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change

School Improvement Plan
2016-17

Skycrest Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Angelean Bing	SAC Chair:	Deborah Howells

School Vision	The vision of Skycrest Elementary School is 100% student success.

School Mission	"Inspire and Expect Excellence." Skycrest Elementary school will collaborate to INSPIRE and EXPECT EXCELLENCE rising to achieve 100% student success.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.1%	13.8%	59.3%	4.8%	20.1%	%

School Grade	2016: C	2015: C	2014: C	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	42	42	62	55	45	39						
Learning Gains All	50		63									
Learning Gains L25%	44		53									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Angelean	Bing	FT	4-10 years
Asst Principal	Eliza	Defant	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Curriculum Specialist	Tamie	Rubino	FT	4-10 years
MTSS Coach	Michelle	Ladd	FT	4-10 years
Total Instructional Staff: 61		Total Support Staff: 33		

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Skycrest Elementary provides a safe, secure, and healthy learning environment in the following ways:
1. Teach, model, review, and post school-wide Common Area Expectations and Guidelines for Success throughout the campus. In addition, classroom teachers teach, model, and review classroom expectations and rules.
2. School-wide implementation of Class Dojo (group and individualized) recognition of positive and safe school behavior.
3. Teach and model healthy eating and learning habits through various guidance lessons, Health/Physical Education instruction, and within our cafeteria.
4. Provide and give opportunities for teachers and students to participate in healthy and active programs- Walking/Running Clubs, Recess, Go Noodle
5. Provide families with Positive Behavioral Support training and support.
6. Provide families with resources, as needed, to help them provide a safe, secure, and healthy home life.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Skycrest Elementary will ensure that the school-wide expectations transfer to the classrooms in the following ways:
1. Common Area Expectations are explicitly taught and reviewed throughout the school year to all students.
2. Common Area Expectations are modeled by students and staff during presentations, morning announcements, and in the classroom.
3. Common Area Expectations are posted throughout the school in various areas including classrooms, hallways, playgrounds, restrooms, media center, computer lab, science lab, and in the front office.
4. Frequent reminders for staff regarding teaching, re-teaching, and monitoring of student behaviors included in staff Weekly Updates.
5. Staff training in behavioral management and how to differentiate between major vs. minor behavioral concerns to determine if a student needs a behavioral incidents and/or referral.
6. All instructional staff create and submit for review a classroom management plan which is aligned to the school wide expectations.
7. Cultural Competency, Resiliency/Trauma training, and Positive Behavior professional development.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Skycrest Elementary will plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students in the following ways:
A. Positive Behavioral Support Team members ensure the primary components are evidenced across all three tiers and are successfully implemented. The primary components include the following:
   ➤ Recognition that behavioral and academic skills are taught and learned
   ➤ School-wide implementation of Class Dojo and Incentive Store

➢ Use of evidence-based programs and practices
➢ Evaluate the effectiveness of interventions and fidelity of implementation
➢ Effective coaching and team facilitation
➢ Professional development is aligned with staff and student needs
➢ Conduct the four step problem solving process: Problem identification, Problem analysis, Intervention design, Response to intervention/instruction

B. Students will be offered academic and behavioral supports, as needed, in the following areas (individual, small group, and/or whole group lessons):

Behavioral:
➢ Social awareness
➢ Character Education
➢ Anger management
➢ Trauma/Resiliency management and training
➢ Self esteem
➢ Changing Families
➢ Grief counseling

Instructional:
➢ Jan Richardson Guided Reading
➢ Leveled Literacy Intervention (LLI)
➢ Lindamood Bell-Seeing Stars, Verbalizing and Visualizing
➢ iStation
➢ ST Math

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Skycrest Elementary will plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports in the following ways:

1. Review student centered data-Tier 1 implementation, behavioral incidences, referrals, teacher anecdotes, etc. to identify groups and/or individual needs.
2. Determine HOW MUCH, WHAT, WHO, and WHERE the interventions will take place for the group and/or individual students.
3. Collect data and monitor the student growth and/or performance expectations.
4. Extended Learning Programs (ELP):
   a. Girlfriends on the Run
   b. Skycrest Service Learning Impact Club
   c. Crazy 8's
   d. Coding Club
   e. Strings
   f. STEM
   g. Spanish Club

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Skycrest Elementary will monitor student progress to determine if additional supports are needed to improve student outcomes in the following ways:

1. School-based problem solving team (PBS Team) regularly review school-wide data to determine necessary modifications and subsequent revision of action plans. Results are shared with faculty and

other stakeholders on a consistent basis and input is sought to address adaptations and adoption of potential interventions and practices.
2. Ensure the team implements the four step problem solving process including:
   ➢ Problem Identification—using various sources of student data (e.g. School Dashboard, FOCUS, K12 Alerts, and teacher data tracking behavioral incident forms and anecdotes)
   ➢ Problem Analysis—use the data to hypothesize why the problem behavior identified is occurring
   ➢ Intervention Design—develop and implement evidence-based behavioral supports and interventions that match the hypothesis
   ➢ Response to Instruction/Intervention—use data to determine the effectiveness of the supports to decide next steps.
3. During Professional Learning Communities- Teams will ensure that our Tier 1 process is implemented with fidelity. If core behavioral instruction and supports are not effective for approximately 80 percent of the student population, the school-based problem-solving team will revisit Tier 1 implementation.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Skycrest Elementary's leadership team will ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable in the following ways: (1) Walkthrough, informal, and formal observations utilizing the Marzano Framework with timely and constructive feedback with an opportunity to grow (2) Continual staff professional development in various areas of teaching students with high expectations and how to challenge students to think critically (3) Professional Learning Communities (PLCs)-sharing and viewing effective instructional techniques and strategies which yield rigorous and equitable instruction using various student data.

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
100% of all students will not receive referrals by May 2017 as measured by the School's Profile Dashboard.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1. Create a detailed flow map of the difference and specific sample student evidences that indicate a behavioral incident report vs. referral. 2. Share with staff the expectations of classroom management, school-wide expectations, and building relationships with students. 3. Obtain frequent staff input regarding school-wide behavioral expectations, incentives, and procedures. 4. Collect incident reports and analyze behavioral data on re-occurring student behavior to begin the four step problem solving model. 5. Create a plan to ensure student success and/or improvement. 6. Celebrate success.	Administration Guidance Counselor Social Worker MTSS Coach
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	

100% of African American students will not receive referrals by May 2017 as measured by the School's Profile Dashboard.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

1. Ensure that all staff is implementing effective classroom management plans and utilizing the behavioral incident forms/referrals correctly (as directed in the flow map).
2. Plan, create, and lead a monthly "Young Boy's Club" specifically for African American boys.
3. Article studies on the area of Discipline Disparities to increase staff awareness of behavior and learning gaps between Black and Non-Black students.
4. Identify and recruit Ethnic Black students in grades K-5
5. Obtain parent permission to attend guidance lessons during lunch once per month to discuss, learn, and/or practice some of the following:
   a. African American History
   b. Mindfulness
   c. Relaxation
   d. Endurance
   e. Confidence
   f. Test taking strategies
6. Ensure all Ethnic Black students receive an opportunity to check out a Connect for Success laptop.
7. Ensure all Ethnic Black students receive an opportunity to participate in ELP programs before/after school.
	Administration

Standards-Based Instruction for Learning

Connections: **District Strategic Plan   ●Goals 1,2,4,5**
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Skycrest uses district adopted curriculum guides and materials that are aligned to the Florida Standards. We are implementing research based Marzano tools that are aligned to unpacking the standards to identify critical content. We are making an effort to align our gradebooks and bi-weekly formative assessments to the Florida State Standards and will monitor this data to drive instruction. Curriculum meetings are held monthly for all instruction staff to attend. PLC's will solely focus on teacher collaboration in order to increase the rigor of our core instruction aligned to the Florida State Standards and high student engagement based on formative assessment data and observations. The administrative team with share their vision of instructional practices and of the Marzano elements that should be dominant in the classroom which, in turn, will yield higher student achievement, engagement, and rigor. The administrative walk-throughs and observations will ensure that teachers are utilizing effective core instructional practices and materials effectively. According to the School Dashboard Observation data, it was 78% evident that 49 classrooms displayed rigorous instruction. Also, high student engagement was 78% evident in 50 classrooms. Skycrest Elementary aims to increase both student engagement and rigorous instruction.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Data reviewed from School Profile Dashboard.
- 3rd (50% evident) and 4th grade (60% evident) need to increase their instructional rigor and student engagement
- Increase proficiency on the Spring 2017 ELA FSA by 5%
- Increase proficiency on the Spring 2017 Math FSA by 5%
- Increase proficiency on the Spring 2017 Science FCAT 2.0 by 5%

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

- Gradebook-moving towards standards based grading
- Formative Assessments (bi-weekly)
- Tracking progress through Marzano Scales and Goals
- District Common Assessments
- Teacher collaboration in PLC's
- Student Data Folders
- Teacher Data Folders
- Administrative observation data
- Coaches observation data
- Review/monitor lesson plans-Alignment to critical content, state standards, and Marzano desired effects (what the student should be able to do).

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

- Standards-based instruction
- Small group instruction
- Data-based decisions that drive instruction
- Cross curricular articulation

⬡ **Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Improve Science Core Instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
1. Administrative observations- iObservation data and teacher feedback (align to lesson plans and district timelines). 2. District Common Assessment Data- Cycles 1-3. Data is analyzed, shared, discussed, and next steps are determined during grade level School Based Leadership Team (SBLT) meetings. 3. Formative Assessment Data- Data is analyzed, shared, discussed, and next steps are created during grade level Professional Learning Communities (PLCs).	MTSS Coach- Mrs. Ladd Curriculum Specialist-Rubino Administration: Bing/Defant

4. Coaching support and feedback shared	
Instructional Strategy 2	
Improve Math Core Instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
5. Administrative observations- iObservation data and teacher feedback (align to lesson plans and district timelines). 6. District Common Assessment Data- Cycles 1-3. Data is analyzed, shared, discussed, and next steps are determined during grade level School Based Leadership Team (SBLT) meetings. 7. Formative Assessment Data- Data is analyzed, shared, discussed, and next steps are created during grade level Professional Learning Communities (PLCs). 8. Coaching support and feedback shared.	MTSS Coach- Mrs. Ladd Curriculum Specialist-Rubino Administration: Bing/Defant
Instructional Strategy 3	
Improve data-driven small group instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
1. Administrative observations-iObservation data and teacher feedback (align to lesson plans and district timelines). 2. District Common Assessment Data-Cycles 1-3- Data is analyzed, shared, discussed, and next steps are determined during grade level School Based Leadership Team (SBLT) meetings. 3. Formative Assessment Data- Data is analyzed, shared, discussed, and next steps are created during grade level Professional Learning Communities (PLCs).	MTSS Coach- Mrs. Ladd Curriculum Specialist- Rubino Administration-Bing/Defant

Collaboration for Professional Growth

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Skycrest Elementary's encourages a positive working relationship between teachers, staff and administrators in the following ways:
1. Administration will continue to support an innovative and collaborative culture-e.g. seek input and feedback, use data not opinions, embrace failure, transparency with information/updates/minutes, and provide mentorship to all new staff members.
2. Teachers will continue to participate in collaborative learning communities that meet both informally and formally across grade levels and content areas-e.g. weekly Professional Learning Communities (PLCs) and team planning with detailed minutes submitted to administration, and monthly staff after school data chats.
3. Teachers will continue to be trained to implement a formal process that promotes discussion about student learning-e.g. Book study with teachers in the area of improving Professional Learning Communities (PLCs).

4. Improve our formal process to support new staff members in their professional practice-e.g. e.g. newly assigned teacher mentors will be trained and will create a plan of action to help newly hired teachers transition and to provide on-going deliberate support.
5. Provide teachers feedback from walkthroughs and/or observations with an opportunity for growth.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Skycrest Elementary plans to support teacher collaboration by incorporating the following:
1. Grade level team common planning times-1 day per week
2. Grade level Professional Learning Communities with all stakeholders (ESOL, ESE, and Specialists)-1 day per week
3. Grade level School Based Leadership Team (SBLT)-Every 6 weeks with a focus of monitoring our School Improvement Plan and core instructional practices
4. Various committees for all staff to join once per month: Hospitality, School Improvement Plan, Healthy School, School Advisory Committee, Parent Teacher Association, School Based Leadership Team, ECET2, Positive Behavior System, Arts, Sciences-1 day per month

⬡ **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus area for teacher professional development over the past year was the Marzano Instructional Framework. Skycrest has seen different levels of implementation of teacher effectiveness and student learning throughout the 2015/2016 school year, however, more professional development is needed. The leadership team plans to continue to focus more on effective and rigorous core instruction with alignment and practice with the Marzano teaching framework strategies. This will be possible through the work of deliberate practices/inquiry, professional learning communities, staff on-going professional development (District and site based), and more frequent peer observations with feedback for an opportunity to grow.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Framework: DQ 3,4, and 5	Fall-Oct.-Nov. Winter-Dec.-Feb. Spring- March-April	Instructional Staff	Increased rigor and student engagement across all subject areas.
Math: Differentiated Instruction and	October-December	Instructional Staff-K-5 classroom	Increased problem solving strategies

Math Core Instruction (based of diagnostic walkthrough with District Mathematics Director and Coaches)		teachers, ESOL, and ESE teachers	and the ability to grapple with difficult tasks/problems in mathematics. Improve core instruction and the implementation of the eight Mathematical Practices.
Classroom Management Training	Pre-School-Aug. January	Instructional Staff and Cafeteria Support Staff	Ensure a common language and understanding of behavioral expectations and guidelines for success.
Leaders of Learning-Book Study	October-February	Administration Team Leaders	Increase knowledge and understanding of best practices of Professional Learning Communities and standards based instruction and grading.
Jan Richardson Guided Reading	September	Instructional Staff	Increase and continue to improve best teaching practices in small group guided reading.
Data: *Leverage Leadership*	October	Administration Data Team participants-Grade level representatives	Increase knowledge and practice of using various forms of data to help increase student achievement.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> According to Skycrest's AdvancED survey results the following areas will improve in the following ways: (1) Communicate more effectively about the school's goals and activities through monthly newsletters, Connect Ed messenger calls, and take-home fliers available in English and Spanish (2) Provide additional and more frequent opportunities for stakeholders to be involved at Skycrest including SAC, PTA, academic, behavioral, and technology parent support trainings (3) Grade level teachers will work as a team in efforts to improve all student achievement in and outside of his/her classroom which may include a different teacher for academic and/or behavioral interventions (4) Instructional staff will inform families regularly of how his/her child is being graded-standards based reports (5) Administrative team will ensure all staff members monitor and report the achievement of school goals during Professional Learning Communities (after school stipend and/or during school hours).

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

> Skycrest Elementary hosts a parent conference night yearly. In addition, teachers request parent-teacher and/or student-led conferences before, during, or after school hours to accommodate various families. In addition to these continued activities, Skycrest Elementary will provide additional parent informational meetings/trainings on the following to provide tools to help increase student achievement:
>
> 1. Parent Technology Night-How to access and utilize Portal gradebook and various educational websites to increase student achievement.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☒	☐	☐	☐
Families who regularly log onto PORTAL to check student grades / progress	☒	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

⬡ **Family Engagement / Key Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Skycrest Elementary will increase parental involvement and support in the area of technology to improve student performance with computer based testing, reading, math, science, social studies, and teacher-parent communication (Portal, email, Facebook, Websites, etc.).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1. Provide on-going technology sessions to learn and ask questions regarding the various computer programs students and families can utilize at home to increase student achievement and communication.	School librarian: Donna Elander Sandy Herdman-Tech support
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Skycrest Elementary will increase our community outreach to help share the importance of literacy, mathematics, science, and social studies with our students by providing additional supplemental resources.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Skycrest Elementary will implement the following strategies: 1. Continue to provide International Café for families provided by the ESOL department. 2. Reach out to our local community in efforts to gain more business partnership to join our School Advisory Council (SAC) - e.g. visit and deliver a school brochure and ways that local community business can help our students and school. 3. Initiate community outreach- Initiate a service learning club for students and families to teach and practice civic responsibility while enhancing the livelihood of the community.	SAC members PTA members Administration Grade level teachers-All staff

{Section 2}– School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.
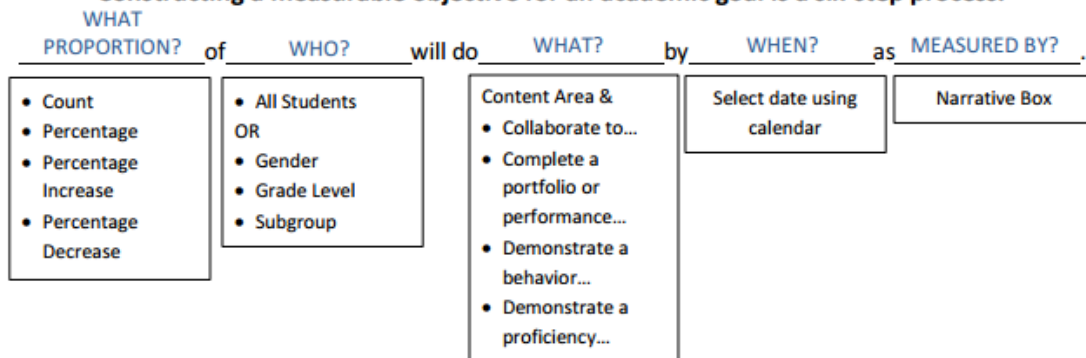
Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** Rubino

50% of all students in grades 3-5 will demonstrate proficiency in English Language Arts by May 2017 as measured by Florida State Assessment (FSA). Currently 42%	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
1. **Staff Professional Development**: Modeling and sharing effective strategies of English Language Arts instruction from the following: -Core Connections: Writing instruction -Learning Specialist information shared with staff during Professional Development meetings monthly -Power Hour: Teachers provide student feedback in notebooks and create anchor charts 2. **Scales and Rubrics**- Utilize scales and rubrics aligned to a learning goal to asses and inform instruction. 3. **Planning**-Collaborative team planning of identifying key academic vocabulary, creating pre and post formative assessments, and monitoring tools. 4. **Data chats**-Analyze and share student data from various sources to help guide instruction. 5. **Monitoring**-Teacher will share student data and grade level trends. Teams will plan for effective intervention/enrichment activities during Professional Learning Communities (PLCs). 6. **Support**- District ELA coaches, Curriculum Specialist, and Title 1 Guided Reading support. 7. **Additional Resources**- FSA question stems, online resources, teacher videos, Title 1 support.	1. Grade level formative assessments (Pre and Post) 2. Istation ISIP reports-Monthly 3. District Common Assessments

Mathematics Goal	**Goal Manager:** Ladd
70% of all students in grades 3-5 will demonstrate proficiency in Mathematics by May 2017 as measured by Florida State Assessment (FSA). Currently 62%	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
1. **Staff Professional Development**-Diagnostic walkthrough by District and Administrative team to determine highest needs which may include the following: Mathematics problem solving (Differentiated Math Instruction), Number Talks, Fluency fact practice, and Number Sense.	1. Grade level formative assessments (Pre and Post) 2. Student Data folders 3. District Common Assessments

2. **Planning**- Collaborative teacher planning of best practices and standards based core instruction. Encourage the attendance of District Mathematics planning with the support of District Math coaches with the opportunity to share during Professional Learning Communities (PLCs).

3. **Data chats**-Analyze and share student item analysis reports to plan and implement re-teaching of mathematical standards, more specifically in the area of number sense.

4. **Monitoring**-Math common formative assessments, District common assessments, observations during math instruction with feedback.

5. **Support**-District Math Coach, Curriculum Specialist, and MTSS Coach

6. **Additional resources**-Utilize fact fluency games aligned to the Florida State Standards, Xtra Math website, Title 1 and ESOL support for small groups

Science Goal	Goal Manager: Defant
50% of all students in grade 5 will demonstrate proficiency in Science by May 2017 as measured by Science FCAT 2.0 (SSA). Currently 45%	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
1. **Staff professional development**- Science core instruction 10-70-20 routine, providing student feedback, training in re-teaching Science content for Speech and Language, ESE, Title 1, and ESOL teachers, and Nature of Science professional development/resources needed. 2. **Planning**- Collaborative team planning of core content utilizing the 10-70-20 routine and re-teaching of 3-4th grade standards in addition to 5th grade standards. 3. **Data Chats**- Analyze and share individual student data according to Science Lab pre and post assessments, in addition to the 5th grade pre and post Science Diagnostic assessment, District common assessments, and formative assessments.	1. Grade level formative assessments-e.g. SLAGs pre and post assessments 2. Science Lab pre and post assessments 3. 5th grade pre and post Science Diagnostic assessment 4. District Common Assessments

4. **Monitoring**-Administrative monitoring of science instructional blocks and Science Lab implementation during walkthroughs and observations. Teachers will monitor student progress based ongoing formative assessment and District common assessment data. 5. **Support**- Science Coach, Curriculum Specialist, and MTSS Coach 6. **Additional resources**-Continue to increase student participation in school-wide science investigations. In addition, Title 1, ESOL, and ESE support of previous grade level Science standards assessed.	

 Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** Baldino
100% of all students will participate in school-wide STEM activities aligned to grade level standards by the end of each Science Unit of Study (Life, Physical, Earth) as measured by Professional Learning Community (PLC) minutes.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. **Planning**-Instructional staff will collaboratively plan a STEM hands-on activity during a Professional Learning Community (PLC) at the end of each science unit of study (Life, Physical, and Earth). 2. **Monitoring**-Students will record a reflection after completing STEM activities. Teachers will collect student reflection forms to share during Professional Learning Communities (PLCs). Analyze District common assessment data by standards to plan re-teaching. 3. **Support**-STEM instructors, MTSS Coach, Curriculum Specialist, and District science coach. 4. **Additional resources**-As needed and upon request materials will be purchased to support the various STEM activities for students.	Student reflections Teacher reflections and anecdotals PLC minutes

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	**Goal Manager:** Flory
Goal: Obtain GOLD Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. In 2014-15, Skycrest was recognized for BRONZE srtnational recognition. In 2015-16, Skycrest was eligible for GOLD national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. 2. For 2016-17, 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) by November 2016. 3. Target for 2016-17, is to become eligible for GOLD national recognition in 6 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules and apply for national recognition with correct documentation.	By April1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬣ Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Giesler, McKnight
46% of all Ethnic Black students in grades 3-5 will be proficient in English Language Arts (ELA) by May 2017 as measured by the Florida State Assessment (FSA). ==Current 38%==	
Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
1. Identify and recruit Ethnic Black students in grades K-5.	District Common Assessments IStation ISIP Assessments

2. Obtain parent permission to attend guidance lessons monthly during lunch. 3. Ensure all Ethnic Black students receive a Connect for Success laptop. 4. Ensure all Ethnic Black students receive an opportunity to participate in Extended Learning Programs before/after school.	Running Records

Subgroup Goal (ELL)	**Goal Manager:** Frisby/Knorpel/Murphy

44% of English Language Learners (ELLs) in grades 3-5 will be proficient in English Language Arts (ELA) by May 2017 as measured by the Florida State Assessment (FSA). <mark>Current 39%</mark>

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
1. Increase direct vocabulary instruction. 2. ESOL teachers will collaborate with classroom teachers in common planning times to identify student interventions and/or enrichment activities. 3. Increase opportunities for students to work in collaborative groups to increase English speaking skills and vocabulary implementation. 4. Plan, implement, and practice FSA type questions frequently. 5. Provide additional professional development for instructional staff to increase ELL rigor and engagement.	District Common Assessments Formative Assessments Bi-monthly Istation vocabulary reports

Subgroup Goal (ESE)	**Goal Manager:** Brown

8% of all Exceptional Student Education (ESE) students in grades 3-5 will be proficient in English Language Arts (ELA) by May 2017 as measured by the Florida State Assessment (FSA). <mark>Current 3%</mark>

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
1. Increase direct vocabulary instruction. 2. ESE teachers will collaborate with classroom teachers in common planning times to identify student interventions and/or enrichment activities. 3. Ensure instruction is aligned to support Florida State Standard and/or Individualized Education Plans (IEPs). 4. Plan, implement, and practice FSA type questions frequently. 5. Provide additional professional development for instructional staff to increase ESE rigor and engagement.	District Common Assessments Formative Assessment Data Istation ISIP monthly reports Running Records

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	Click here to enter text.	Click here to enter text.	ELA 77 MATH 58	ELA 61 MATH 49	ELA 22 MATH 24	446	ELA 35.8 MATH 29.3
Students with attendance below 90 %	10	7	13	6	1	46	7
Students with excessive referrals**	Kg-1	1		Click here to enter text.	1	3	0.4
Students with excessive course failures**							
Students exhibiting two or more indicators	8	5	31	21	4	69	10

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
97% of all students will be in attendance 90% or greater by May 2017 as measured by Portal (total year).	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

1. Bi-weekly Child Study Team Meetings-Determine students who are not in attendance, call families, and give resources, as needed. 2. Send out Messenger calls and add information to monthly school newsletters to remind families about the importance of being on time to school on a daily basis. 3. Maintain open communication between classroom teachers, front office, social worker, and administration concerning tardies and absences. 4. Create and distribute expectations of student attendance with students, teachers, and staff. 5. Survey and monitor Tier 1, Tier 2, and Tier 3 implementation. 6. Recognize perfect student attendance per month, grading period, and semester.	School Profiles Attendance Data Parent and teacher letters/notes

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
100% of African American students will not receive referrals by May 2017 as measured by the School's Profile Dashboard.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
1. Ensure that all staff is implementing effective classroom management plans and utilizing the behavioral incident forms/referrals correctly (as directed in the flow map). 2. Plan, create, and lead a monthly "Young Men's Club" specifically for African American boys. 3. Article studies on the area of Discipline Disparities to increase staff awareness of behavior and learning gaps between Black and Non-Black students. 4. Analyze student behavioral data monthly by incidences to identify additional supports needed. 5. Plan and create guidance groups to teach motivation, growth mindset, testing strategies, and how to overcome anxiety. 6. Identify and ensure Ethnic Black students are equitable in being recognized in school awards and ceremonies.	School's Profile Dashboard Behavioral Data

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	

Actions / Activities in Support of Goal	Evidence to Measure Success

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Skycrest Elementary provides the following extended learning programs: 1. Promise Time   2. STEM   3. Service Learning

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal
50% of all students enrolled in before and/or after school extended learning programs will increase reading and math proficiency by May 2017 as measured by the Florida State Assessment (FSA).

Actions / Activities in Support of Goal	Evidence to Measure Success
1. Identify and recruit students to participate in various before and/after school programs. 2. Provide small group instruction and computer based instruction. 3. Provide various opportunities for enrichment programs 4. Monitor student performance based on various student data and Extended Learning Program Plan outcome measures.	FSA ELA and Math proficiency scores Statewide Science Assessment proficiency scores

⬡ Section 3 – Required Items / Resources

⬡ **Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	43	% with advanced degrees	34.9
% receiving effective rating or higher		% first-year teachers	11.6
% highly qualified (HQT)*		% with 1-5 years of experience	11.6
% certified in-field**	100	% with 6-14 years of experience	46.5
% ESOL endorsed	60.5	% with 15 or more years of experience	30.2

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

Skycrest Elementary plans to recruit and retain highly qualified instructional staff in the following ways:
1.   Provide on-going and supportive teacher mentorship.
2.   Provide on-going job-embedded professional development.
3.   Provide staff with feedback and assistance to help develop teaching skills using walkthroughs and observations.
4.   Provide supportive and effective Team Leaders.
5.   Provide staff relationship building opportunities.

⬡ **SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Angelean	Bing	Black	Principal
Karen	Ring	White	Teacher
Meri	Colleary	White	Teacher
Diana	Ventura	Hispanic	Parent
Deborah	Howells	White	Teacher
Griselda	Paredes	Hispanic	Parent
Ericka	Murphy	Hispanic	Parent
Maria	Perez	Hispanic	Parent
Reyna	Cruz	Hispanic	Parent
Maria	Mendoza	Hispanic	Parent

⬡ **SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☒ No (Describe the measures being taken to meet compliance below.)
Pending approval	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date: 9/8/2016

⬡ SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Michelle Ladd

State Days / Intervals that Team meets below.
Monday's-Weekly Dates and Monday's-(6 week rotation) Grade level teams : 8/29, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 11/7, 11/14, 11/21, 11/28, 12/5, 12/12, 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/27, 3/6, 3/13, 3/27, 4/3, 4/10, 4/17, 4/24, 5/8, 5/15, 5/22

⬡ Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Professional Development- $3,500.00
1. Positive Behavior Training (2 staff members)- $600.00   2. Leaders of Learning (Book Study)- $225.00   3. TDE and Stipends for Professional Development opportunities- $825.00   Materials-$1,000.00

Use this space to paste budget, if desired.