

Pinellas County Schools

High Point Elementary School



2017-18 School Improvement Plan

High Point Elementary School

5921 150TH AVE N, Clearwater, FL 33760

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	F*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for High Point Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Educate and prepare each student for college, career and life.

b. Provide the school's vision statement

100% student success

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

High Point Elementary will distribute and analyze student surveys for grades K-2 and 3-5 to ensure that students needs are being met. High Point will place a focus on daily class meetings through a restorative approach for the school year 2017-18. The teachers will use culturally diverse class lessons and literature that build a strong relationship between students and teachers. The school will provide cultural proficiency professional development and staff recognition monthly. In addition, High Point Elementary is seeking opportunities to involve families in education for English at school and offer translations at all school functions. High Point is working with Hispanic families through workshops and offering PD opportunities through ESOL in 2017-18. Within the five pillars of change, High Point will ensure cultural relevant curriculum, parental engagement, and PBIS. Multiple staff members have attended the Restorative Practices workshop and will be providing PD for staff as a restorative approach is embedded into our culture.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

High Point Elementary teaches and reteaches the Guidelines for Success and School Wide procedures and processes to all students within the first ten days of school. Schoolwide assemblies are held during the first week to model expectations in common areas and are revisited through morning announcements and in specific areas as needed. The classroom rules and expectations are posted and monitored by the behavior team walk-throughs, surveys, and data. The site safety team plans and meets monthly to ensure that the school is meeting all safety regulations. Our school is well staffed with highly trained personnel. We follow district and state safety guidelines. High Point Elementary uses a Positive Behavior Support System and restorative approach for students that create an atmosphere of respectful, responsible and safe behavior. All classrooms have a classroom management plan that is turned into administration. High Point Elementary has guidelines for success with the school-wide behavior system. Many classrooms are using Class Dojo this year as well.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

High Point Elementary provides Positive Office Awards by rewarding positive behavior throughout the school. We have posted Classroom Behavior Expectations, School Wide/Common Area Expectations (Guidelines for Success), ODR (Office Discipline Referral System), Behavior Call Log in office, School Wide Behavior System embedded in a restorative approach. Our system procedure includes

the following steps:

The Positive Reward/Recognition Program Established – Develop and implement a school-wide system for recognizing positive behaviors -

1. Positive Office Awards
2. Positive Behavior Events recognizing positive behaviors
3. Staff recognition – Implement a weekly and monthly plan of recognition
4. Cafeteria coins for class reward used to reinforce positive behaviors
5. Monthly character assemblies to recognize student and staff

~Warning/Reteaching Expectation/Behavior

~In-Class Time Out with Think Sheet

~Reintroduce to class

~Out of Class Time Out (based on age) with Think Sheet

~Reintroduce to class (Positive)

~A. Parent Contact, B. Student Conference, C. Office Time Out (Teacher's Choice)

~Reintroduce to class

~Repeat steps 1-5

~Office referral

In order to ensure that the system is fair and consistent for all students in Tier I, II or III, the behavior team monitors all Positive Office Awards and assist teachers with the process of our behavior system. The behavior team meets with grade levels to discuss the current trends in data as well as receiving coaching for behavior and positives from the behavior coach or behavior specialist. Students are discussed at SBIT weekly based on teacher and behavior team input and suggested interventions are placed as needed.

d. 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

High Point Elementary has a Social Worker and School Counselor 5 days/week that can provide our students with counseling and lessons. We also have our School Psychologist 5 days/week. In addition, High Point has one Behavior Coach who assists teachers with behavior strategies in the classroom and a Behavior Specialist who attends to students who need more attention to one on one behaviors. The counselor provides monthly classroom guidance lessons with a focus on character and any student need based on observation or teacher concern. High Point Elementary is also offering 5,000 Role Models, Girlfriends, Big Brothers/Big Sisters as some examples of some pupil services for 2016- 17. Tech Data is our executive PASS partner. The goal is to have 100 mentors for 2017- 18. In addition, High Point Elementary has also in the past utilized community programs such as Toys for Tots, Angel Tree, Community Agencies (Pack a Snack, Clothes to Kids, etc.). In 2017-18 High Point plans on having training Culturally Sensitive Staff Development, Book of the Month presentations with a focus on character development. Lastly, Trauma Informed Care Training will be provided for our staff to bring an awareness to individual student needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our MTSS, SBLT, and PLC teams will use data to drive meetings targeting students who are on the list of potential early warning indicators for academics, attendance, and behavior. We will look at FSA data from 2016- 17 and have the quartiles listed to identify our most struggling students. We will also use NWEA/MAP data to further identify individual student needs. We use the Pinellas County

Problem Solving Process at both SBLT, SBIT, and PLC meetings. Teacher reps attend SBLT and minutes are shared while teachers analyze data and problem solve. We look at barriers and identify the problem and develop action plans around the identified area of concern. Through SBLT, SBIT and PLC's we will create a working spreadsheet to identify and monitor each student's progress and interventions over the course of the year. This tool will be monitored monthly and continually updated with necessary changes based on student need.

Decrease the number of students absent from school 10% or more by 5%

b. Provide the following data related to the school's early warning system

1. 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	5	5	2	2	2	0	0	0	0	0	0	0	0	16
One or more suspensions	0	0	1	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	41	30	38	0	0	0	0	0	0	0	109

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Jan Richardson's Guided Reading Routine - differentiated small reading and writing instructional model

American Reading-IRLA Tier 2 and Tier 3 intervention

Measures of Academic Progress will be used and monitored bi-weekly in math as a formative tool to drive instruction and provide timely and meaningful feedback to instructional staff

Math Small group instruction -differentiated small group math intervention

ST Math - computer based differentiated program

LLI- Leveled literacy small group intensive reading instruction

iStation- a tiered computer based reading program used to increase reading and comprehension skills

iStation Math- a tiered computer based math program used to increase

Neumors- reading program for primary students that is used in small group reading intervention time

Words Their Way- vocabulary routine that is used in classrooms during ELA block

*These programs are progressed monitored with fidelity and discussed at SBLT and SBIT. Data collection will be shared and ongoing.

Regular monitoring support from the district Area Superintendent and District A- team.

On site coaching support and monitoring from content coaches and administration.

Bi-monthly child study teams, including all required members, that address students who have missed 10% or more of school and look for trends of why students are not attending. Review in school profiles the reasons absence report and develop interventions that target trends of why students absent.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/416348>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Family Community Liaison works closely with the school counselor and the social worker to assess family and community needs. The liaison obtains resources through partnerships, district services, and local organizations and churches. These resources include Big Brothers Big Sisters, 5000 Role Models, Girlfriends, Tail Waggin Tutors, R- Club, Tech Data, JWB, YMCA and State Attorneys Office. High Point Elementary will also offer English classes called, "Tell Me More" for parents who are interested in learning English. School administrators work collaboratively with local business and government organizations to provide resources and mentors for students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Feeney, Michael	Principal
Evancho, Margo	Instructional Coach
Cangemi, Karen	Instructional Coach
Robinson, Carrollaine	Assistant Principal
Enyart, Erin	Psychologist
Borland, Melia	Teacher, K-12
Conrad, Kama	Attendance/Social Work
Huey, Holly	Instructional Coach
Raub, Allison	Teacher, K-12
Yakubovsky, Nicole	Teacher, K-12
LeFleur, Christin	Teacher, ESE
Fowler, Connie	Instructional Technology
Vanderloop, Greg	Instructional Coach
Hajian, Michelle	Teacher, K-12
Burrell, Lane	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The facilitator/ Mr. Feeney, principal, and Ms. Robinson, assistant principal, generate the agenda and lead team discussions. The data manager (Erin Enyart, Sara Howle) assist the team in accessing and interpreting data. The necessary technology is utilized and managed to display relevant data. The recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers on the server in an SBLT folder. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Wednesday 7:30-8:15 throughout the school year.

Title I, Part A funds are utilized, in conjunction with various other federal, state, local funds, to support high-quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including, but not limited to: School and Community Support (Tech Data, GE Aviation, Publix), Teacher and Learning, Accountability & Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.

Onsite coaches collaboratively plan with SBLT calendaring content for the school year.

2. 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

Prior to making decisions based on resources, administration re-evaluates data and problem solves the best utilization of resources. Input is this sought through PLC's and SAC as well as from District Leaders. All information is then shared with staff prior to finalizing.

SBLT members include: Principal, Assistant Principal, Content Area Coaches, Student Support Services, Grade Level Representatives, MTSS/RTI- funded by Title I, Diagnostician, ESOL rep, ESE rep, Specialists

* Grade level team leaders and specialists will attend weekly SBLT meetings. The facilitator, Sara Howle assistant principal Ms. Robinson and principal Mr. Feeney generate the agenda and lead team discussions. The data manager assist the team in accessing and interpreting data. The recorder documents the meeting, attendees, the content and sends to team members in a timely manner. In addition, a record is kept on hand on the server for teachers. The time keeper makes sure the meetings begin and end on time. Meeting times are every Thursday from 7:30- 8:15 throughout the school year.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carollaine Robinson	Teacher
Tia Irvin	Teacher
Deputy Juardo	Business/Community
Gnanum Muthukuran	Parent
Mr. Feeney	Principal
Denise Cochran	Business/Community
Mary Saunders	Parent
	Teacher
Stephanie Shuerger	Teacher
Margo Evancho	Parent
Tung Co	Parent
Eniceldo Gutierrez	Parent
Melwa Josephs	Parent
Vienta Seguado	Parent
Alma Hernandez	Parent
Lourdes Hernandez	Parent
Herminia Lugo	Parent
Emma Taylor	Parent
Martha Jahuey	Parent
Ricarda Lugo	Parent
Anallely Hernandez	Parent
Lizbeth Lopez	Parent
Pranasca Hernandez	Parent
Maria Elna Resendiz	Parent
Benito Panzo	Parent
Eder Fraga	Parent
Montice Hobson	Parent
Sean Hobson	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC meeting will be held on September 8, 2016 and data will be shared including 2016- 17 FSA data, 2016-17 WIDA, as well as MAP assessments. The state with the district's support from the Teaching and Learning department directed the school to implement an extra half hour of reading instruction. High Point was ranked #31 out of 1800 + in the state in reading scores in 2014- 2015.

b. Development of this school improvement plan

With the support and input from all stakeholders, we will reflect on data and make data-based decisions that will directly impact the strategies utilized to impact each and every one of our students.

c. Preparation of the school's annual budget and plan

The approximate budget based on 2016- 2017 is \$2,500. All expenditures will be aligned to the SIP for 2017- 2018 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be used to purchased leveled books in grades K-5, as well as other school functions/ needs based on input from our SAC.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

High Point has always met requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Feeney, Michael	Principal
Robinson, Carrollaine	Assistant Principal
Cangemi, Karen	Instructional Coach
Borland, Melia	Teacher, K-12
Yakubovsky, Nicole	Teacher, K-12
Raub, Allison	Teacher, K-12
VanStedum, Kelly	Teacher, K-12
Warner, Jennifer	Teacher, K-12
Hajian, Michelle	Teacher, K-12
Burrell, Lane	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

High Point will be using the data-based Problem Solving Model which includes SBLT, the major initiatives of LLT for the 2017-2018 school year which will support staff professional development in literacy including the development of high yield teaching strategies in all content areas based on Florida Standards. A strategic professional development calendar and SBLT calendar will be developed for the 2017-18 school year to include JIT (Just In Time) professional development (PD) and data analysis.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

High Point Elementary schedules grade level collaborative planning weekly in ELA, math and science (every other week for science). Instructional focus calendars are created by content coaches, staff and administration to provide a focus for instruction throughout the year. Positive KUDOS are shared weekly in the school staff newsletter. Team Building activities and breakfasts are scheduled monthly.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The new teachers meet with our lead mentor and both of the administrators weekly or as needed and create the agenda based on all stakeholders input from the previous week. TDE's are provided with compensation outside the contracted school day for professional development with content area experts. High Point will hire and recruit to retain the most effective teachers and have a compensation package to assist in teacher retention through Urban School Development. Each teacher new to High Point will be provided with a lead mentor as well as a grade level mentor to support them throughout the year.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our lead mentor and both administrators meet with new teachers weekly. Beginning teachers are paired with highly effective teachers at their grade level. These mentoring teachers exhibit strong leadership qualities and strong content knowledge. Planned mentoring activities include discussing student data, planning lessons, connecting lessons to content standards, behavior support, analyzing student work and modeling or co-teaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We utilize and monitor our Instructional Focus Calendars to ensure that we are using the Florida State Standards with fidelity. Our ELA, math, and science coaches use the coaching model. Administration performs daily walk-throughs as well as the Marzano evaluation/ observation tool. We will use sustained and differentiated professional development provided by our instructional coaches as well as feedback from the ISM visits. High Point will also receive support from the district turnaround process. We will continue to have support from teaching and learning including MAP assessments, instructional modeling with a focus on the gradual release of learning to students, professional development, and targeted coaching. The district instructional team will conduct walk-throughs that analyze implementation and actions around the five pillars of turnaround. School leaders will be provided with recommendations and commendations with follow up support around the pillars. Content coaches, with the support of administration, will create an Instructional Focus Calendar to ensure the correct standards are being focused on throughout the year. Formative assessments will be used weekly/bi-weekly to monitor student progression towards the expectation of standards. High Point Elementary uses the core curriculum K-5 Reading Literacy Plan, Jan Richardson's guided reading, IStation, LLI, IRLA, the core math curriculum K-5 Mathematics Plan, Eureka math, ST Math, small group instruction, the core curriculum K-5 Science Plan, CPALMS, Next

Generation Standards- Earth Science, Life Science, Physical Science, science lab for grades 3-5, and the 10, 70, 20 routine for grades 1-5.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We progress monitor ELA, math, science weekly/bi-weekly utilizing percentages of meeting, above and below grade level expectations. We use WIDA data and implement ELL best practices. We use running record data three times a year and this drives student instruction in guided reading. We have implemented the usage of bi-weekly assessments to drive math instruction as well as Measures of Academic Progress (MAP). We triangulate the data to match individual students needs to a research-based intervention. School-wide small group instruction is used in all content area based on data. MAP, iStation and formative data is used to inform teachers of student and teacher next steps. For the school year 2017- 18, High Point will use Eureka and Go Math as the core math program. We access our data through student assessment that is summative- FSA (grades 3-5), MAP grades K-5. We also use formative data through progress monitoring by using the bi-weekly assessments, iStation and running records. The administration will also provide formal classroom observation feedback at least four times a year as well as visits from the district curriculum teams. Support teachers in understanding the new language as well as the concept of the 10%-70%-20% routine in science.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

The learning day will be extended daily by 30 minutes for ELA utilizing small group differentiated instruction with a dedicated intervention time. Research based initiatives such as : American Reading-IRLA, LLI, LLI Gold,Jan Richardson's Guided Reading Routine, iStation, and Words Their Way.

Strategy Rationale

To increase student proficiency and gains in all content areas by at least 20%.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Feeney, Michael, feeneym@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring by SBLT and Student Services Team will collect and analyze data. Reports will be given monthly at SBLT meetings.

Strategy: After School Program

Minutes added to school year: 3,600

STEM

Strategy Rationale

STEM aids in the connection between math and science

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Carrollaine, robinsoncar@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students in STEM compared to the district common assessments as well as FCAT 2.0 data

Strategy: After School Program

Minutes added to school year: 5,400

ELP- I Ready program: 30 minutes to one hour instruction given to students Monday through Thursdays. This program includes support in phonological awareness, phonics, high frequency words, vocabulary and comprehension for both fiction and non fiction texts. In math the supports include, number and operations, algebra and algebraic thinking, measurement and data, and geometry.

Strategy Rationale

Reading and math support through I Ready program for R Club students, and targeted level 1 and 2 schoolwide for grades 3-5 as well as third grade students in the lowest quintiles for FSA. Primary students are targeted based on WIDA, SAT 10.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Carrollaine, robinsoncar@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I Ready data with a comparison between common assessments and running records.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Our school welcomes families anytime during the school day.

Tours are given so families feel comfortable during this transitional period.

Open House is scheduled before the first day of school for all students.

Peer mentors are assigned to new students.

Title 1 hosts a kindergarten round up to introduce parents and students to High Point Elementary.

They meet the teachers and become familiar with the campus. Students are given a readiness bag to prepare them for the upcoming school year.

Transition to middle school- 5th grade students will have an opportunity to meet with middle school guidance counselors and review course choices.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. Teachers and coaches will work to ensure that learning targets, instructional strategies, and formative assessments align in relation to taxonomy and cognitive levels.
- G2.** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students along with data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class for identified students.
- G3.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 5 out of 6 Assessment Modules.
- G4.** Reduce the number of disciplinary infractions (referrals) and suspensions for black students and decrease the disparity in referrals and suspensions for black students to reach a level that is representative of the black student population.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. Teachers and coaches will work to ensure that learning targets, instructional strategies, and formative assessments align in relation to taxonomy and cognitive levels. 1a

G089021

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	63.0
FSA ELA Achievement	54.0
Statewide Science Assessment Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Teachers are in the process of understanding Florida Standards and delivery of instructional practices
- Not having appropriate strategies (ELL, ESOL, etc)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Money for Professional Development (See Title I budget)
- High Amount of Support Services (coaching)
- District Wide Training/Professional Development available
- Collaboration with similar population schools in the area/TDE with Eisenhower and Dunedin
- Full time ELA, math, PBS, and MTSS coaches
- Online lesson planning software program-planbook.com
- Instructional Coaches
- Jan Richardson, iStation, Eureka Math, and MAP training
- District support - teaching and learning
- TDE's for teachers to work with coaches, observe peers and plan highly effective lesson content
- Mentor for all new teachers to High Point as well as grade level mentors for those new to a grade level

Plan to Monitor Progress Toward G1. 8

Instruction will be aligned to standards and benchmarks, rigor will be evident in both text and task, and active student engagement will be observed.

Person Responsible

Carrollaine Robinson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from the following sources: Module Common Assessments (K-5),) MAP, formative and summative assessments, IRLA, Eureka Math, ST Math, IStation, Tier 2 and 3 progress monitoring, walkthroughs, and iObservation

G2. If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students along with data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class for identified students. **1a**

G089022

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	
AMO Math - African American	
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal **3**

- Cultural sensitivity and responsiveness within the school environment. Staff is being reactive as opposed to proactive.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Strategic recruitment targeting African American students for the extended learning opportunities (Monday - Thursday) for STEM, Robotics and ELP. Staff mentors for African American student to perform data chats bi weekly and the check in check policy with Margo Evancho. Data collection sheet that is monitored at SBLT for African American students to progress monitor their academic and behavior performance.

Plan to Monitor Progress Toward G2. **8**

Monitoring for effectiveness will show growth in before and after school attendance and time on research based identified online programs.

Person Responsible

Carrollaine Robinson

Schedule

Every 6 Weeks, from 8/10/2017 to 5/18/2018

Evidence of Completion

Data and reports using ST Math, Istation, AIMS web, iReady, MAP, and DIBELS.

G3. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 5 out of 6 Assessment Modules. **1a**

G089023

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Staff	5.0

Targeted Barriers to Achieving the Goal **3**

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Administrator Café Manager Physical Education Teacher/ Health Teacher/Classroom Teacher Employee Wellness Champion District PCS Wellness Consultant

Plan to Monitor Progress Toward G3. **8**

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s).

Person Responsible

Michael Feeney

Schedule

On 5/25/2017

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

G4. Reduce the number of disciplinary infractions (referrals) and suspensions for black students and decrease the disparity in referrals and suspensions for black students to reach a level that is representative of the black student population. 1a

G089024

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- Cultural, community support, parental support, relevant connections between the staff and students, negative relationships, lack of a SWBP that all staff understands and supports

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reintegration plan, Culturally Responsive Instruction, Preventable Practices, Equitable Practices, Restorative Training, SWBP, Training on Trauma Informed Care

Plan to Monitor Progress Toward G4. 8

Through SBIT, SBLT and PLC discipline data will be monitored and analyzed to determine supports and interventions of students utilizing FOCUS And School Profiles.

Person Responsible

Margo Evancho

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. Teachers and coaches will work to ensure that learning targets, instructional strategies, and formative assessments align in relation to taxonomy and cognitive levels.

1

G089021

G1.B1 Teachers are in the process of understanding Florida Standards and delivery of instructional practices 2

B236980

G1.B1.S1 Increase teacher knowledge and delivery of standards based instruction 4

S249649

Strategy Rationale

Teachers need to increase their knowledge of standards/benchmarks in order to provide rigorous and engaging standards based instruction.

Action Step 1 5

Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.

Person Responsible

Carrollaine Robinson

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Sign in sheets and minutes from meetings; walk through; fidelity checklist

Action Step 2 5

Participate in district-wide module roll outs/ IFC and instructional guide

Person Responsible

Karen Cangemi

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans using planbook.com, coaching logs

Action Step 3 5

Participate in weekly grade level collaborative planning sessions with coaches

Person Responsible

Carrollaine Robinson

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans using planbook.com

Action Step 4 5

Implement standards based lessons developed in collaborative planning sessions with coaches

Person Responsible

Holly Huey

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Administrative walkthroughs and coaches logs

Action Step 5 5

Participate in coaching cycle based on teacher need and/or administrative requests as needed.

Person Responsible

Carrollaine Robinson

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Administrative walkthroughs

Action Step 6 5

Implement consistent science lab usage for grades 3-5 as well as 3rd and 4th grade review plan for FSSA.

Person Responsible

Holly Huey

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Science lab pre and post data, beginning, middle and end of year diagnostic. Also, use this data to inform planning and drive instruction.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers plan collaboratively with reduced coach support and delivery of instruction that is standards based which includes student centered learning

Person Responsible

Michael Feeney

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Administrative walk-throughs and coaches logs, District walkthrough feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student Data and Engagement

Person Responsible

Carrollaine Robinson

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

MAP data, student assessment data, formative assessments, MFAS, Cpalms, FSA,

G1.B3 Not having appropriate strategies (ELL, ESOL, etc) 2

B236982

G1.B3.S1 High Point will implement at professional book study for K-5 teachers, we will provide professional development training for teachers to explicitly work on making curriculum and instruction accessible for English Language Learners at different levels of English proficiency, we will build capacity for High Point Elementary School teachers to design and deliver instruction that helps to narrow the gap in communication and academic subjects for all English Language Learners. 4

S249650

Strategy Rationale

Teachers need to increase their knowledge of ESOL strategies in order to provide rigorous and engaging standards based instruction.

Action Step 1 5

All K-5 teachers will read Educating English Learners- What Every Classroom Teacher Needs to Know. Grade level and group discussions and practice tasks will focus on identifying and narrowing the achievement gap for ELLs by addressing research, theory, and practical issues. This will take place on an individual basis (chapter reading), during monthly faculty meetings (with consultant), as well as within grade level teams (making the connections).

Person Responsible

Michael Feeney

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

- Data collected on high-leverage practices during TeachLivE™ simulations.
- Engagement in book study within faculty meetings and grade level meetings.
- Anecdotal observations and information gathered from teachers and administration.
- Completion of project within agreed time frame.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers plan collaboratively with ESOL strategies at the forefront of lessons and delivery of lessons.

Person Responsible

Michael Feeney

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

High Point ESOL students will outperform the district average by 5%.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Build capacity for High Point Elementary School teachers to design and deliver instruction that helps to narrow the gap in communication and academic subjects for all English Language Learners.

Person Responsible

Michael Feeney

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

ESOL students will increase in fluency and perform 5% higher than the district on all assessments,

G2. If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students along with data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class for identified students.

1

G089022

G2.B1 Cultural sensitivity and responsiveness within the school environment. Staff is being reactive as opposed to proactive. 2

B236984

G2.B1.S2 Specific academic and behavioral goals will be created in collaboration with students, instructional staff and families to meet the needs of identified students. 4

S254359

Strategy Rationale

Providing input and setting specific goals and strategies to meet those goals will assist in our closing achievement gaps for specific students.

Action Step 1 5

Actionable goals and strategies will be created to support identified students in closing achievement gaps

Person Responsible

Carrollaine Robinson

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

SBIT will monitor progress towards the closing of achievement gaps

Person Responsible

Erin Enyart

Schedule

On 5/18/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

SBIT will monitor MAP, biweekly, iStation and formative data towards this goal

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.A1 A333217	Actionable goals and strategies will be created to support identified students in closing...	Robinson, Carrollaine	8/10/2017		5/18/2018 monthly
G2.MA1 M340680	Monitoring for effectiveness will show growth in before and after school attendance and time on...	Robinson, Carrollaine	8/10/2017	Data and reports using ST Math, IStation, AIMS web, iReady, MAP, and DIBELS.	5/18/2018 every-6-weeks
G1.B1.S1.MA1 M340673	Student Data and Engagement	Robinson, Carrollaine	8/10/2017	MAP data, student assessment data, formative assessments, MFAS, Cpalms, FSA,	5/18/2018 biweekly
G1.B1.S1.MA1 M340674	Teachers plan collaboratively with reduced coach support and delivery of instruction that is...	Feeney, Michael	8/10/2017	Administrative walk-throughs and coaches logs, District walkthrough feedback	5/18/2018 biweekly
G1.B1.S1.A1 A325813	Attend site based, ongoing professional development that is embedded and differentiated based on...	Robinson, Carrollaine	8/10/2017	Sign in sheets and minutes from meetings; walk through; fidelity checklist	5/18/2018 weekly
G1.B1.S1.A2 A325814	Participate in district-wide module roll outs/ IFC and instructional guide	Cangemi, Karen	8/10/2017	Lesson plans using planbook.com, coaching logs	5/18/2018 weekly
G1.B1.S1.A3 A325815	Participate in weekly grade level collaborative planning sessions with coaches	Robinson, Carrollaine	8/10/2017	Lesson plans using planbook.com	5/18/2018 weekly
G1.B1.S1.A4 A325816	Implement standards based lessons developed in collaborative planning sessions with coaches	Huey, Holly	8/10/2017	Administrative walkthroughs and coaches logs	5/18/2018 weekly
G2.B1.S2.MA1 M350789	SBIT will monitor MAP, biweekly, iStation and formative data towards this goal		8/10/2017		5/18/2018 monthly
G1.B1.S1.A6 A325818	Implement consistent science lab usage for grades 3-5 as well as 3rd and 4th grade review plan for...	Huey, Holly	8/10/2017	Science lab pre and post data, beginning, middle and end of year diagnostic. Also, use this data to inform planning and drive instruction.	5/18/2018 biweekly
G2.B1.S2.MA1 M350788	SBIT will monitor progress towards the closing of achievement gaps	Enyart, Erin	8/18/2017		5/18/2018 one-time
G1.B3.S1.MA1 M340676	Teachers plan collaboratively with ESOL strategies at the forefront of lessons and delivery of...	Feeney, Michael	8/10/2017	High Point ESOL students will outperform the district average by 5%.	5/18/2018 monthly
G1.B1.S1.A5 A325817	Participate in coaching cycle based on teacher need and/or administrative requests as needed.	Robinson, Carrollaine	8/10/2017	Administrative walkthroughs	5/18/2018 biweekly
G1.B3.S1.A1 A325819	All K-5 teachers will read Educating English Learners- What Every Classroom Teacher Needs to Know....	Feeney, Michael	8/10/2017	<ul style="list-style-type: none"> • Data collected on high-leverage practices during TeachLivE™ simulations. • Engagement in book study within faculty meetings and grade level meetings. • Anecdotal observations and information gathered from teachers and administration. • Completion of project within agreed time frame. 	5/25/2018 monthly
G1.B3.S1.MA1 M340675	Build capacity for High Point Elementary School teachers to design and deliver instruction that...	Feeney, Michael	8/10/2017	ESOL students will increase in fluency and perform 5% higher than the district on all assessments,	5/25/2018 monthly
G1.MA1 M340677	Instruction will be aligned to standards and benchmarks, rigor will be evident in both text and...	Robinson, Carrollaine	8/10/2017	Data from the following sources: Module Common Assessments (K-5,) MAP, formative and summative assessments, IRLA, Eureka Math, ST Math, IStation, Tier 2 and 3 progress	5/25/2018 weekly

Pinellas - 1811 - High Point Elementary School - 2017-18 SIP
High Point Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				monitoring, walkthroughs, and iObservation	

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. Teachers and coaches will work to ensure that learning targets, instructional strategies, and formative assessments align in relation to taxonomy and cognitive levels.

G1.B1 Teachers are in the process of understanding Florida Standards and delivery of instructional practices

G1.B1.S1 Increase teacher knowledge and delivery of standards based instruction

PD Opportunity 1

Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.

Facilitator

On site facilitators-various coaches and/or teachers

Participants

All instructional staff

Schedule

Weekly, from 8/10/2017 to 5/18/2018

PD Opportunity 2

Participate in district-wide module roll outs/ IFC and instructional guide

Facilitator

On site facilitators, various coaches and/or teachers

Participants

All ELA instructional staff

Schedule

Weekly, from 8/10/2017 to 5/18/2018

G1.B3 Not having appropriate strategies (ELL, ESOL, etc)

G1.B3.S1 High Point will implement at professional book study for K-5 teachers, we will provide professional development training for teachers to explicitly work on making curriculum and instruction accessible for English Language Learners at different levels of English proficiency, we will build capacity for High Point Elementary School teachers to design and deliver instruction that helps to narrow the gap in communication and academic subjects for all English Language Learners.

PD Opportunity 1

All K-5 teachers will read Educating English Learners- What Every Classroom Teacher Needs to Know. Grade level and group discussions and practice tasks will focus on identifying and narrowing the achievement gap for ELLs by addressing research, theory, and practical issues. This will take place on an individual basis (chapter reading), during monthly faculty meetings (with consultant), as well as within grade level teams (making the connections).

Facilitator

Cynthia Walters- Independent Consultant

Participants

High Point classroom teachers, ESE teachers, ESOL teachers, Title I teachers, reading and math coaches, administration

Schedule

Monthly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.				\$20,239.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1811 - High Point Elementary School	Title I, Part D		\$20,239.28
2	G1.B1.S1.A2	Participate in district-wide module roll outs/ IFC and instructional guide				\$3,451.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1811 - High Point Elementary School	Title I, Part D		\$3,451.80
3	G1.B1.S1.A3	Participate in weekly grade level collaborative planning sessions with coaches				\$0.00
4	G1.B1.S1.A4	Implement standards based lessons developed in collaborative planning sessions with coaches				\$0.00
5	G1.B1.S1.A5	Participate in coaching cycle based on teacher need and/or administrative requests as needed.				\$0.00
6	G1.B1.S1.A6	Implement consistent science lab usage for grades 3-5 as well as 3rd and 4th grade review plan for FSSA.				\$0.00
7	G1.B3.S1.A1	All K-5 teachers will read Educating English Learners- What Every Classroom Teacher Needs to Know. Grade level and group discussions and practice tasks will focus on identifying and narrowing the achievement gap for ELLs by addressing research, theory, and practical issues. This will take place on an individual basis (chapter reading), during monthly faculty meetings (with consultant), as well as within grade level teams (making the connections).				\$0.00
8	G2.B1.S2.A1	Actionable goals and strategies will be created to support identified students in closing achievement gaps				\$0.00
Total:						\$23,691.08