

Pinellas County Schools

Skyview Elementary School



2022-23 Schoolwide Improvement Plan

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Skyview Elementary School

8601 60TH ST N, Pinellas Park, FL 33782

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

Demographics

Principal: Suzanne Hester

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (54%) 2020-21: (58%) 2018-19: B (54%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate every student for Florida Standard grade level core content proficiency and beyond in preparation for Middle School.

Provide the school's vision statement.

100% Student Learning Success

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Durspek, Sarah	Teacher, K-12	
Baer, Tammy	Teacher, K-12	
Zell, Kathy	Teacher, K-12	
Beardsley, Mark	Teacher, K-12	
Vasile, James	Teacher, K-12	
Diffenderfer, Stewart	Teacher, K-12	
Wike, Victoria	Assistant Principal	
Moes, Pamela	ELL Compliance Specialist	
LeFleur, Christin	Teacher, ESE	
Ballard, Dawn	Teacher, PreK	
Weston, Gwenn	Teacher, K-12	

Demographic Information

Principal start date

Friday 7/1/2022, Suzanne Hester

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

4

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

9

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

630

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

6

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

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	91	97	88	96	71	0	0	0	0	0	0	0	519
Attendance below 90 percent	0	20	25	22	24	16	0	0	0	0	0	0	0	107
One or more suspensions	0	0	4	0	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	27	18	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	32	16	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	2	8	8	4	0	0	0	0	0	0	0	22

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

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

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

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

Date this data was collected or last updated

Tuesday 7/5/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	85	88	77	101	81	0	0	0	0	0	0	0	521
Attendance below 90 percent	29	27	33	28	24	31	0	0	0	0	0	0	0	172
One or more suspensions	0	0	2	2	4	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	6	12	6	20	8	0	0	0	0	0	0	0	52
Course failure in Math	0	2	7	3	7	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	18	14	30	19	23	15	0	0	0	0	0	0	0	119

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	85	88	77	101	81	0	0	0	0	0	0	0	521
Attendance below 90 percent	29	27	33	28	24	31	0	0	0	0	0	0	0	172
One or more suspensions	0	0	2	2	4	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	6	12	6	20	8	0	0	0	0	0	0	0	52
Course failure in Math	0	2	7	3	7	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	18	14	30	19	23	15	0	0	0	0	0	0	0	119

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%			45%			47%	54%	57%
ELA Learning Gains	62%			64%			55%	59%	58%
ELA Lowest 25th Percentile	71%			42%			60%	54%	53%
Math Achievement	53%			55%			58%	61%	63%
Math Learning Gains	57%			70%			63%	61%	62%
Math Lowest 25th Percentile	47%			74%			41%	48%	51%
Science Achievement	42%			55%			53%	53%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	56%	-10%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	50%	56%	-6%	58%	-8%
Cohort Comparison		-46%				
05	2022					
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	62%	-15%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	64%	-3%
Cohort Comparison		-47%				
05	2022					
	2019	58%	60%	-2%	60%	-2%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	54%	-3%	53%	-2%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	44		25	63		20				
ELL	40	62		57	86		62				
ASN	71			75							
BLK	21			21							
HSP	35	62		58	68		62				
MUL	28			44							
WHT	51	69		59	72		63				
FRL	44	63	42	56	66	73	56				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	38	56	41	59	50	18				
ELL	46	64	90	58	67	46	65				
ASN	72	72		81	76		92				
BLK	22	36		30	64						
HSP	46	58	69	57	56	46	53				
MUL	56			63							
WHT	45	52	64	57	64	39	45				
FRL	42	50	60	51	56	29	45				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Data analysis is based on our Spring 2022 data. Utilizing MAP in Kindergarten through 2nd grades and FSA in 3rd through 5th grades our overall proficiency rates in ELA and Math hover around 50%. FSA Spring 2022 - ELA was at 47% proficient and Math came in a bit stronger at 58% proficient.

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

Our greatest needs are in our ESE, African American, Hispanic, and ELL sub-groups in both ELA and Math.

Greatest grade level needs are in 2nd and 3rd in both ELA and Math.

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

Contributing factors could be:

*Residual affects of Covid during what would have been this group's Kg and 1st grade years respectively.

*Student attendance at 92.6%

*Inconsistent personalized instruction

New actions include:

*Change in instructional staff. Three teachers are new to 2nd grade and two teacher shifts occurred in 3rd grade for the 22-23 school year. ESE and ELL support teacher shifted for both 2nd and 3rd grades.

*Increase student attendance through greater support from an improved student services team.

*Deepening of standards-based instructional knowledge through BEST training.

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

L25 growth in ELA. went from 42% in 2021 to 71% in 2022.

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

Teacher targeted small group instruction supported the growth in this area in grades 3-5 for our L25 subgroup.

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

- *Data based instruction being monitored by teachers for daily instructional decisions.
- *Professional Development focused on how the brain works and processes learning.
- *Student services support for the students, staff, and families.
- *Small group instruction will be used to personalize instruction.
- *Collaborative planning will occur regularly in order to plan for Teacher Clarity, formative assessments on which to base instruction, and planned questions to have students summarize learning.

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

- *BEST Standards training and supports - Teacher Clarity.
- *Assessment implementation and monitoring.
- *Data informed decision making - Feedback to students that is non-judgmental, specific, and timely.
- *Collaborative Conversations to deepen learning - professional development on learning and the brain.
- *20 minutes of additional mathematics review and support during morning pre-bell time in the classroom.
- *PBIS and Conditions for Learning training provided during pre-school, and throughout the year during PLCs.
- *Data chats as a collaborative team to discuss strengths and opportunities.

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

- *Administrator support as lesson plans are reviewed for Teacher Clarity, formative assessments, and prompts for summaries of learning
- *Child Study Team meets weekly to provide supports for all student's attendance
- *School Based Leadership Team meets weekly to plan for and support Tier 2 and Tier 3 students and ESE students.
- *Grade Level Teams with ESE and ELL personnel meet weekly to collaboratively plan content.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA Data: 45%
 Math Data: 53%
 Science Data: 42%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in English Language Arts will increase 17% from 45% to 62%, as measured by Florida Assessment of Student Thinking (FAST).

Proficiency in Mathematics will increase 9% from 53% to 62%, as measured by Florida Assessment of Student Thinking (FAST).

Proficiency in Science will increase 20% from 42% to 62%, as measured by Statewide Science Assessment (SSA).

All students (100%) will make at least one year's worth of Learning Gains across all content areas.

We will use the FAST assessment in Fall, Winter, and Spring to monitor for our desired outcomes in ELA and Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use the Statewide Science Assessment (SSA) in the Spring to monitor for our desired outcomes in 5th grade Science.

Classroom walkthrough observations, evidence of conferring in student journals/notebooks/assignments.

Person responsible for monitoring outcome:

Katie Hamm (hammk@pcsb.org)

Gain a deeper understanding of the BEST Standards/ NGSSS for improving student outcomes.

Utilize curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Develop a professional learning plan that results in improved practice and better student outcomes.

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the

Understanding the BEST Standards/NGSSS will allow teachers a deeper understanding of what is being taught so they can deliver content and differentiate for students' learning.

resources/criteria used for selecting this strategy. Ensure the instruction is appropriate for each student's learning needs by examining student thinking during instruction and after student independent/collaborative practice.

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

Become familiar with the B.E.S.T. Standards design in order to understand what students are expected to master.

Person Responsible Victoria Wike (wikev@pcsb.org)

Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. standards/NGSSS.

Person Responsible Victoria Wike (wikev@pcsb.org)

Make strategic decisions about implementation of the curriculum to maximize impact on student learning.

Person Responsible Katie Hamm (hammk@pcsb.org)

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. Reflection components will be embedded throughout lessons for students to engage in verbal and written summary responses to better connect learning in the brain.

Person Responsible Katie Hamm (hammk@pcsb.org)

Lessons planned that tightly align the student task to the grade level benchmarks.

Person Responsible Katie Hamm (hammk@pcsb.org)

Teacher Clarity is presented with each lesson in every content every day. Utilizing the best fit for teacher autonomy and student grade level. Teachers will utilize I can statements, Learning Boards, or Standards based Learning Target (Lesson Objective) posted, mentioned, and referenced throughout each lesson.

Person Responsible Katie Hamm (hammk@pcsb.org)

Implement progress monitoring through I-Station, Dreambox, FAST, Classroom assessments, and informal assessment checks.

Person Responsible Katie Hamm (hammk@pcsb.org)

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Katie Hamm (hammk@pcsb.org)

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

*Data Chats

*SBLT weekly meetings

*Targeted intervention groups

Person Responsible Katie Hamm (hammk@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Katie Hamm (hammk@pcsb.org)

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback that is timely, specific, and non-judgmental and opportunities to use that feedback).

*Formative Assessments planned, delivered, and analyzed

Person Responsible

Katie Hamm (hammk@pcsb.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Students with Disabilities (SWD) are performing below expectation and below their non-disabled peers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our SWD proficiency will improve from 38% to 62% as measured on the FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

SWD performance will be measured on the FAST. Monitoring will occur during the Fall and Winter administrations to adjust instruction and improve final outcomes as measured in the Spring.

Person responsible for monitoring outcome:

Katie Hamm (hammk@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate student's growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Strategy:

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

Students will increase their performance when they experience being celebrated in their success toward their academic goals.

Action Steps to Implement

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

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible

Katie Hamm (hammk@pcsb.org)

Ensure the ESE teachers receive on going PD aligned to implementing standards-based instruction

Person Responsible

Katie Hamm (hammk@pcsb.org)

Provide time for gen ed and ESE staff to collaborate and co-plan on developing SDI that meets the needs of students

Person Responsible

Katie Hamm (hammk@pcsb.org)

Create a climate where IEPs are adjusted as needed based on the data and needs of students to maximize the SDI based on skill deficits or improvements so that regular and purposeful adjustments can be made

Person Responsible

Katie Hamm (hammk@pcsb.org)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Black/African American students are performing below expectation and below their non-Black/African American peers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our Black/African American proficiency will improve from 33% to 62% as measured on the FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Black/African American performance will be measured on the FAST. Monitoring will occur during the Fall and Winter administrations to adjust instruction and improve final outcomes as measured in the Spring.

Person responsible for monitoring outcome:

Katie Hamm (hammk@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate student's growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Strategy:

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

Students will increase their performance when they experience being celebrated in their success toward their academic goals.

Action Steps to Implement

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

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible

Katie Hamm (hammk@pcsb.org)

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.

Teachers will utilize the instructional strategies of:

1. Teacher Clarity - use of Learning Targets, I can statements or Learning Boards daily. Teacher professional judgement and comfort level can be used to determine which method of Teacher Clarity they will use in written Lesson Plans, displayed on the board for students to see visually, and verbally referenced throughout each instructional lesson.
2. Conferring with Feedback that is timely and specific will be utilized across all ELA content - reading, writing, and phonics. Conferring will take on the forms of verbal and written responses from the teacher to each student in order to push student learning further.
3. Collaborative Conversations - both verbal and written summaries will occur daily as a way for students to capture and process their thinking about the content.

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

Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.

Teachers will utilize the instructional strategies of:

1. Teacher Clarity - use of Learning Targets, I can statements or Learning Boards daily. Teacher professional judgement and comfort level can be used to determine which method of Teacher Clarity they will use in written Lesson Plans, displayed on the board for students to see visually, and verbally referenced throughout each instructional lesson.
2. Conferring with Feedback that is timely and specific will be utilized across all ELA content - reading, writing, and phonics. Conferring will take on the forms of verbal and written responses from the teacher to each student in order to push student learning further.
3. Collaborative Conversations - both verbal and written summaries will occur daily as a way for students to capture and process their thinking about the content.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Proficiency in English Language Arts will increase to 62%, as measured by Florida Assessment of Student Thinking (FAST).

Grades 3-5: Measureable Outcome(s)

Proficiency in English Language Arts will increase to 62%, as measured by Florida Assessment of Student Thinking (FAST).

Monitoring:

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

We will use the FAST assessment in Fall, Winter, and Spring to monitor for our desired outcomes in ELA and Math.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hamm, Katie, hammk@pcsb.org

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will utilize the instructional strategies of:

1. Teacher Clarity - use of Learning Targets, I can statements or Learning Boards daily. Teacher professional judgement and comfort level can be used to determine which method of Teacher Clarity they

will use in written Lesson Plans, displayed on the board for students to see visually, and verbally referenced throughout each instructional lesson.

2. Conferring with Feedback that is timely and specific will be utilized across all ELA content - reading, writing, and phonics. Conferring will take on the forms of verbal and written responses from the teacher to each student in order to push student learning further.

3. Collaborative Conversations - both verbal and written summaries will occur daily as a way for students to capture and process their thinking about the content.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Utilizing these educationally researched high yield instructional practices will increase our teacher's capacity and student's learning.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Data reflection regularly occurring: -on the spot through teacher observation -daily with the use of Exit Tickets, work products, and conversations -formally with data review from I-Station, FAST, and Running Records	Hamm, Katie, hammk@pcsb.org
Teachers in need of supports and resources will be mentored by our MTSS Coach and District Instructional Staff Developers.	Hamm, Katie, hammk@pcsb.org
Provide ongoing job embedded professional learning around the science of read through a book study (Shifting the Balance) to ensure evidence based practices are implemented in the classroom.	Hamm, Katie, hammk@pcsb.org

Positive Culture & Environment

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

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

Skyview Elementary addresses positive school culture and conditions for learning by ensuring all stakeholders are involved through our following actions:

1. Administrators will communicate regularly with parents/families about school events (Meet the Teacher, Open House, Lunch with Loved Ones every Friday, Title 1 Parent Compact Conference Day, etc) in order to promote engagement and incentives throughout the school year.
2. Administrators, MTSS Coach, PBIS Team and teachers will provide Parent Academies on ways to be involved in the school community and help support their child at home behaviorally and academically once per year per grade level.
3. Teachers will purposefully involve families with opportunities for them to advocate for their child on an ongoing basis by scheduling virtual, telephone, and/or face-to-face meetings throughout the school year.
4. Staff will undergo training on PBIS, Conditions for Learning, and Youth Mental Health First Aid learning how to effectively implement a variety of strategies so that the academic, social-emotional, and behavioral needs of all students are known and met.
5. Families will be provided and given detailed explanation of the Title 1 School, Student, and Family Compact.
6. All staff will build positive relationships with families by conducting home visits, meeting face to face/ virtually, and/or making phone calls home - keeping them updated through Connect Ed calls, website, Class DOJO, Agenda Books, School Facebook, PTA Facebook, newsletters and personal notes on an ongoing basis.
7. All staff will receive training on our school-wide Eagle Guidelines for Success. Each phrase is aligned to a character word that is studied through a picture book literature connection, modeled, practiced, and praised throughout the year.
8. ESOL and bilingual teachers will provide translations during the school day and during virtual meetings/ events which are correlated to academic learning for non-English speaking parents throughout the school year.
9. Teachers will provide a Meet the Teacher Orientation before school begins informing families of expectations and overall information about the school and community.
10. Teachers will ensure each family indicates the best way to communicate their child's progress throughout the year (phone, text, email, virtual meetings, etc.)
11. The school website and phone calls home will be updated on a continuous basis throughout the school year.
12. Families and students will be surveyed about their interests, concerns and any input they would like to offer for school processes, clubs, procedures, incentives, or events.
13. Administrators and Teachers invite parents to participate in quarterly grade level celebrations of students' success in academics, behavior and attendance.
14. Students will have the opportunity to participate in tutoring groups and clubs to both accelerate and enrich the learning day and environment.

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

Administrators - lead the school by setting the tone with staff, students and families. Administration solicits and values the input of all stakeholders when making decisions about the happenings of Skyview Elementary.

Office Staff - the first interaction many people have on our school campus and/or the telephone is with a member of our front office staff. They play a key role in creating a positive experience for students, family and community members.

Teachers and Classroom Support Staff - every person who works with our students in an academic setting is expected to set a positive tone and establish a supportive environment for ALL students.

Student Services Team (ESE, ELL, School Counselor, MTSS, Social Worker, Psychologist) - support students and families that need an extra hand in order to be successful in school and in life. Our team works discreetly, honestly, and quickly to respond to each need.

Cafeteria Staff - every student, every day will visit our cafeteria for their lunch period, and many also come to breakfast. The staff members in the cafeteria welcome the students and interact with them in a positive manner daily.

Plant Operations Staff - our plant operators play a key role in creating a positive environment for our learners, staff and families. They keep our campus clean and safe and this is greatly important when considering how our stakeholders truly "feel" while here at school.