practices aligned with Mathematical Thinking & Reasoning Standards. Ensure planning is to the full intent of standards connected to subgroups data.

Create Just in Time Scaffolds within Planning Document- include effective strategies based on anticipated misconceptions/questions to scaffold and push thinking/vocabulary development. Review assessments data by subgroups/adjust instruction.

Develop a professional development plan to improve practice of high-yield strategies/student outcomes.

Person Responsible   Deborah Larsen (larsende@pcsb.org)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (planning, learning boards and lesson plans, common assessments, walkthrough data) collected from the 2021-2022 school year showed scholars in the Black subgroup are performing below grade level in ELA, Math and Science lack consistency in tasks aligned to grade-appropriate standards. Scholars are not provided with consistent opportunities to be successful with standards-aligned tasks in core instruction. Teachers need opportunities to develop connected strategies for scholars to apply during independent work.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall Proficiency for Black Scholars in ELA will increase 9%, from 41%-50%, as measured by state progress monitoring assessment. Overall Proficiency for Black Scholars in Math will increase 9%, from 41%-50%, as measured by state progress monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Leadership Team will attend professional learning communities to support data driven planning. 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 the following 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 and are strategies clear and applied? Standard Task Alignment- Is instruction at grade level/to the full extent of the standard? Are scholars practicing/processing during strategic points? Can scholars explain strategies/solutions? Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Are we prepared? 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 (evanchom@pcsb.org)

Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	At High Point Elementary we will focus learning by creating Opportunities to Think Through Engagement and Rigor • Plan for Rigor • Plan for Levels of Complexity • Plan for Ways to Release with Monitoring Gain a deep understanding of BEST/NGSSS Standards as a non-negotiable for improving student outcomes. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to research-based principles. Develop a connected professional development plan that results in improved practice and student outcomes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Highly engaging strategies that reach a diverse group of learners foster an inviting climate and culture in which our scholars can learn and achieve success.

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

Provide Professional Development to Staff to become familiar with the design of BEST Standards/ NGSSS.
Have clear understanding of what scholars are expected to master.
Develop Learning Boards for each lesson with the following:
Purpose: connected to the standard
Strategy: Allowing scholars to access and process content
Evidence: Set expectations of what scholar must demonstrate mastery

Person Responsible	Annette Mavres (mavresa@pcsb.org)

During planning with instructional staff developers, teachers will plan for release and how they will monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. This informal assessment will be used to inform ongoing instructional changes to ensure learning.

Monitor whole group and small group instruction and make just in time adjustments.

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

Person Responsible	Margo Evancho (evanchom@pcsb.org)

Employ highly engaging strategies that reach a diverse group of learners that influence instructional practices resulting in students doing the work of the lesson.

Set positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests and cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible   Margo Evancho (evanchom@pcsb.org)

Utilize the High Point Elementary Walkthrough tool to provide frequent feedback individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Use data collection to establish a professional development schedule to ensure teachers develop a toolkit of high-yield strategies.

Person Responsible   Margo Evancho (evanchom@pcsb.org)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional Practice implementation related to highly engaging strategies that reach a diverse group of learners will focus on supporting teachers with research based practices and school-wide systems that focus on achievement of all scholars and subgroups.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Overall Proficiency for English Language Learners in ELA will increase 9%, from 41% to 50%, as measured by state progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	English Language Learner Team will attend weekly professional learning communities to support data driven planning. They will track/ share content data to influence planning/professional development. This team meets monthly to report ongoing progress monitoring in the following areas of leverage using the following questions: Data Analysis/Driven Instruction: How are our scholars performing? Monitor ELL Performance to ensure academic success and provide supports. Monitor ELL Grading Policies Conduct Data Chats with ELL Scholars Observation and Feedback: Are scholars accessing content through Marzano Focus Go-to Strategies? Instructional Planning: Are we collaborating to bridge grade-level work for ELL? Do teachers implement strategies that create an inclusive environment for ELS Professional Development: Do teachers implement strategies that create an inclusive environment for ELS What professional development is needed to influence instruction/ outcomes?
Person responsible for monitoring outcome:	Kristy Bench (benchk@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Establish and implement processes that create a system of supports for English Language Learners. Ensure each teacher plans and delivers lessons that meet the needs of English Language Learners on English language proficiency levels and length of time in US Schools to ensure academic success in their class.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	Utilizing specific strategies listed above will create an inclusive learning environment for English Language Learners centered on instruction designed to bridge learning and meet English Language Learners linguistic and cultural needs.

**Describe the resources/criteria
used for selecting this strategy.**

Action Steps to Implement

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

Meet at the start of the school year to review FSA, ACCESS for ELs and 2021 Spring ELA MAP data to determine supports for each individual English Language Learner and ensure proper class and cluster assignment

Complete the CAN DO EL student chart/grade level cluster form for each teacher with EL scholar information. GO TO strategies will be given to each teacher.

Establish schedule with teachers and assistants to directly support standards based instruction. Establish expectations with accountability.

Person Responsible   Kristy Bench (benchk@pcsb.org)

Provide regular opportunities for ESOL and content teachers to collaborate, co-plan, co-teach, co- assess, and co-reflect to bridge grade-level work for ELs and integrate language development within content specific instruction.

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

Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can-Do Approach and MPIs to support differentiated planning and instruction, based on ELs' language proficiency levels and needs;

Utilize Marzano Focus Model Go-to Strategies for English Learners document to provide ongoing feedback to teachers of ELs in order to support the development of their practice in providing comprehensible and effective grade-level instruction to ELs.

Person Responsible   Kristy Bench (benchk@pcsb.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional Practice implementation related to highly engaging strategies that reach a diverse group of learners will focus on supporting teachers with research based practices and school-wide systems that focus on achievement all scholars and subgroups.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall Proficiency for Students with disabilities in ELA will increase 9% from, 41% to 50%, as measured by state monitoring assessment. Overall Proficiency for Students with disabilities in Math will increase 9% from, 41% to 50%, as measured by state monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Leadership Team will attend professional learning communities to support data driven planning. 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 the following 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 and are strategies clear and applied? Standard Task Alignment- Is instruction at grade level/to the full extent of the standard? Are scholars practicing/processing during strategic points? Can scholars explain strategies/solutions? Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Are we prepared? Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/ outcomes?
Person responsible for monitoring outcome:	Annette Mavres (mavresa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Highly engaging strategies that reach a diverse group of learners foster an inviting climate and culture in which our scholars can learn and achieve success.
Rationale for Evidence-based Strategy: Explain the rationale for	Providing an instructional setting that ensures rigorous and highly engaging strategies, (that reach a diverse group of learners), centered

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

on foundational assignments aligned to standards, engagement strategies, and student-centered practices drives learning for scholars.

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

Analyze scholar data and related IEP Goals to develop a instructional path designed to meet the needs of the scholar.

Person Responsible	Annette Mavres (mavresa@pcsb.org)

Use evidenced based practices for students with disabilities to teach foundational literacy and math skills to bridge scholar learning gaps.

Person Responsible	Annette Mavres (mavresa@pcsb.org)

Embed strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible	Annette Mavres (mavresa@pcsb.org)

Meet with teachers weekly to collaborate, co-plan, co-teach, co- assess, and co-reflect and bridge grade-level work.

Person Responsible	Annette Mavres (mavresa@pcsb.org)

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. Adjust services and accommodations if supported by data.
Meet with administration monthly to review data.

Person Responsible	Annette Mavres (mavresa@pcsb.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Standards-based data (planning, learning boards and lesson plans, common assessments, walkthrough data) collected from the 2021-2022 school year showed students performing below grade level in ELA in grade 2 lack consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks in core instruction. Teachers need opportunities to develop connected strategies for scholars to apply during independent work.

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

Standards-based data (FSA, learning boards and lesson plans, common assessments, walkthrough data) collected from the 2021-2022 school year showed students performing below grade level in ELA in grades 3-5 lack consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks in core instruction. Teachers need opportunities to develop connected strategies for scholars to apply during independent work.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The Projected Proficiency in English Language Arts for the rising Grade 2 will increase 5% (from 51% to 55%), as measured by State Identified Progress monitoring tool.

Grades 3-5: Measureable Outcome(s)

Rising Grade 3 Proficiency in English Language Arts will increase 12% (from 43% to 55%), as measured by the State Identified Progress monitoring tool.
Rising Grade 4 Proficiency in English Language Arts will increase 7% (from 48% to 55%), as measured by the State Identified Progress monitoring tool.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Instructional Leadership Team includes all instructional staff developers and administration. Each week they will attend professional learning communities to support planning that is data driven. Reading Coaches will track data with the professional learning communities to influence planning and needed/requested professional development. Data will be tracked in a shared on-line folder and shared with teams and the instructional leadership team. L25 scholars will also be tracked and discussed with School Based Leadership Team. This team includes the Instructional Leadership Team, Interventionists and Student Services.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Mavres, Annette, mavresa@pcsb.org

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Utilize curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students centered on BEST ELA Standards. K-5 will implement the district aligned modules to deliver aligned instruction. K-2 teachers will receive ongoing, job embedded support your K-2 teacher receive around bring the science of reading into action in the classroom as part of the PELI work. Grades 2-5 will have access to iReady on-line platform and the Curriculum and Associates BEST materials to use in small groups and homework. These materials are closely aligned to the New BEST Standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

All curricular resources are aligned to the BEST ELA Standards. K-2 resources will center around ongoing, job embedded support to bring the science of reading into action in the classroom as part of the PELI work. Teachers who understand the science of reading, and can apply this science, are equipped to facilitate life long learning, There resources are currently used. High Point ELA Scores are leveling out across all grade levels overall. Overall ELA respectfully by grade 1-5: 51-49-48-54-47 shows consistency in core performance.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will use learning board to create a purpose for each lesson, a connected strategy and evidence of the learning that will serve as the proof of learning at the end of each lesson. Instructional Staff developers (K-2/3-5 Coaches) will support weekly planning and lesson development. K-2 instructional staff will receive ongoing, job embedded support to bring the science of reading into action in the classroom as part of the PELI work. In addition, Instructional Staff developers (K-2 and 3-5 Coaches) will monitor data with teams and deliver team and specialized professional development as needed.	Vigil, Cassandra, vigilc@pcsb.org
During planning with instructional staff developers, teachers will plan for release and how they will monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. This informal assessment will be used to inform ongoing instructional changes to ensure learning.	Vigil, Cassandra, vigilc@pcsb.org
Scholars will maintain data folders to set goals and track progress. The school community will ensure scholars are aware of their goals and will celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.	Bench, Kristy, benchk@pcsb.org
Implement student-led conferences to allow students to share their academic goals and their progress with family members uniting the families with the learning process as a team. Family Activities will include ways for families to support their scholar's learning. This will bridge our Family Engagement and Positive Behavioral Interventions and Supports (PBIS).	Evancho, Margo , evanchom@pcsb.org
Implement a plan for collaboration. Peer Observation TDEs 1/2 day November/January to plan	Vigil, Cassandra, vigilc@pcsb.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

High Point Elementary values the role our stakeholders in our learning community. Each stakeholder serves as a formidable component connected to the welfare and success of our school community. High Point strives to develop a family friendly atmosphere that encourages participation by all families and our partnerships. The community participates in activities that support family and community engagement in school. Together we value education and build a system centered upon trust, respect and high

expectations.

Parents influence the implementation of the curriculum by monitoring daily lessons, homework and communications through conferences, phone calls, scholar agendas and on-line platforms. High Point provides opportunities to build parent voice and school connections through monthly activities and Parent Power Educational Camps. Parents will have the opportunity to earn points for their participation in their scholar's education. Participants will be honored for earning specific amount of points at the semester marks.

Teachers seek support of parents to monitor the development of their child. Scholars and Teachers come together daily to think and learn together in a collaborative program that values all that each learner brings to the classroom. They establish, communicate and create thinking opportunities in a culture of high expectations.

Teachers use daily agendas and various communications (DoJo, Phone Calls) to communicate wit families. Conferences are held with families 1 per quarter with evening conferences available in November and May.

Our corporate and lay partnerships team with us to provide human and capital resources. They help to supplement the experiences of our scholars and compliment the learning program. Mentors and Lunch Pals support scholars both academically and socially.

Administration ensures communication about the successes and needs of curriculum and employs the services of professionals to support adult and scholar learning. Surveys and feedback are solicited in efforts to shape school policy and drive learning success. School Advisory Council and Parent Teacher Organization meetings offer formal opportunities for parents to provide feedback and shape policy and procedures. All stakeholders are invited to conferences, school community events (plays, carnivals, musicals, academic evenings), field trips and volunteer activities.

As a community, we support a learning system that centers upon both intrinsic and extrinsic education rewards. We give each other reasons to join forces. We give each other reasons to return.
Together we come together to make a difference in our learning community!

Identify the stakeholders and their role in promoting a positive school culture and environment.

High Point Elementary School believes in involving parents in all aspects of its Title I programs, therefore, we 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). Throughout the year, families 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 PTA meetings. This inclusive environment will build close and meaningful relationships that will benefit our scholars to positively impact learning.

High Point Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We will work together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication. HPE will inform parents regarding the Parent Resource Center provided at the Title 1 Center. Staff will utilize Daily Agendas to communicate academic focuses and scholar progress and needs. Through a culture of open and consistent communication, we will foster close and meaningful home-school relationships.

The High Point Learning Community will include a variety of business partners to enhance the learning environment. We will maintain and expand our current connections to allow for mentors and donations that connect our scholars with both experiences and materials to positively impact learning and motivate scholars to learn and grow.