

SDIRC

Schoolwide Improvement Plan

Title I Schoolwide Program Plan

Continuous Improvement Systemized



St. Peter's Academy
2022-2023

School District of Indian River County



School Information

Name of School (School Name and Number) St. Peter's Academy 5002 (52)

Principal (Last Name, First Name) Jefferson, Ruth

Assistant Principal(s) Williams, Karen

Demographics

School Type and Grades Served	Charter: Kindergarten - 6		
2022-2023 Title 1 School	Yes		
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	100%		
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language <i>No subgroups below 41% on FDOE Federal Index (2021-2022)</i>	Black/African American Students	54%	
	Economically Disadvantaged Students	59%	
	English Language Learners	46%	
	Hispanic Students	55%	
	Multiracial Students	_____%	
	Students with Disabilities	_____%	
	White Students	_____%	
	(Less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	N/A		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-2022	B	60%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	B	57%
	2017-18	A	85%

SDIRC SIP Purpose

Purpose: The SDIRC SIP/ Title I Schoolwide Program Plan is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP/ Title I Schoolwide Program Plan is a "living document" that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP/SWP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

The mission of St. Peter’s Academy is to prove that students can learn at high levels through an academically rigorous and innovative curriculum that incorporates the development of excellent character. The school’s academic performance objectives consist of ensuring that all students receive a well-rounded education that allows them to achieve mastery in Mathematics, Reading, and Science.

School Vision Statement

The vision of St. Peter’s Academy is to create one of the State’s most effective charter schools that is highly regarded for its excellence in improving the academic achievement of at-risk students who have not succeeded in traditional schools.

School Narrative

St. Peter's Academy was founded with one purpose - to build a space for all students to grow, learn, and create with each passing day. Through a unique teaching approach and a truly passionate staff, we help students develop academically and personally to the highest level.

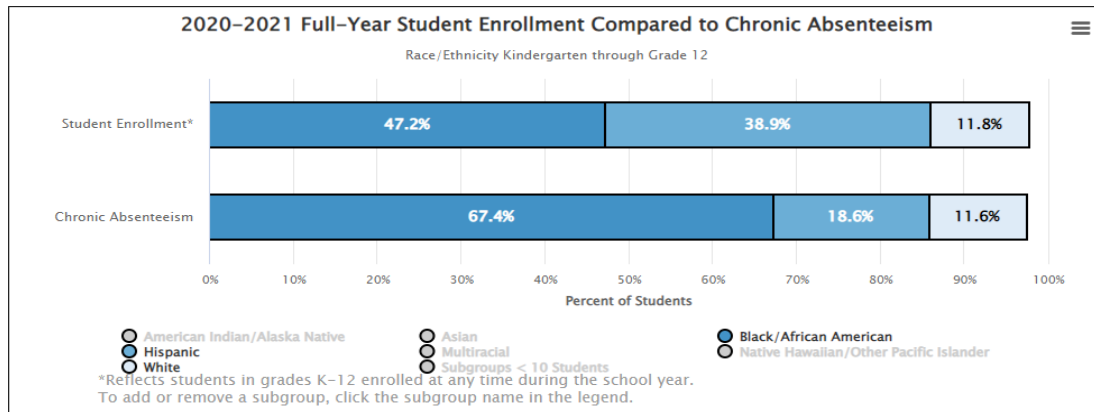
The school believes that positive parent/family engagement is essential to student achievement and thus encourages such involvement in school educational planning and operations. The school’s academic performance objectives consist of ensuring that all students receive a well-rounded education that allows children to achieve mastery in Mathematics, Reading, and Language Arts. Research indicates that parental involvement increases this achievement.

Comprehensive Needs Assessment

Analyze data and determine needs.

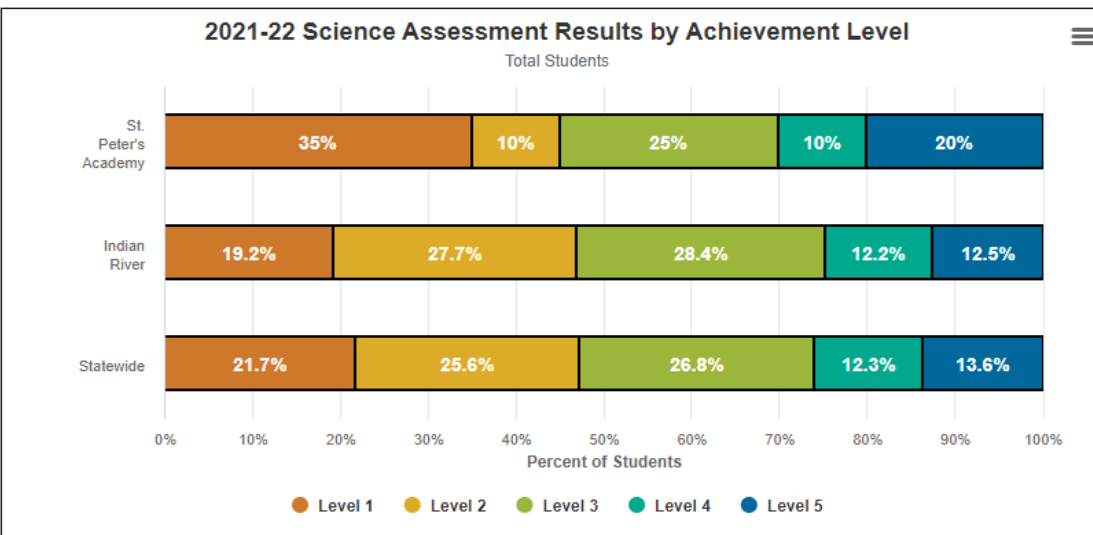
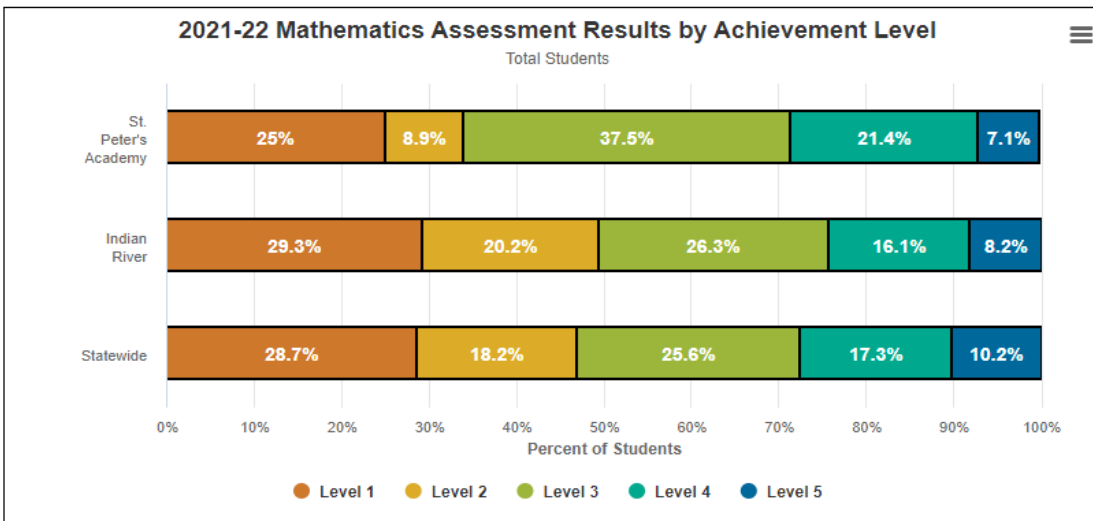
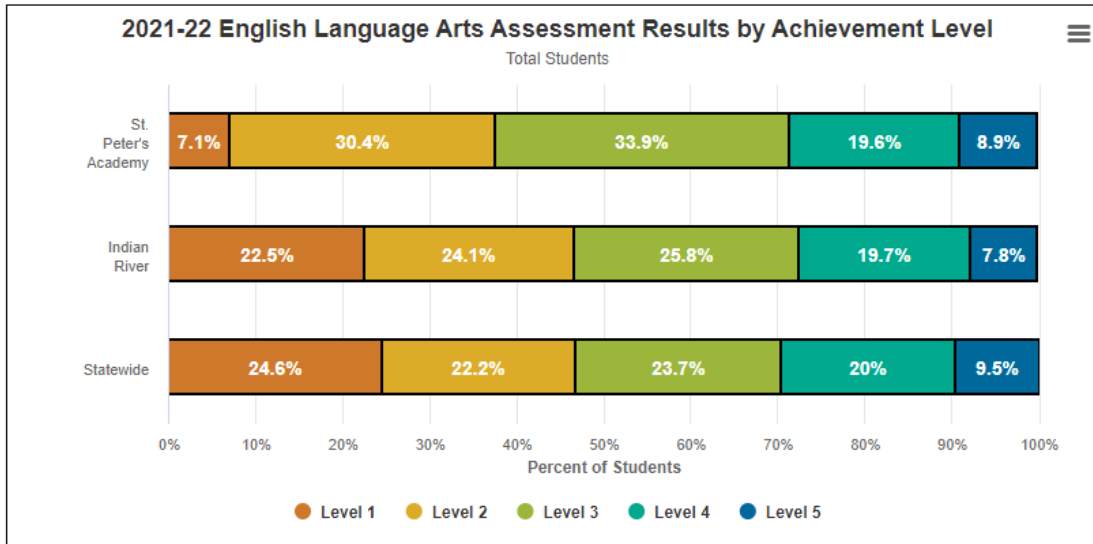
Data Source: Know Your Schools

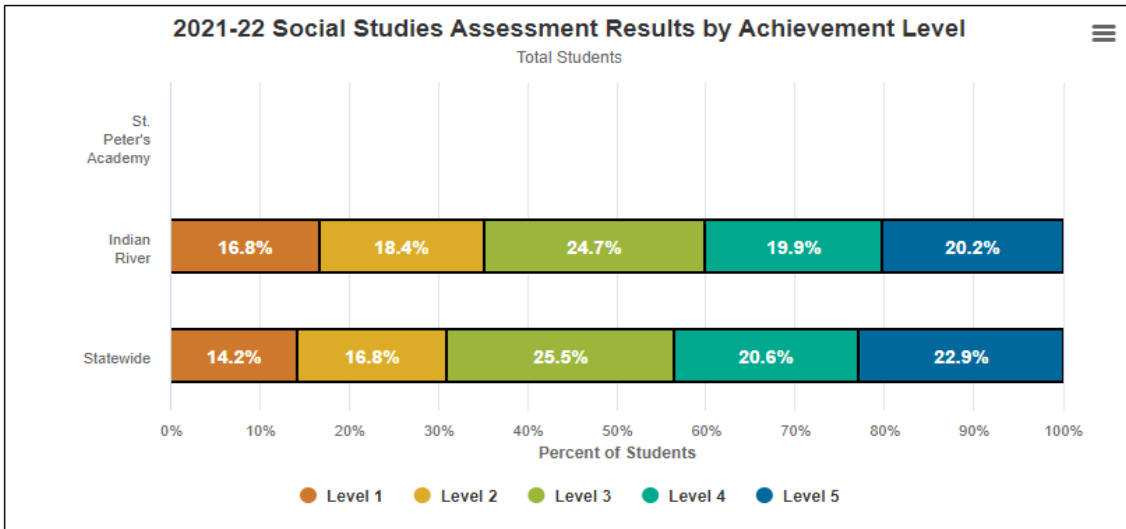
- EWS



- School Grade Data to include FDOE data, district data, and survey data

Data Source: Know Your Schools





SIP/SWP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 1 – August 22, 2022	Developed with School Leadership Teams (SLT's)
	Develop PFEP and facilitate Stakeholder Engagement	August 22 – September 27, 2022	SLT's review with internal and external teams and SPA board.
	Classroom Walkthroughs	August 10 – October 10	
<i>Phase 2</i> Full Implementation	Modify SIP/SWP to prepare for Full Implementation	October 10 - 14, 2022	
	Full Implementation of SIP/SWP /Classroom walkthroughs	October 11 – December 21, 2022	Monitor implementation of SIP/SWP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 19, 2022 – December 21, 2022	
	Full Implementation of SIP Plan/Classroom Walkthroughs (3 rd nine weeks)	January 9 – March 17, 2023	
	Full Implementation of SIP Plan/Classroom Walkthroughs (4 th nine weeks)	March 27 – May 26, 2023	

Phase 4 Reflection	End of Year Reflection	June 2023	
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Phase 1

Data Analysis – Analyze, Reflect, Identify

The District Title I Leadership Team supports St. Peter’s Academy administrators in the development of the Schoolwide Program Plan for the 2022-2023 school year. These technical assistance meetings will assist St. Peter’s Academy in developing and implementing the Schoolwide Program Plan/ Title I Schoolwide Program Plan to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT’s will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT’s will use internal data, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT’s will document their work in the Data Systems Review section of the SIP/SWP.
2. Using the District Supported High Yield Strategies, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT’s will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been

implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input N/A in the Needs Assessment Summary below. Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

For example: Based on FSA data, ELA scores fell below 50%, and 76% of prior level 2's and 2.5's missing proficiency, indicating a need for additional support for students on the threshold of proficiency.
 Black/African American 38%, Hispanic 26%, SWD 18%
 The above three subgroups will need additional action steps written in the academic section of the SIP.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
School Culture Significant Data Findings – SLT’s will discuss	African American students had the highest amount of chronic absenteeism at 67.4%	This area directly impacts student achievement.	Purposefully develop relationships

Goal:
 Administrators and teachers will monitor attendance and raise awareness that extensive absences lead to poor performance. Administrators and teachers will purposefully develop relationships with students reinforcing the critical link between relationships and attendance. Administrators and teachers will develop schoolwide or individual interventions as appropriate. The goal of average daily attendance will be 90% or greater with reduction in the percentage of chronic absenteeism of African American students.

Implementation Plan for School Culture

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 9/29/22 End: 9/29/22	Information given to parents regarding the importance of regular attendance	Karen Williams, Assistant Principal	Sign-in sheets from parent information meeting	Ruth Jefferson will monitor student attendance via FOCUS SIS
Start: 8/10/22 End: 10/10/22	Monitor attendance and follow-up on students with poor attendance	Teachers	Teachers contact with families and students	Ruth Jefferson will monitor student attendance via FOCUS SIS
Start: 8/10/22 End: 10/10/22	Home Visit to chronically absent	Dale Dawkins, Dean	Visitation log	Ruth Jefferson will monitor student attendance via FOCUS SIS

Academics

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	62.5% of students scored proficient on the 21-22 Florida Standards Assessment (ELA)	Increase proficiency to ensure students meet BEST standards in the 2022-2023 school year.	Differentiated Instruction	
Academics - Significant Data Findings	66.1% of students scored proficient on the 21-22 Florida Standards Assessment (Math)	Increase proficiency to ensure students meet BEST standards in the 2022-2023 school year.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		N/A		
Goal: With the use of differentiated instruction, student achievement will increase by 5 percentage points, or more in ELA and Math as determined by the FAST assessment.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible <small>Name, position</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 8/10/22 End: 10/10/22	i-Ready diagnostic	Karen Williams, Assistant Principal	Fidelity of usage of i-Ready	Karen Williams and Ruth Jefferson will monitor i-Ready usage and pass rates
Start: 8/10/22 End: 10/10/22	Extended Learning Opportunities	Karen Williams, Assistant Principal	Parent teacher conference reports will demonstrate student growth and strategies needed to progress toward proficiency	Karen Williams and Ruth Jefferson will monitor report cards

Family and Community Engagement

Data Rating	Data Findings and Area	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	Capacity Building Strategy <small>One of the 4 C's</small>
Significant Findings	Parent Survey Data	Frequent and positive communication with family members is critical to effective family engagement.	Communication

Goal: Our goal is to significantly increase our parent and family involvement at our events.

Implementation Plan for Family and Community Engagement

Implementation Dates	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
July 1, 2022 – October 10, 2022	Refer to attached PFEP	Refer to attached PFEP	Refer to attached PFEP	Refer to attached PFEP

Finalize Action Steps & Stakeholder Engagement

August 10 – October 10, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 10, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to plan with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP/SWP process. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP/SWP this year?
- How are you going to communicate your SIP/SWP this year?

Date/Time	Topic	Process Description	Training Lead
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August 3, 2022	Opening of Schools	Priorities for the School Year	Ruth Jefferson
August 22, 2022 11:00 am	Technical Assistance w/ SDIRC Title I Team	Development of Title I Schoolwide Plan, Parent and Family Engagement Plan Title I Annual Meeting	Karen Malits, Director of Federal Programs
September 26, 2022 9:30 am	Technical Assistance w/ SDIRC Title I Team	Development of Title I Schoolwide Plan, Parent and Family Engagement Plan	Karen Malits, Director of Federal Programs
October 24, 2022	Tools for Working with Parent and Families	Establish policies and procedures to promote family engagement during parent-teacher conferences	Karen Williams

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review

Classroom Walkthroughs

The purpose is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP)/ Title I Schoolwide Program Plan (SWP).

- Evaluate and reflect on the data
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2 Full Implementation

Modify SIP

October 10 - 14, 2022

Finalize modification of SIP/SWP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 11 – December 21, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence and data review.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
School Culture Significant Data Findings – SLT's will discuss	African American students had the highest amount of chronic absenteeism at 67.4%	This area directly impacts student achievement.	Purposefully develop relationships	
Goal: Administrators and teachers will monitor attendance and raise awareness that extensive absences lead to poor performance. Administrators and teachers will purposefully develop relationships with students reinforcing the critical link between relationships and attendance. Administrators and teachers will develop schoolwide or individual interventions as appropriate. The goal of average daily attendance will be 90% or greater with reduction in the percentage of chronic absenteeism of African American students.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 11 – Dec. 21, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/11/22 End: 12/21/22	Information given to parents regarding the importance of regular attendance	Karen Williams, Assistant Principal	Sign-in sheets from parent information meeting	Ruth Jefferson will monitor student attendance via FOCUS SIS
Start: 10/11/22 End: 12/21/22	Monitor attendance and follow-up on students with poor attendance	Teachers	Teachers contact with families and students	Ruth Jefferson will monitor student attendance via FOCUS SIS
Start: 8/10/22 End: 10/10/22	Home Visit to chronically absent	Dale Dawkins, Dean	Visitation log	Ruth Jefferson will monitor student attendance via FOCUS SIS

Academics

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	62.5% of students scored proficient on the 21-22 Florida Standards Assessment (ELA)	Increase proficiency to ensure students meet BEST standards in the 2022-2023 school year.	Differentiation	
	66.1% of students scored proficient on the 21-22 Florida Standards Assessment (Math)	Increase proficiency to ensure students meet BEST standards in the 2022-2023 school year.		
	i-Ready diagnostic data yielded larger decline in students who did not attend the summer program in both ELA and Math (spring to fall data)	Increase proficiency to ensure students meet BEST standards in the 2022-2023 school year.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		N/A		
Goal: With the use of differentiated instruction, student achievement will increase by 5 percentage points, or more in ELA and Math as determined by the FAST assessment.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 11 – Dec. 21, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 10/11/22 End: 12/21/22	i-Ready standards mastery test	Karen Williams, Assistant Principal	Fidelity of usage of i-Ready; and reteaching/remediation as documented via classroom walkthroughs and lesson plans	Karen Williams and Ruth Jefferson will monitor i-Ready usage and pass rates
Start: 10/11/22 End: 12/21/22	Extended Learning Opportunities	Karen Williams, Assistant Principal	Parent teacher conference reports will demonstrate student growth and	Karen Williams and Ruth Jefferson will monitor report cards

Family and Community Engagement

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	Capacity Building Strategy <small>One of the 4 C's</small>

Significant Findings	Parent Survey Data	Frequent and positive communication with family members is critical to effective family engagement.	Communication	
Goal: Our goal is to significantly increase our parent and family involvement at our events.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 11 – Dec. 21, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
October 11 – December 21, 2022	Refer to attached PFEP	Refer to attached PFEP	Refer to attached PFEP	Refer to attached PFEP

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Using the classroom walkthrough data, findings are discussed with faculty. School-based teams will review the information and the effects of this work on the School Improvement Plans (SIP)/ Title I Schoolwide Program Plan. They will use this information to make mid-year modifications to the SIP.

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered. SLTs will modify SIPs/SWPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Phase 3

Mid-Year Implementation

Modify SIP

December 19, 2022 – December 21, 2022

Implementation

January 5 – May 26, 2023

During the Mid-Year Implementation, schools will execute 2nd Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

Review high yield strategies with SLT's

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>		High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
School Culture Significant Data Findings – SLT's will discuss				
Goal:				
Implementation Plan for School Culture				
Implementation Date(s) Jan. 5 – May 26, 2023	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: End:	For example			
Start: End:				

Academics

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings				
Academics - Significant Data Findings				
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.				
Goal:				
Implementation Plan for Academics				
Implementation Date(s) Jan. 5 – May 26, 2023	Implementation Steps	Person(s) Responsible <small>Name, position</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: End:				
Start: End:				

Family and Community Engagement

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	Capacity Building Strategy <small>One of the four C's</small>
Significant Findings			

Goal:

Implementation Plan for Family and Community Engagement

Implementation Date(s) Jan. 5 – May 26, 2023	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start:				
End:				
Start:				
End:				

Systems Review

Classroom Walkthroughs

March 6 – March 15, 2023

Using the classroom walkthrough process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP)/ Title I Schoolwide Program Plan (SWP). They will use this information to make final modifications to the SIP/SWP and facilitate the End of Year Reflection Phase.

Week of March 14, 2023

Using information from the classroom walkthroughs, SLT's will make modifications to the SIPs/ SWPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for final adjustments to the Implementation Steps.

Phase 4

End of Year Reflection

Reflection - Where *looking back* meets *moving forward*.

What did we do well this year?

Where do we need to grow?

What goals will we challenge ourselves with next year?

How will the answers to the previous questions impact the learners in my school?

Using various data sources are there achievement gaps between student groups in Reading and Math? Identify them.

Conclusion

Use data findings from the 2022-2023 school year to plan 2023-2024 School Year SIP/SWP.