

School Improvement Plan

2015-2016

Skycrest Elementary

Michael A. Grego, Ed.D.
Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Skycrest Elementary	Principal's First Name Angelean	Principal's Last Name Bing
School Advisory Council Chair's First Name Karen	School Advisory Council Chair's Last Name Ring	

SCHOOL VISION - What is your school's vision statement?

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

SCHOOL MISSION - What is your school's mission statement?

The mission of Skycrest Elementary is Believe. . . Inspire. . . Expect Excellence

We BELIEVE that our school community will collaborate to INSPIRE and EXPECT EXCELLENCE rising to achieve 100% student success.

SCHOOL ENVIRONMENT

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

Skycrest learns about students' cultures and builds relationships in the classroom by acquiring as much knowledge as possible about our students so that the school can structure activities, develop curricular materials and acquire resources that will help all students be successful.

Skycrest invites parent's to attend monthly International Cafe' gatherings to work with our families and help meet the needs of our English for Speakers of Other Languages (ESOL) population (53%). We provide written and verbal translations when necessary to accommodate and improve communication with our families.

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

Skycrest has developed a school wide discipline and behavior plan which outline behavior expectations before, during and after school. Teachers constantly review these guidelines for success with students throughout the school year. It is our school's expectation that each teacher be waiting at their front door to greet their students every morning. Skycrest creates a culture that positively reinforces student behavior that aligns to our four behavioral expectations for student success and school-wide safety.

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

Skycrest has four school-wide guidelines for success: Be respectful, Be Responsible, Be Safe, Be an Active Learner. These are posted in every classroom and in all common areas. In classrooms, we have a color coded behavior scale: Green (E- great choices), Yellow (V-ready to learn), Orange (S- warning), Red-(N-time out), Blue (U-office). Teachers use this system throughout the day in conjunction with classroom DoJo for rewards and consequences. Our Positive Behavior Support Team meets monthly to review our discipline data to look for trends and create a plan accordingly. The team consists of the Multi-Tiered System of Support Coach (MTSS), School Counselor, Social Worker, School Psychologist, Curriculum Specialist and Administration.

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

Our Positive Behavior Support Team works closely with the classroom teachers to ensure the social-emotional needs of all students are met. Our staff schedules developmental guidance lessons, provides targeted counseling groups, individual counseling, consultation with parents/caregivers, and referrals to community resources based on the needs of our students.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Karen	Ring	SAC Chair
Angelean Bing	Bing	Principal
Eliza	Defant	Assistant Principal
Sandra	Bernard	MTSS Coach(Funded by Title I)/SAC Secretary
Gloria	Penca	Parent
Margarita	Santos	Parent
Sandra	Mendez	Parent
Dana	Demetree	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Our science goal last school year was to achieve 60% proficiency. This goal was not met. Student proficiency rate decreased from 54% to 35% proficient. Our science goal this year is to increase student proficiency from 35% to 50% as measured by the 2015-2016 Science FCAT 2.0

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

The School Improvement budget was \$8,812.96
 \$7094 of the funds were used to purchase resources for classroom libraries.
 \$1220 of the funds were used to purchase books for P.D. book studies which allowed the teachers to meet ESE requirements for recertification.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The Student Advisory Council were invited to participate in the review and endorsement of our School Improvement Plan. They support the SIP by discussing our school data, current challenges and offer suggestions for the SIP teams to consider. The SIP is reviewed periodically and modifications are made to the plan as needed. The involvement of the SAC with the School Improvement Plan is reflected in our SAC minutes.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The School Advisory Council will focus on school improvement and student success. Activities will include monthly meetings,

encouraging the involvement of parents and community members in the School Improvement Plan, reviewing data and discussing strengths and challenges, and supporting the administrators and staff in meeting the needs and ensuring the success of all students at Skycrest.

PROJECTED USE OF 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.

The School Advisory Council will focus on meeting the goals in each curriculum area of the School Improvement Plan. Funds will be used for professional development and resources that will assist in moving our students forward to our vision of 100% student success. Book Study- Teachers will have the opportunity to examine and discuss Robert Marzano's book, *The Art of and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Budget: \$450

Cultural Competence Professional Development- Ouch! That Stereotype Hurts (Site Based Training- October 19, 2015)
This PD will address the impact of demeaning and stereotypical comments in our diverse workplace. In addition, it promotes and practices how to speak up against bias without blaming. Budget: \$0

We will also continue to explore professional development throughout the year that is relevant to the Instructional Strategies of our School Improvement Plan

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Angelean	Last Name Bing	Email Address binga@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 20	# of Years at Current School 7.5
Certifications (if applicable) ESOL Endorsement, Primary Education K-3, School Principal (All levels)			

ASSISTANT PRINCIPAL #1			
First Name Eliza	Last Name Defant	Email Address defante@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 1	# of Years at Current School 1
Certifications (if applicable) ESOL Endorsement, Elementary Education K-6			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 77

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 64.9

% reading endorsed: 6.5

% with advanced degrees: 40.3

% National Board Certified: 1.3

% first-year teachers: 3.9

% with 1-5 years of experience: 15.6

% with 6-14 years of experience: 46.8

% with 15 or more years of experience: 33.8

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Skycrest fills vacant positions using intensive selection and interview protocols as outlined by the district. Candidates that are selected to interview must meet highly qualified criteria and are selected based on the specific needs of the school and position being filled. The Curriculum Specialist and Team Leaders work together to support and mentor new teachers. The district coaches will work directly with all teachers to support their instructional practices and professional development.

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

Skycrest teachers meet in professional learning communities with the administrative team weekly. Additionally, they participate in collaborative team planning weekly. Our PLC's are structured each week and are aligned to the goals and actions of our school improvement plan.

Week 1: Curriculum Review Week 2: Marzano Focus Week 3: Analyzing Student Work Week 4: Teacher and Student Data

Grade level teams will plan and organize a fun and creative social event to bring staff together and to promote positive working relationships. Monthly activities will include morning or afternoon socials with various themes and activities.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Skycrest has two site based mentors who will work directly with teachers new to the district, teachers new to Skycrest, and teachers new to a grade level. This cohort of teachers will meet with a mentor on a weekly/and or as needed basis. Monthly New Teacher Meetings are held to discuss school processes and procedures; goals from new teachers' Deliberate Practice Plans; teachers concerns and celebrations; and classroom management. Rationale for mentor pairing is based on a needs assessment and individual personalities of the teachers is taken into consideration. New teachers are also paired with an experienced teacher to assist with any concerns that occur throughout the day.

PART I

CURRENT SCHOOL STATUS

Section E

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Our school data is disaggregated by all stakeholders and reviewed monthly at grade level professional learning communities (PLC). Each classroom teacher analyzes their data to determine the fidelity of the core instruction process. If it is determined that 80% of the students are performing and meeting expectations, struggling students may then be identified and placed into the tier process.

The Multi-Tiered System of Support (MTSS) is the practice of providing high quality instruction and intervention base on student identified needs, changing instruction as needed through frequent progress monitoring and analyzing students' response data to make informed educational decisions. It is a multi-tiered problem solving model which uses researched based interventions and outcome data to help make educational decisions that drive instruction and maximize student achievement. The problem solving model includes four steps: problem identification, problem analysis, intervention development and implementation, and intervention, evaluation and modifications.

Step 1 Grade level PLCs review data from universal screenings (Common Assessments, FSAs, Running Records, Progress monitoring, PMP plans) for all students.

- Problem Identification: Data is used to identify students with academic deficits.
- Problem Analysis: Data and other information is considered to target and define the problem(s) (excessive absences, phonics gaps, fluency, comprehension, language).
- Intervention Development: Using problem analysis and PLC/MTSS input and recommendations, appropriate interventions are explored and chosen to address the identified needs of these students.
- Intervention Implementation: Students identified with areas of concern need to receive Tier 1 differentiated instruction within the ninety minute block, as well as targeted Tier 2 intervention outside the 90 minute block. Schedule of intervention is determined for each level: Tier 1 receive interventions 3 times weekly, Tier 2 and Tier 3 receive their intervention 4 or 5 times a week. Tier 2 and 3 students must have a PMP that is reviewed, revised and shared with parents throughout the year.
- Intervention Evaluation and modification: Bi-weekly progress monitoring is done for all Tier 2 students in order to track growth and effectiveness of the chosen intervention. Eight weeks of implementation with fidelity and data gathering is done before any changes are considered for the intervention. Progress monitoring data is uploaded to a data folder on the server so that Tier 2 and 3 can be monitored school wide.

Step 2 At a PLC meeting, grade level team members discuss Tier 2 and 3 students and assist teachers in generating ideas to address learning needs. We consult our Diagnostician, Psychologist, Curriculum Specialist, MTSS Coach, Assistant Principal and other SBLT members for ideas. A Problem Solving/MTSS worksheet is developed and is used to guide teachers as they discuss the learning needs of these students.

Step 3 At the end of at least 6 to 8 weeks of interventions and collection of 3 to 4 data points, if the student is showing little or no progress, cycle back through the Problem Solving/MTSS worksheet at the grade level PLC. Reflect on the data collected, make changes to interventions as necessary and document the results on the worksheet. The teacher implements the changes and continues collecting OPM data.

Step 4 If student continues to show little or no progress after changes are implemented for an additional 6 to 8 week time period.

Previous data points and an additional 3 or 4 data points will be analyzed by the SBLT team along with a grade level representative. Based on the data the following considerations will be made:

- Recommend that the teacher continue to implement or change interventions and continue to gather data on Tier 2 interventions.
- Have the Psychologist and Educational Diagnostician invite parents and teacher(s) to a conference to begin the initial Tier 3 process.

Tier II students that are being monitored weekly agenda of students that have been identified will be provided by the MTSS coach (funded by Title I) to foster discussion during our weekly (School Based Leadership Team) SBLT meetings. Updates on the progress of our students in the tier process and strategies necessary for success will be discussed at this meeting (academic and behavior). Action regarding placement of students will be discussed and reviewed.

(Positive Behavior Support) PBS team meets monthly. The membership consists of Guidance Counselor, Social Worker, MTSS coach (funded by Title I), Administration, Curriculum Specialist (funded by Title I), representative from the specialists along with one representative from each grade level. Data sources that will be used to summarize data at each academic level will include FAIR, FCAT, Common Assessments, data on EDS system, ABC behavior charts, gap analysis provided by school diagnostician and other information provided by Social Worker and school psychologist. OPM data of students in Tiers II and III will be shared during monthly grade level data chats. Differentiated instruction during core instruction will be monitored by administration through on going walk through and review of weekly lesson plans. Data will reveal the success of the differentiated instruction.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#) [Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Sandra	Bernard	MTSS Coach (Funded by Title I)
Angelean	Bing	Principal
Eliza	Defant	Assistant Principal
Jennifer	Flory	School Counselor
Carolyn	Kingsley	Curriculum Specialist (Funded by Title I)
MaryLynn	Hagedorn	Social Worker
Amy	Brown	ESE Teacher
Adrian	Solis	School Psychologist
Sandy	Moser	Diagnostician
Diana	Espinal	Speech/Language Therapist
Katie	Gurley	Speech/Language Therapist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The School Improvement Plan has been developed based on current (or available) school wide data. SIP teams are created around content areas and will collaborate to facilitate growth and progress throughout the year. The teams are responsible for carrying out the action steps and monitor progress for each goal.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Skycrest analyzes and monitors data using EDS, FOCUS, ABC behavioral charts, PMRN, AIMS web (Tier 3) , DIBELS (Tier 2), FLDOE website,

Class Dojo, CPALMS, and review the results of the psychologists and social worker's assessments. Monthly Eagle awards are conducted to recognize our students K-5 who have improved/excelled in the areas of academic, character, music, art and physical education. Other programs to support student achievement include Super Kid nominated by staff members and presented weekly to the students by administration. Hats Off recognizes outstanding student character.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Weekly team PLC's with administration will provide professional development and involvement in the MTS process to aid with understanding and building capacity.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Skycrest uses district adopted curriculum guides and materials that are aligned to the Florida Standards. We are implementing the research based Marzano tools that are aligned to unpacking the standards to identify critical content. Curriculum meetings are held monthly for all instructional staff to attend. Collaborative planning during PLC's and administrative walk-throughs ensure that teachers are utilizing these core instructional programs and materials effectively.

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

Skycrest uses data to determine which skills the students have mastered along with identifying areas of deficiencies. The teachers utilize data to drive instruction. Evidence of this is found in teacher lesson plans, whole and small group instruction, and intervention plans. Examples of how instruction is modified or supplemented to assist students having difficulty is provided through reteaching, remediation, and enrichment lessons, which are based on student specific need. Students identified as needing multi-tiered levels of support receive appropriate academic interventions and their progress is monitored closely and adjusted as needed to meet the instructional needs of each child.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

English Language Arts Literacy Block

Minutes added to the school year: 1,800

What is/are the strategy's purpose(s) and rationale(s)?

To ensure all components of English Language Arts are being met with fidelity.

Provide a description of the strategy below.

Teachers will have a Flow of the Day posted including all components of the ELA block to include the following: Word Work (K-2), Grade Level Text-Shared Reading/Close Reading/Multi-Media, Guided Reading/Independent Reading/Reflection, Writing

How is data collected and analyzed to determine the effectiveness of this strategy?

Administration will observe and walk through classrooms during the ELA block to monitor for fidelity.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Classroom Observations and Walk-Throughs

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To monitor the fidelity and implementation of teacher lesson plans, differentiated instruction, and student learning.

Provide a description of the strategy below.

The administration team will increase instructional and non-instructional observations by monitoring and providing timely and effective feedback to ensure instructional rigor and practices are being implemented to ensure highest student achievement.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from iObservation will be reviewed

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative Team

INSTRUCTIONAL STRATEGY #3

Strategy Type

School-wide Data Folders/Student Self Monitoring

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Skycrest students will track and monitor their progress in reading and math to ensure highest student achievement. The objective is to teach students to examine their own data and to set learning goals. Teachers will increase their knowledge and experience in examining class and student data and use that data to make instructional decisions.

Provide a description of the strategy below.

All Skycrest students will receive an individual data folder to track and monitor their progress in stMath, iStation and their personal reading level. Teachers may add additional data sheets specific to their grade level assessments and student learning targets. The objective is to teach students to examine their own data and to set learning goals.

How is data collected and analyzed to determine the effectiveness of this strategy?

stMath- Weekly
iStation- Monthly

Personal reading level- Quarterly

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative Team and teachers will monitor student data folders and check for fidelity.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Implement effective small group instruction

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To ensure individual student needs are met at their level of understanding through differentiated instruction on a daily basis.

Provide a description of the strategy below.

Teachers will incorporate Jan Richardson's small guided reading groups, skills groups, iStation and stMath. Time usage will be determined by assessments/quick checks given by the specific program.

How is data collected and analyzed to determine the effectiveness of this strategy?

Classroom teachers collect student data and determine their individual reading level. Data will be analyzed and reviewed in PLC's and by the administrative team to determine if the intervention is successful and/or needs to be revised.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

MTSS Coach and Administrative team will monitor for intervention success and for the effectiveness of student academic growth.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming Kindergarten students will be invited to attend an Open House in the Spring. Skycrest staff will reach out to local Head Starts and surrounding preschools to invite them to come and take a tour of the school. Students that transition from elementary to the middle school will go to Oak Grove for an orientation prior to the end of school. Middle school counselors are invited to speak with the 5th graders who will be attending their middle school in the fall to share elective information, general school information, school visits information, etc.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member	Delete Member
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LLT Member First Name	LLT Member Last Name	Title	Email
Angelean	BIng	Principal	binga@pcsb.org
Eliza	Defant	Assistant Principal	defante@pcsb.org
Carolyn	Kingsley	Curriculum Specialist	kingsleyc@pcsb.org
Sandra	Bernard	MTSS Coach	bernards@pcsb.org
Bonnie	Ruby	Kindergarten Team Leader	rubyb@pcsb.org
Cathy	Munn	First Grade Team Leader	munnc@pcsb.org
Debbie	Howells	Second Grade Team Leader	howellsd@pcsb.org
Christine	Bates	Third Grade Team Leader	batesc@pcsb.org
Melva	Murphy	Fourth Grade Team Leader	murphym@pcsb.org
Kirstin	Bruce	Fifth Grade Team Leader	mandakisk@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The Literacy Leadership Team meets the first Wednesday of every month. Curriculum updates are discussed. Data is reviewed and trends are discussed. Literacy goals are made and challenges and successes are brought before the team. Grade level PLC's will meet two times a week to plan instruction, analyze data and review intervention strategies. Team Leaders will meet monthly with Administrative team and report back to their individual teams the planning accomplished and information shared at these meetings. LLT will participate in monthly data chats to analyze OPM data of students in the tier II and tier III process. Interventions will be reviewed to determine the effectiveness of the interventions and adjust based upon data.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Implementation of Florida State Standards (Study of Standards, organizing resources, analyzing resources that we have and planning professional development based upon need.) LLT will review data to insure that core instruction and interventions are implemented with fidelity. With the adoption of new standards in reading and writing and Marzano learning scales and goals, LLT will be available resources for classroom instructors. It will be the responsibility of the LLT to make sure that all of the new teachers will be informed of the curriculum in all areas of instruction and offer assistance (modeling, lesson planning) that will insure the success of these new teachers.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.3		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18		25

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.3	22	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72.7	77	0

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		70

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		70

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38.6	64	70

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.9	57	65

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.3	52	60

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	66		70
Black/African American	35		45
Hispanic	41.1		50
Asian	77.8		85
American Indian	n/a		n/a
English Language Learners (ELLs)	36		41
Students with Disabilities (SWDs)	35		40
Economically Disadvantaged	42		47

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

We will increase our Reading proficiency on the District Common Assessment English Language Arts, Module D from 53% to 63%.

Provide possible data sources to measure your reading goal.

The data sources that will be reviewed are the District Common Assessment Module D for 2015-2016.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Utilize iStation schoolwide with fidelity	Teachers will plan for weekly iStation use in the classrooms based on monthly ISIP assessments. Tier 1-30 minutes per week, Tier 2-60 minutes per week, Tier 3-90 minutes per week. Grade level data chats based on student monthly reports to determine and plan for small group differentiated instruction.
Action 2	Plan to Implement Action 2
Jan Richardson Guided Reading	Teachers will utilize the Jan Richardson guided reading model for differentiated instruction during the ELA block and/or ELA intervention time. Just In Time Literacy Coach will provide professional development as needed.
Action 3	Plan to Implement Action 3

Vocabulary Instruction Routine	Teacher will follow the vocabulary instructional routine across all subject areas. 1. Define It-Say the word and give a simple definition. 2. Connect it to students' experience. Include synonym or non-example. 3. Relate it to the text and provide illustration 4. Turn and Talk-Students will create a gesture and explain the word to others.
Action 4	Plan to Implement Action 4
Marzano Learning Goals and Scales	Teachers will plan collaboratively by unpacking the standards to create clear learning goals and scales aligned to the Florida State Standards. In turn, this will allow students to track their own progress and celebrate success.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section B **Area 2: English Language Arts (Writing)**
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63.5		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	0

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

We will increase our Writing proficiency by meeting and/or succeeding the District proficiency measured by FSA in English Language Arts Writing.

Provide possible data sources to measure your writing goal.

Data will be collected from the district module assessments and the FSA writing scores.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Writing Across Content Areas	Teachers will ensure students write and respond in all content areas. Students will use notebooks/journals to write and reflect in ELA daily. In addition, students will write/respond in mathematics and science at a minimum of twice a week. Teachers will provide consistent and relevant feedback to students.
Action 2	Plan to Implement Action 2
Exemplar Writing	Teachers will provide daily opportunities for students to write over extended time frames. Create student exemplar writing pieces for modeling.
Action 3	Plan to Implement Action 3
Marzano Learning Goals and Scales	Teachers will plan collaboratively by unpacking the standards to create clear learning goals and scales aligned to the Florida State Standards. In turn, this will allow students to track their own progress and celebrate success.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	Area 3: Mathematics
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.3		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18		30

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.3	77	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72.7	22	

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		65

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		68

ANNUAL MEASURABLE OBJECTIVES (AMOs)
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Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	46		50

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Black/African American	32		40
Hispanic	45.1		50
Asian	77.8		80
American Indian	n/a		n/a
English Language Learners (ELLs)	39		44
Students with Disabilities (SWDs)	31		36
Economically Disadvantaged	40		45

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

We will increase our Math proficiency on the District Math Cycle 3 from 46% to 55%.

Provide possible data sources to measure your mathematics goal.

Data will be collected from the cycle assessments and disaggregated

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Effective Unit Planning	Grade levels will collaborate and plan math instruction utilizing the Effective Unit Planning documents located in eLearning.
Action 2	Plan to Implement Action 2
Vocabulary Instruction Routine	Teacher will follow the vocabulary instructional routine across all subject areas. 1. Define It-Say the word and give a simple definition. 2. Connect it to students' experience. Include synonym or non-example. 3. Relate it to the text and provide illustration 4. Turn and Talk-Students will create a gesture and explain the word to others.
Action 3	Plan to Implement Action 3
stMath	Teachers will ensure students are logged into stMath for a minimum of 90 per week either in the classroom or computer lab. Students will monitor and record their progress weekly based on District Progress Goals
Action 4	Plan to Implement Action 4

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D

Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	21	50

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21	13	50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	60	70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67	40	50

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

We will increase our Science proficiency from 35% to 50% as measured by the 2015-2016 Science FCAT 2.0.

Provide possible data sources to measure your science goal.

In analyzing the strand data from the Science 2014-2015, our goal is increase the proficiency in the areas of Nature of Science from 60% to 70%; Earth/Space Science from 62% to 72%; Physical Science from 62% to 72%; and Life Science from 64% to 74%.

Fifth grade teachers will review third and fourth grade science standards throughout the year with their students.

Data from the Science Diagnostic assessment will be analyzed and students will be targeted for small group instruction based on the branches of science and areas of need.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Science Core Instruction 5 E's Workshop Model	Teachers plan lessons according to the District Science Core Instructional Model. Student journals will be shared and reviewed at PLC's data chats. 10%-"I Can" statements on Success Criteria and Connect to prior learning 70%- 5 E Phase 20%- Success Criteria-"I Can" Statements/Science Notebook Reflections Students will use some form of science journaling to reflect on their learning in each phase of the Science Workshop 5 E's Instructional Model. Engage, Explore, Explain, Elaborate and Evaluate

Action 2	Plan to Implement Action 2
Vocabulary Instruction Routine	Teacher will follow the vocabulary instructional routine across all subject areas. 1. Define It-Say the word and give a simple definition. 2. Connect it to students' experience. Include synonym or non-example. 3. Relate it to the text and provide illustration 4. Turn and Talk-Students will create a gesture and explain the word to others.
Action 3	Plan to Implement Action 3
Priority 1 School Coaching Support	Just in Time Science Coach will "Just In Time" Coach will train and guide teachers in differentiating and scaffolding instruction.
Action 4	Plan to Implement Action 4
SEAMS Investigation/Project Based Learning	Teachers will SEAMS investigation with their students. Each teacher will conduct at least 1 SEAMS investigation per strand of science (life, physical, earth). A parent/student workshop will be planned during the year in grades 3-5 to provide support for science projects and provide materials to support higher student success. The workshop will be provided in English and Spanish. These projects using the scientific method and experiments will be on display later in the school year and submitted for the district science fair. Funding will be provided by Title I.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Students will understand STEM content and apply STEM processes while conducting various hands on investigations.

Provide possible data sources to measure your STEM goal.

Student pre and post tests on district common assessments will be analyzed and instruction modified according to student needs.

Students will participate in various activities throughout the school year. This includes: STEM Club (Mondays), Science Fair (May), Science Lab (scheduled daily for 3rd, 4th, 5th grade), Brooker Creek Field Trip (4th grade).

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Science Science Lab	Skycrest has a science lab which is available for grades 3-5 with specific workshops which are implemented throughout the year on a rotating schedule.
Action 2	Plan to Implement Action 2
Technology Computer Literacy	Students will have an opportunity to lessons in computer technology through research,
Action 3	Plan to Implement Action 3
Engineering STEM Club	Students will think like engineers, designers, and problem solvers as they participate in a variety of hands-on experiments and create their own inventions as they utilize the Engineering Design Process. <ol style="list-style-type: none"> 1. identify and formulate a problem 2. design a solution 3. create and test a solution 4. optimize and re-design 5. communicate and disseminate the solution
Action 4	Plan to Implement Action 4
Math Developing Math Fact Fluency	The development of automaticity is critical so students can concentrate on higher order thinking in math. Classroom teachers will provide students with weekly math fact review and conduct monthly assessments to monitor student growth.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	14	0	0
Grade 2	12	0	0
Grade 3	16	0	0
Grade 4	5	0	0
Grade 5	15	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	13	10
Grade 1	11	12	10
Grade 2	6	12.9	10
Grade 3	6	11.9	10
Grade 4	6	7.7	5
Grade 5	14	14.3	10

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	12	10.2	5
Grade 1	11	12.0	5
Grade 2	15	17.7	10
Grade 3	7	16.1	10
Grade 4	25	10.3	5
Grade 5	14	23.8	15

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	0	0
Grade 1	2	0	0
Grade 2	3	0	0
Grade 3	2	0	0
Grade 4	5	0	0
Grade 5	1	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	.9	0
Grade 1	0	0	0
Grade 2	4	.8	0
Grade 3	1	.8	0
Grade 4	2	.9	0
Grade 5	1	9.5	5

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	0	0	0
Grade 2	1	.8	0
Grade 3	1	1.7	0
Grade 4	2	0	0
Grade 5	0	1.0	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	1	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	12	0	0
Grade 5	5	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	.9	0
Grade 1	0	0	0
Grade 2	0	.8	0
Grade 3	4	5.1	2
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3	24 LA		15
Grade 4	22 LA		15
Grade 5	15 LA		10

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	0	0
Grade 1	4	4	0
Grade 2	3	0	0
Grade 3	3	3	0
Grade 4	1	5	0
Grade 5	2	13	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Monthly meetings/weekly meetings of the Child Study Team, SBLT and PBS teams review attendance, behavior, and academic data and determine appropriate interventions to ensure the success of the identified students. Monthly grade level data chats are conducted to review data and monitor interventions.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Add Target Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>We will increase our Black student achievement in Reading proficiency on the District Common Assessment English Language Arts, Module D from 20% to 30%.</p> <p>Students will be targeted to attend before and after school Promise Time/ELP for small group instruction.</p> <p>Staff will focus on building knowledge and background for culturally responsive instruction. We will participate in a professional journal study: "Culturally relevant pedagogy: Ingredients for Critical Teacher Reflection."</p>	24		40

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>We will increase our Black student achievement in Math proficiency on the District Math Cycle 3 from 43% to 53%.</p> <p>Students will be targeted to attend before and after school Promise Time/ELP for small group instruction.</p>	24		53

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Skycrest parents receive a weekly School Messenger call to inform them of school news, activities or events. Our parents are welcomed when they come to have breakfast or lunch with their child/ren. Skycrest held several parent involvement activities last year. The percent of parents of students who fall in the lowest performing quartile or in subgroups not meeting AMOs, 50% to 85% attended at least 25% of the activities offered to parents during the school year. The activities that these parents attended include Meet and Greet, Open House, Conference Night, Parent Information Night regarding State Assessment, Literacy and Science Information Nights and Winter and Spring Concerts. These activities are sponsored and funded by Title I. This number also reflects the attendance at our PTA and SAC meetings. Monthly International Café Meetings saw at least 30% of the Skycrest Hispanic population in attendance. A Multi-Cultural Event is again planned with international foods, activities and music. An end of the year event was attended by approximately 30% of our ESOL families.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Skycrest has a Family Involvement Liaison (funded by Title I) to increase parental involvement including recruiting volunteers, implementing ongoing volunteer appreciation events and coordinates the volunteers' schedules. to promote positive family/school relationships, all communications are sent home in English and Spanish. Parents are encouraged to participate in our School Advisory Council and Parent/Teacher Association. Night conferences are held to accommodate our working parents. Title I purchases agendas where daily teacher/parent communication occurs. School Messenger calls are made in both Spanish and English. Other activities being offered to our parents is a Math Workshop for Parents/Students and Reading Under the Stars K-5.



LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our Community Liaison is closely connected to our community and has established relationships with area businesses, resources and service agencies. Skycrest currently has a long-standing relationship with Trinity Presbyterian Church. They not only supply financial support but classroom supplies as well as volunteers. We encourage participation in our International Cafe from local resources. Rick Martin Martial Arts continues to be a faithful community resource for our students. The Breakfast Optimist Club supports our students monthly during our Eagle Awards' ceremony. A local American Legion participates throughout the year by donating bicycles for our students. Clearwater Police Department supplies the helmets for the selected students. Our school Social Worker, School Nurse and Psychologist work together to access resources for our school community.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**Section K****Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Gold Level recognition with the Alliance for a Healthier Generation.	Gold	Gold in 83% of 	Gold in 6 out of 6 

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	Provide continual and ongoing Marzano professional learning for all instructional staff
Topic, Focus, and Content	Book Study- The Art and Science of Teaching by Robert Marzano
Facilitator or Leader	Carolyn Kingsley, Curriculum Specialist
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Fall 2014
Strategies for Follow-Up and Monitoring	Gain a deeper understanding of the Marzano Instructional Framework that will include creating goals and scales through collaborative planning and iObservation feedback
Person Responsible for Monitoring	Administrative Team
Professional Development Identified	
Related Goal(s)	Teachers will use iStation Reading Intervention to increase student literacy skills
Topic, Focus, and Content	Teachers will plan for weekly iStation use in the classrooms based on monthly ISIP assessments. Tier 1-30 minutes per week, Tier 2-60 minutes per week, Tier 3-90 minutes per week.
Facilitator or Leader	Carolyn Kingsley, Curriculum Specialist
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Classroom Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	PLC's in September
Strategies for Follow-Up and Monitoring	Review monthly iStation reports

Person Responsible for Monitoring

Administrative Team

PART IV**COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with ESE and ESOL resources through collaboration classroom teachers, hourly teachers, paraprofessionals, assistants and school and community partners.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teachers understanding and implementation of the Marzano Framework. Staff and faculty will be invited to attend professional development in cultural competency to ensure that all student needs are met to increase student achievement.

Title III

Title III ESOL funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops, conferences and daily communication with our parents. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement. International Cafe is held monthly to address the concerns for our community academically, socially and to provide them with local resources.

Title X- Homeless

Title I funds are used to support a full time social worker provide community resources, counseling, contact HEAT medical housing food transportation. . Works in collaboration with the Arrange for transportation

SAI/ELP funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. Our guidance counselor and social worker provide monthly Violence Prevention Programs Bullying Prevention/Education Program; Social skills intervention groups with identified students; Character Education; Check-in/Check-out intervention; individual student counseling; peer mediation

Nutrition Programs

Skycrest Elementary is implementing the Go Noodle Plus in classrooms to provide physical activity breaks. The lessons integrate academics with movement. We participate in the Healthy School Program through the alliance for a healthier generation. Our current status is Bronze. For the upcoming school year, our action plan goal is Gold level.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. We coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school.

Skycrest will once again mentor intermediate students through the Girlfriends program. As a positive support system, the staff will participate in a school wide behavior management program. Girls on the Run program to begin Spring, 2016.

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

Several committees work together to discuss the needs of our children and function in different capacities. We have our Leadership

Team Meeting that meets once a month with administration. We have our Positive Support Team Meeting once a month with administration that addresses behavioral concerns and challenges school wide. Our School Based Leadership Team meets weekly to address academic and behavioral concerns of children in the tier process. The Child Study team meets monthly to discuss attendance issues. Grade levels meet two times a week with one of the meetings conducted with administration. The Site Safety Committee meets monthly to ensure the safety of all students as well as instructors and families. We are in the process of updating our Resource Menu to reflect current materials. Minutes of all of our meetings are kept and can be reviewed at any time. Our SAC and PTA are kept informed of our processes and we welcome their suggestions and support.

PART V BUDGET

Create a budget for each school-funded activity.

[Add Item](#) [Delete Item](#)

Budget Item Description	
Related Goal(s)	Provide continual and ongoing Marzano professional learning for all instructional staff
Actions/Plans	Book Study
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	Book Study- The Art and Science of Teaching by Robert Marzano
Funding Source	Title I
Amount Needed	\$4,000.00

PART VI MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

[Add Goal](#) [Delete Goal](#)

Goal Area	
Has the goal been achieved?	<input type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

