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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: Michael Feeney J

Start Date for this Principal: 6/26/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: D
School Grades History	2017-18: C 2016-17: B 2015-16: D 2014-15: F 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1

ESSA Status	CS&I
* 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

Our mission is to prepare students for the 21st Century by elevating opportunities and designing purposeful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning environment.

Provide the school's vision statement

Our vision is to transform lives by inspiring students to be life-long learners, critical thinkers and innovators of tomorrow.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Mendoza-Auslander, Melody Principal	Principal
Evancho, Margo Instructional Coach	Instructional Coach
LeFleur, Christin Teacher, ESE	Teacher, ESE
Warner, Jennifer Teacher, K-12	Teacher, K-12
Drainville, Kristin Assistant Principal	Assistant Principal
Crosby, Kristin Instructional Coach	Instructional Coach
Morris, Kerstin Teacher, K-12	Teacher, K-12

Early Warning Systems

Current Year

The number of students by 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	86	106	90	117	102	102	0	0	0	0	0	0	0	603
Attendance below 90 percent	3	29	17	22	15	26	0	0	0	0	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	2	29	53	0	0	0	0	0	0	0	84

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	1	2	0	4	12	27	0	0	0	0	0	0	0	46

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		5	2	0	5	0	0	0	0	0	0	0	0	12
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

40

Date this data was collected or last updated

Wednesday 6/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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
Attendance below 90 percent	39	21	30	20	40	41	0	0	0	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	32	58	53	0	0	0	0	0	0	0	143

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	2	0	2	8	26	26	0	0	0	0	0	0	0	64

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	54%	57%	32%	50%	56%
ELA Learning Gains	41%	59%	58%	44%	47%	55%
ELA Lowest 25th Percentile	44%	54%	53%	47%	40%	48%
Math Achievement	46%	61%	63%	52%	61%	62%
Math Learning Gains	42%	61%	62%	53%	56%	59%
Math Lowest 25th Percentile	23%	48%	51%	44%	42%	47%
Science Achievement	30%	53%	53%	48%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	86 (0)	106 (0)	90 (0)	117 (0)	102 (0)	102 (0)	603 (0)
Attendance below 90 percent	3 ()	29 ()	17 ()	22 ()	15 ()	26 ()	112 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	2 (0)	1 (0)	4 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	29 (0)	53 (0)	84 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	56%	-13%	58%	-15%
	2018	26%	53%	-27%	57%	-31%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	26%	56%	-30%	58%	-32%
	2018	35%	51%	-16%	56%	-21%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
05	2019	35%	54%	-19%	56%	-21%
	2018	35%	50%	-15%	55%	-20%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	62%	-7%	62%	-7%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	33%	64%	-31%	64%	-31%
	2018	50%	62%	-12%	62%	-12%
Same Grade Comparison		-17%				
Cohort Comparison		-8%				
05	2019	43%	60%	-17%	60%	-17%
	2018	59%	61%	-2%	61%	-2%
Same Grade Comparison		-16%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	54%	-25%	53%	-24%
	2018	48%	57%	-9%	55%	-7%
Same Grade Comparison		-19%				
Cohort Comparison						

Subgroup Data											
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 2016-17	C & C Accel 2016-17
SWD	16	17	22	21	28	23	11				
ELL	31	43	48	44	43	32	19				

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 2016-17	C & C Accel 2016-17
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				

2018 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 2015-16	C & C Accel 2015-16
SWD	13	45	53	35	46	56	14				
ELL	20	39	50	44	49	48	32				
BLK	20	44		39	50		36				
HSP	31	43	50	52	58	50	48				
MUL	38	40		44	30						
WHT	39	44		61	52	70	52				
FRL	28	43	49	49	52	45	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	39

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	42
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math learning gains of the lowest 25% was the area of lowest performance. This was reflected in our FSA data. Our scores decreased from 44% to 23% from the previous year. Teachers still need to get a better grasp on the standards themselves, design instruction that builds mastery and fluency of skills and mathematical practices. Teachers need to plan tasks that encompass TQE (Task, Questions and Evidence) elements, use more of the text specs, question stems and language from the FSA during instruction. All aspects of the Common Core shifts were not executed by our teachers and this continues to be an area of focus. We need to focus more on studying not just the standards, but the major work of the grade and to understand how the standards spiral and connect across grade levels. Additionally, teachers need to develop a better understanding of the aspects of rigor within the standards and teach into the conceptual understanding with rich math problems. Intervention groups and the delivery of services also need to be aligned with the goals set by the team.

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

Our Math and Science data this year showed a huge decline from the previous year. One major factor that contributed to the decline of our score is the absence of meaningful student engagement and a deep understanding of content. Teachers still lack the skills to plan for rigorous instruction, therefore, there is a need for math and science curriculum training. Our subgroup data shows that we continue to have a gap in the performance of students with disabilities. These students are served in the general education classroom with VE (Varying Exceptionality) resource support in reading and math. Both areas indicate a gap across all grade levels.

Staffing was another key factor in that staff shifted throughout the year resulting in substitutes and the .5 unit. This led to inconsistency of quality services for our students. Additionally, the level of knowledge the VE teachers possessed regarding grade level standards and how to assist students by scaffolding is an area for development. Most services were listed as similar for students on the IEP in terms of SDI (Specially Designed Instruction) and the minutes required and they were primarily provided during the intervention block in a small group. Math was provided haphazardly with limited planning by the ESE teachers. There needs to be a better balance of closing skill gaps while maintaining grade level materials in both math and ELA.

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

Fourth and Fifth grade ELA and math had the largest gaps when compared to the district/state average.

Classroom Culture and implementation of strong processes and systems for teaching and learning in 8

out of 11 classrooms was a struggle. Fourth and Fifth graders really struggled with detailed ideas and writing in ELA. It was not enough to compensate for the actual reading gap.

This is a baseline standard required to do well in the integration category - our students did not get many of the higher weighted questions correct. In math, the students struggled with Number Base Ten's which reflects the lack of mastery of foundational skills in the primary grade. Additionally, students struggled with reading and comprehending what the problems were asking. They also seemed to lack skills in fractions and algebraic thinking, meaning they needed more time on number routines while building a conceptual understanding of key place value concepts. Teachers struggled to correct student misconceptions - they focused more on compliance rather than teaching the content. Feedback was not always provided to gauge students as to whether they understood the content. .

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

ELA proficiency showed minimal improvement with a slight gain. Our slight improvement can be attributed to the focused walk-through and instructional feedback on a weekly basis. Another action taken was a systematic approach to planning for instruction. ELA planning was weekly, facilitated by the coach.

They reviewed bi-weekly data and other formative assessments, looked at the standards and planned for instruction that focused on a balance between the gradual release and student centered learning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of Level one students in fourth and fifth grade is still a large amount despite the gains

made this year. This means that these students will require continued support to make a learning gain

next year. A plan must be developed specifically for them in order to see large movement in

performance. This is especially true with our incoming fifth graders who will specifically impact the gains we achieve. A second area of concern, regarding the number of Level 1 students, is attendance.

We have students that are struggling, largely because of attendance, and we need to develop a tight

schoolwide process to reward and motivate students on attendance. This can be achieved by building a tighter relationship with families so that they understand the importance of having their child in school.

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

- 1 . Improve the performance in all core subjects ELA, Math and Science including the ESE subgroup served in the general education classroom with the goal of increasing proficiency to 45% in all 7 cells.
2. Increase the performance of the L25 in math so that at least 55% improve.
3. Decrease the number of Level one students in both ELA and Math so that less than 25% of the students tested fall into this category.
4. Improve the attendance rate with a goal of reducing students with 20% absenteeism to 5% and students with 10% absenteeism to 10%.
- 5). Reduce referrals to 100 referrals or 50% less than the current amount.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	School climate that promotes high expectations for teaching, learning and behavior.
Rationale	Based on our current FSA level of performance, the root cause why our students are performing at 34% ELA, 44% Math and 29% Science proficiency is due to lack of understanding of instructional content, equitable strategies such as; differentiation, scaffolding, effective EL techniques, student-centered learning instruction and implementation of action plans during instruction. Additionally, our current level of performance in school-wide behavior is 11% of students received referrals (81 students out of 206 total referrals). Our total number of students serviced throughout the year was 739. The problem/gap in behavior performance is occurring because of a lack of social/emotional learning skills and involvement in engaging learning activities.
	The percent of all students achieving ELA proficiency will increase from 34% to 45%, as measured by FSA. The percent of students making learning gains in ELA will increase from 41% to 50%, as well as the percent of L25 students making gains will increase from 41% to 50% as measured by FSA.
State the measureable outcome the school plans to achieve	The percent of all students achieving Math proficiency will increase from 44% to 55%, as measured by FSA. The percent of students making learning gains in Math will increase from 44% to 55%, as well as the percent of L25 students making gains will increase from 27% to 50% as measured by FSA. The percent of all students achieving Science proficiency will increase from 29% to 55%, as measured by FSA. By the end of the 2019-2020 school year, we expect the number of referrals to decrease by 50% and attendance absenteeism to decrease by 15%.
Person responsible for monitoring outcome	Melody Mendoza-Auslander (mendozame@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1). Facilitate intentional, focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts -regular practice with complex texts and academic language across academic areas. Full implementation of Guided Reading and Mathematical Practices. 2). Teachers and staff will use the inquiry cycle model to identify student needs, create actionable steps, review progress and monitor student learning through root cause and data analysis. 3). We will strengthen the ability of all staff to establish and maintain positive relationships with all students through the implementation of Restorative Practice, and SEL (Social Emotional Learning) lesson through daily lessons. 4). Teachers will design lessons based on standards and utilize a variety of modalities such as UDL (Universal Design for Learning), AVID (Advancement Via Individual Determination) and CRT (Cultural Relevant Teaching) when presenting concepts and instructions.

5). Implement a school-wide PBIS (Positive Behavior Intervention Support Systems) system to establish high expectations and a consistent positive school climate.

The problem/gap is occurring because core instruction is not addressing the needs of all learners.

If teachers have a deep understanding of the instructional content, standards based instruction will be differentiated, UDL and CRT is practiced ALL DAY EVERYDAY and monitored through formative assessments - student achievement will increase by 25%.

Rationale for Evidence-based Strategy

Based on current data on school referrals, it's evident that there is a lack of engaging students tasks that promotes collaboration and critical thinking. If teachers design lessons supporting the different learning modality of students then student engagement will increase by 25%, referrals will decrease by 50% and our absenteeism rate will reduce to 5%.

Action Step

1. Provide professional development on the foundations and progressions of literacy and math and science concepts across grade levels and attend training on instructional strategy to support the diverse needs of students.
2. Teachers will design lessons based on standards and utilize a variety of modalities such as UDL, CRT when presenting concepts and instructions.
3. Teachers will engage in an inquiry cycle where teachers will participate in weekly data chats during PLCs, create action steps for target learners, provide intensive and purposeful intervention (across all service providers), analyze data after 6 weeks and revise intervention to support the needs of students.
4. Admins will conduct data and portfolio chat with all 5th grade students to increase motivation and accountability with students.
5. All service providers will align interventions to work on specific/ identified target skills.
6. Develop a school-wide PBIS manual that encompasses the following: school-wide rules and behavior expectations, classroom management strategies such as RP and CRT, discipline process, referral process, reinforcement systems and school wide celebrations.
7. To increase our attendance and reduce school referrals we will partner with YMCA to provide a lunch/recess program that will promote a positive play, leadership, academic support and mental health.

Description

Person Responsible

Melody Mendoza-Auslander (mendozame@pcsb.org)

#2	
Title	Health and Wellness Goal for High Point
Rationale	High Point's current level of performance is 5 out of 6 as evidenced in the Alliance for a Healthier Generation and Healthy Schools Program Framework. Therefore, High Point maintained a bronze score in 2018-19.
State the measureable outcome the school plans to achieve	The goal for this school year is to continue or maintain our score and work towards moving to silver. We will do this by providing an additional recess/ lunch physical activity program that promotes leadership, physical activity, enrichment and academics as aligned with our standards.
Person responsible for monitoring outcome	Melody Mendoza-Auslander (mendozame@pcsb.org)
Evidence-based Strategy	Our data in 2018-19, show high referral rates and student absenteeism. To address this we embarked on a partnership with the YMCA, and developed a program called 4 Squares. This program is a interactive recess program designed to increase positive student behavior, active involvement and student attendance.
Rationale for Evidence-based Strategy	The 4 Squares program will provide a core value driven recess solution for students and teachers to enrich the overall experience of the school day. The Leadership component will teach students the importance of respect, responsibility, accountability and honesty. Under Physical Activity students will learn about sportmanship, perseverance and teamwork. The Enrichment component will involve lessons on healthy habits and nutrition, emotional intelligence and empathy. The Academic component will promote critical thinking, communication, collaboration and global citizenship.
Action Step	
Description	<ol style="list-style-type: none"> 1. 4 Squares will collaborate with High Point's PBIS team for school-wide behavior alignment. 2. Schedule school assemblies to teach lunch/recess program expectations, celebrate success and review data with students. 3. PBIS and Leadership team will review referral and absenteeism data every two weeks and create an action item focused on decreasing problem behavior and increase student attendance and engagement.
Person Responsible	Margo Evancho (evanchom@pcsb.org)

#3	
Title	Close the Achievement GAP of SubGroups
Rationale	Based on the Federal Percent of Point Index, the root cause as to why our students are performing at a 25% is due to lack of culturally infused curriculum, vocabulary and foundation skills of reading and comprehension. In mathematics there is lack of understanding of mathematical concepts and practices. Of the 81 students receiving disciplinary referrals, 37 were black or multiracial which accounted for 42% of the referrals.
State the measureable outcome the school plans to achieve	Our goal is to increase the percentage of black students from 25% in reading to 45% and 27% in math to 50% in Mathematics as measured by FSA.
Person responsible for monitoring outcome	Melody Mendoza-Auslander (mendozame@pcsb.org)
Evidence-based Strategy	In order to achieve this, we will provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Support teachers in building relationships and sharing student data with families. Implement Restorative Practices, UDL and CRT throughout the school. Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.
Rationale for Evidence-based Strategy	As a result teachers will gain a deeper understanding of culturally relevant strategies along with implementing them in their daily routines. CRT and UDL professional development opportunities provided by leadership throughout the year. Expected impact is reducing ODR's 25% (2019/2010 year).
Action Step	
Description	Our action steps are: <ol style="list-style-type: none"> 1. Provide SEL/AVID lessons/strategies 2. Teachers will create student portfolios to monitor their academic and behavior progress. 3. Create outreach and education support for family - family involvement. (math nights, guest speakers, PMAC) 4. CRT and UDL professional development for teachers. 5. Implement more culturally relevant material and allow for UDL style learning to check for understanding.
Person Responsible	Melody Mendoza-Auslander (mendozame@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

We will build positive relationships with parents, families and other community stakeholders by:

- 1). Conducting regular monthly PTO/SAC meetings including issuing surveys to the community to identify topics for discussion.
- 2). Increase parent involvement by asking them to volunteer in the classrooms and other school functions.
- 3). Hold montly coffee meetings with parents and provide update on our SIP, school climate and up coming events.
- 4). Partner with Tech Data, GE Aviation and YMCA to host parent training on resume writing, interviewing techniques and other topics identified by the community.
- 5). Send out weekly updates via ConnectEd (phone and email messages)
- 6). We will use social media such as Facebook, Instagram, Twitter and the school website, to advertise and promote school events to increase parent, family involvement.
- 7) Teachers will provide a welcoming environment and increase parent communication via Dojo and other social media by sending 2 positive messages per week.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Using the wrap around model, our student services team comprising of our guidance counselor, family navigator, school psychologist, social worker, behavior specialist and MTSS Behavior coach will align resources to meet the socio-emotional needs of students. Our counselor and social worker have the roles of meeting with groups of students to provide counseling and much needed social skills instruction. Our annual counseling plan focuses on building students understanding of social issues such as bullying, tattling, social skills, cooperation, kindness, and determination as well as study skills across all grade levels. This is part of four Tier 1 plan and is accomplished through whole class guidance lessons. For students requiring more attention, additional tier 2 small groups and social skills work during a lunch bunch will also be provided by our school psychologist and behavior specialist. All Level 1 and 2 students are provided a point of contact on the MTSS team who will monitor data such as attendance, academics and conduct data chats. Staff

have signed up to be mentors to our students and touch base with the students as needed. In addition, we have the mentor program provided by our community partners to support other students. A leadership program developed in partnership with the YMCA is being formed this year which will build leadership in identified students and problem solve issues around the campus. Mental Health training and RP training is provided to all staff each year.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Since we are opening a Head Start program this school year, we will create opportunities to integrate our Head Start, VPK students with our Kinder classes. Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

Our 5th grade teachers will participate in an articulation session with feeder schools. At these articulation sessions teachers will communicate the progress of our students and the expectations of middle school curriculum. Our teachers will then take this information and implement specific strategies to ensure their successful transition. We will also create opportunities for students to visit middle schools, high schools and universities to motivate them to transition to the next level. At the end of the school year our students in fifth grade will participate in site based middle school orientations

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

For Title One, a comprehensive needs assessment is completed each year in the spring where we review all data sources including attendance, achievement, subgroup, discipline and walkthrough to determine where our gaps fall and where additional support may be beneficial. From this review, the school leadership and MTSS teams determine the needs of the school and we begin to complete our ten components. These ten components determine the big rocks of the SIP and from there materials, personnel and TDE's/stipends are allocated. Goals are set for each person/resource and a resource analysis is conducted quarterly by the MTSS coach to determine effectiveness. The Core Leadership Team and SBLT then meet to determine next steps and make adjustments and amendments to the budgets as necessary. Our UniSig funds are determined through a district application completed by the Chief Turnaround officer with input from principals, district staff and coaches. Once allocated, the purpose is to build sustainable practices in the school to continue the positive growth. Deliverables will be required for submission at each midyear meeting with the CTO. SIP funds are allocated by the district and used to provide PD/ support to staff in terms of planning and delivery of lessons. Stipends, TDE's and CSB's are provided to staff to work on revising assessments, unit planning and data analysis throughout the school year.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We are strengthening our partnership with the following community agencies:

- 1). YMCA and High Point Elementary developed a program called 4 squares. The program is a healthy recess solution to reduce problem behaviors during lunch and recess. It is designed to include all students by promoting peer relationships, development of leadership skills and focusing on each individuals unique differences.
- 2). Tech Data will continue to support us with our mentorship program and by providing field trip opportunities for 4th and 5th grade students to visit their company as part of their career awareness.
- 3). We will also continue our partnership with GE Aviation in developing young males students to be role models and leaders.

Part V: Budget

1	III.A	Areas of Focus: School climate that promotes high expectations for teaching, learning and behavior.				\$334,741.45
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	390-Other Purchased Services	1811 - High Point Elementary School	UniSIG		\$39,599.00	
<i>Notes: YMCA Community Partnership Program</i>						
6300	130-Other Certified Instructional Personnel	1811 - High Point Elementary School	UniSIG	0.17	\$17,425.38	
<i>Notes: UniSIG Grant Coordinator</i>						
6400	310-Professional and Technical Services	1811 - High Point Elementary School	UniSIG		\$28,000.00	
<i>Notes: ANet Professional Development</i>						
6400	310-Professional and Technical Services	1811 - High Point Elementary School	UniSIG		\$17,600.00	
<i>Notes: ANet Standards Boot Camp</i>						
6400	330-Travel	1811 - High Point Elementary School	UniSIG		\$4,400.00	
<i>Notes: ANet Boot Camp Teacher Registrations</i>						
5100	369-Technology-Related Rentals	1811 - High Point Elementary School	UniSIG		\$6,000.00	
<i>Notes: MYAnet platform site licenses</i>						
6400	310-Professional and Technical Services	1811 - High Point Elementary School	UniSIG		\$13,500.00	
<i>Notes: Cambio Group Professional Development</i>						
6400	310-Professional and Technical Services	1811 - High Point Elementary School	UniSIG		\$25,000.00	
<i>Notes: Center for Transformational Teacher Training (CT3)</i>						
6400	310-Professional and Technical Services	1811 - High Point Elementary School	UniSIG		\$22,443.95	
<i>Notes: University of South Florida, St. Petersburg Professional Development</i>						

	6400	310-Professional and Technical Services	1811 - High Point Elementary School	UniSIG		\$6,000.00
			<i>Notes: American Reading Company Professional Development</i>			
	6300	130-Other Certified Instructional Personnel	1811 - High Point Elementary School	UniSIG	1.0	\$71,653.98
			<i>Notes: Teacher on Special Assignment Classroom Support</i>			
	5100	120-Classroom Teachers	1811 - High Point Elementary School	UniSIG	1.22	\$83,119.14
			<i>Notes: Intervention Teacher (Reading Recovery)</i>			
2	III.A	Areas of Focus: Health and Wellness Goal for High Point				\$0.00
3	III.A	Areas of Focus: Close the Achievement GAP of SubGroups				\$0.00
					Total:	\$348,507.50