

# School Improvement Plan

## 2015-2016

Skyview Elementary

Michael A. Grego, Ed.D.  
Superintendent



# Table of Contents

---

## Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

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

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

## Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

## Part III: Professional Development

## Part IV: Coordination and Integration

## Part V: Budget

## Part VI: Mid-Year Reflection

2015-2016

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Skyview Elementary	Principal's First Name Suzanne	Principal's Last Name Hester
School Advisory Council Chair's First Name Sheila	School Advisory Council Chair's Last Name Beardsley	

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

100% Student Success

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

Educate each student for grade level proficiency or beyond in preparation for Middle School by cultivating a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation.

## SCHOOL ENVIRONMENT

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

Skyview's motto is "Cultivating a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation. If you are a Skyview Eagle student, teacher, parent or community member you are on the Skyview Eagle TEAM. All Eagle TEAM members are LEARNERS. The first six weeks of school is devoted to teachers and students building meaningful relationships in a collaborative learning community. We utilize CHAMPS school-wide to create a positive learning environment for ALL students. We have many opportunities for parents to interact with their child's teachers and other staff members throughout the school-year: Meet the Teacher Night, Open House Night, Title One Compact Student-led Conference Day, Inspirational Speaker event, Student Showcase Night of Learning, PE Talent Show and several musical and art presentations. We have school-wide activities during and after school for students to interact with their peers and teachers. We have Guiding, Encouraging, Mentoring Skyview students (GEMS) for each student at Skyview ensuring that every student on our campus has an adult who cares about them. Our GEMS are the classroom teacher and if a student needs additional support, the classroom teacher asks for a non-classroom teacher to be a GEM for that student. Our Building a Positive Learning Culture SIP Team meets monthly to review progress on SIP goals and actions and to revise as needed for continuously improvement of our learning culture for ALL students.

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

Skyview utilizes our Eagle Guidelines for Success aligned to a monthly emphasis on Commitment to Character to create a safe and respectful learning environment. Our Eagle Guidelines for Success are E- Exhibit Respect; A-Act Responsibly; G- Give 100%; L, Listen Politely; E-Eagerly Learn. Our Commitment to Character traits are Respectful, Responsible, Determined, Self-Controlled, Hard-Worker-Effort. Our students know and understand that ALL Skyview Eagles follow the Eagle Guidelines for Success and work to develop outstanding character traits. Students discuss what the Guidelines for Success and Commitment to Character looks and sounds like throughout our campus and in their classrooms with teachers and all TEAM members. The WSKY school-wide TV news show highlights our focus on Eagle Guidelines for Success and Commitment to Character. Our Safety SIP Team meets monthly to review progress on Safety SIP Team goals, the school wide behavior plan and actions to continuously improve as it is addressed in the SIP. There is Preschool training on Crisis Manual for all staff members and CHAMPS training by assistant principal for teachers and staff members new to our school. Our assistant principal and school counselor will lead a school-wide CHAMPS positive behavior expectations assembly for ALL students the first week of school. They will present the Eagle Guidelines for Success for new students and review for returning students. They will discuss No Bullies at Skyview and inform students of positive steps to take if they are being bullied. Our music teacher will teach ALL students our school song to continue to build a positive learning community where ALL Eagle students belong.

The WSKY news show anchors and students will incorporate the Skyview Eagle song and NO Bullies at Skyview throughout the school year during their morning presentations.

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.

Utilizing Benchmarks of Quality Score results and data from EDS School-wide Behavior Plan the SBLT Team identified 3 goals and strategies to use to reduce the occurrence of misbehavior at school. They are: improve school wide attendance, decrease office referrals by 10%, and to increase parent support and involvement. We will focus on our school-wide Eagle Guidelines for Success. We will have a preschool training with staff on the EAGLE Positive Behavior Plan expectations for teachers new to our school and a school-wide Eagle student assembly for ALL students the first week of school. The assistant principal and school counselor will lead the assemble focusing on school-wide Eagle Guidelines for Success and NO BULLIES at Skyview. At preschool training we will review attendance, referral and suspension data and address SBLT actions on how to give support to our school-wide EAGLE Positive Behavior Plan. We will continue Kids Talk, an opportunity for teachers to discuss behavior concerns happening within their classroom and interventions that may address concerns. We will continue school wide "EAGLE HONOR Medals" -positive behavior /academic reward system and Tickets for Eagle Success. Grade level teams will discuss criteria for EAGLE HONOR Medals academic and behavior and Tickets for Eagle Success. The Safety SIP Team will meets monthly to review progress on Safety SIP goals and actions and to revise as needed for continuous improvement of student behavior and engagement. Data will continue to be shared to the staff through the weekly Eagle Team Huddle. SBLT team reviews data and discusses interventions available for student success. Expansion of the school wide reward program through use of charms will also continue with an emphasis on charms being awarded during Specials for outstanding participation, effort and behavior. At preschool training teachers will review the Instructional Practices Inventory collaborating on how to decrease Teacher-Led Instructional high percentages (43%) and increase Student Learning Conversations (2%) and Student Active Engaged Learning (0%)percentages by making learning more relevant and collaborative for ALL students focusing on Marzano Instructional Framework: Domain 1- DQ 5: Engaging Students.

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.

The social-emotional needs of ALL students are met through a variety of school and community services. Our school counselor will touch-in with new Eagle students throughout the day for the first six weeks of school and contact parents new to our school to give any support that is needed for their child's learning success. The school counselor will also push into classes where there are Tier 2 and Tier 3 students who are struggling with academics to give positive support and encouragement. The school counselor will meet with small groups of students who have similar social-emotional issues, i.e. parents in jail, parents recently divorced, parents with terminal illnesses, etc. Kids Talk led by our school counselor addresses the more serious social-emotional concerns that teachers have about their students. All Eagle students have an adult on campus who Guides, Encourages, Mentors Skyview students (GEMS). The primary GEM is the classroom teacher. If the classroom teacher believes one of her students need an additional social-emotional support the teacher will ask our counselor to assign a non-classroom teacher as an additional GEM. Big Brothers, Big Sisters( BIGS) is our school-wide community mentoring program. Teachers and other staff members select Tier 2 and Tier 3 students needing additional support and encouragement. The BIGS match a Big Sister or Big Brother to the student. Our Community-Family Liaison coordinates the BIGS as they mentor our students during lunch time. Our social worker makes home visits and many phone calls connecting parents with services for students who have social-emotional needs. Our SBLT Team meets weekly using a collaborative problem solving process to support each student with social-emotional needs. The SBLT Team identifies the problem the student is having, develops an action plan (intervention design), gathers needed resources and decides how student progress will be monitored. Our school psychologist works with the SBLT Team to make observations, assist with the plan and interventions that are most appropriate based on student need. Interventions are faded out if the student improves or are changed if the student isn't responding to improve his/her ability to learn and flourish socially and emotionally in class and school wide. The school counselor is in constant contact with the parents of our students with social-emotional needs holding conferences with the teacher and the SBLT Team and holding conferences with the parent when needed.

**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
Sheila	Beardsley	Parent

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Patricia	Spencer	Parent
Katie	Wehland	Parent
Rena	Simmons	Parent
Tammy	Baer	District Employee
Bianca	Melendez	Parent
Lien	Tran	District Employee
Gleason	Amy	Community
Zamora	Ursula	Parent
Lebron	Marisol	Parent
Kirschgessner	Louis	Parent

### SIP LAST YEAR

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

**Strengths:**

-VPK scored on FLKRS above the minimum of 70% for Kindergarten readiness

**SAT 10 Scores:**

	Reading	Math	Language
-First Grade Average	53%	74%	62%
-Second Grade Average	66%	82%	73%

- Teacher retention 100%; four teachers who were in Drop retired (Domain 1-4)
  - Promise Time Extended Learning Program approximately 100 students after school from 3-4:00pm (Domain 1-DQ 2-3 & 9)
  - Promise Time Extended learning for students needing additional support after school from 3-4:30 three days a week increasing in reading proficiency by 15% or more using iReady program diagnostics (Domain 1- DQ 2-3 & 9)
  - Academic Clubs Extended learning for approximately 40 students in grades 3-5 for enrichment in reading, math and science (Domain 1- DQ 3-4)
  - STEMS for students in grades 4-5; 40 students once a week for one hour (Domain 1-DQ 3-4)
  - Third Grade ELA FSA bottom quintile results decreased by 9% points: 2014-29%; 2015-20% (Domain 1- DQ 1-3 & 9)
  - Decrease in Third Grade retention by 4 students: 2014 -6 students; 2015-2 students (Domain 1-DQ 1-3 & 9)
  - Fifth Grade Science FCAT increased 2% points from 53% in 2014 to 55% in 2015. We surpassed the district science score by 6% points and the state by 2% points. Domain 1- DQ 1-4)
  - Decreased ELA Tier 2 students in grades 3-5 from 103 to 73 students by the end of the school year. (Domain 1-DQ 9 & Domain 2.48-49)
  - Maintained student daily average attendance rates of 94% or higher (Domain 1- DQ 1&8)
  - Decreased suspensions by 1% (Domain 1- DQ 4 & 7)
  - K-5th grade Digital Computer Success Loaner Program included more than 60 percent of school population (Domain 1- DQ 2-5)
  - Outdoor science garden for students in K-2nd grades. (Domain 1- DQ 3-4)
  - Outdoor science garden maintained by STEMS Club After School Extended Learning Program. (Domain 1-DQ 3-4)
  - School-wide summer reading program for grades K-4th grades (Domain 1- DQ 3)
  - 9 Big Brothers and Big Sisters mentoring Tier 2 and Tier 3 students.
  - Guiding, mentoring, encouraging Skyview students (GEMS) 29 teachers and non-teachers mentoring Tier 2 and Tier 3 students
- Opportunities to improve:**
- Increase VPK FLKRS Kindergarten readiness by 10% from 70% to 80% VPK students ready for Kindergarten (Domain 1-DQ 1)
  - Increase First Grade SAT 10 total reading scores from 53% to 70% or higher (Domain 1-DQ 1)
  - Increase First Grade SAT 10 total language scores from 62% to 70% or higher (Domain 1-DQ 1)
  - Increase Second Grade SAT 10 total reading scores from 66% to 70% or higher (Domain 1-DQ 1)
  - Decrease ELA FSA bottom quintile from 20% to 10% or less (Domain 1- DQ 1)
  - Decrease the number of Third Grade retentions to 0% (Domain 1-DQ1)
  - Increase Literacy and math mastery of FL Standards at cognitive complexity levels of 3 and beyond to 70% or higher measured by pre and post ELA modules and math common assessment cycle data (Domain 1-DQ 2-4)

- Improve our science instruction in grades K-5 aligned to NGSSS and science content using science labs in K-5 as enrichment improving our 5th grade proficiency from 55% to 70% or higher and improve Fifth grade Nature of Science from 70-80%, Earth from 69%-80%, Physical from 69% to 80% and Life from 71% to 80%. (Domain 1-DQ 2-4)
- Increase student average daily attendance to 96% or greater (Domain 1-DQ 5 & 8)
- Reduce referrals by 10% from 80 to 72 or less (Domain 1-DQ 7)
- Continue to Increase support to improve BEST practices for teachers during PLCs (50 minutes weekly) with district content "just-in-time" coaches attending PLCs (Domains 3 & 4)
- Continue to improve school-wide culture of commitment, collaboration and cooperation through SIP Teams across all content areas, school-based professional development, monthly data chats and building positive learning culture (Domains 1, 3&4)
- Continue to implement CHAMPs Positive Behavior program school-wide focusing on Domain 1-DQ 6 and 7.
- Improve parent involvement through up-to-date school website with current school news, school newsletter linked to school website for easy parent access, consistent school-wide use of agendas connecting parents to their child's learning, increase positive phone calls home; SIP Teams provide content focused parent trainings throughout the year

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

<p>Budget Item Description</p> <p>Related Goal(s)</p> <p>-Professional Development for instructional staff</p> <p>Actions/Plans</p> <p>-Rtl coach informed the SBLT which interventions and OPM for Tier 2 and Tier 3 students would be used. Rtl Coach coordinated with Hourly Teachers using student data to group students matching student learning needs to Hourly Teachers. Rtl Coach facilitated Hourly Teachers' training on how to differentiate instruction using intervention strategies for K-5 reading and math. The Literacy coach taught instructional teachers how to use district curriculum/modules aligned to FL Standards effectively. The Literacy coach planned with grade level teams and coached individual teachers who needed extra support throughout the school year. The Literacy coach helped facilitate PLCs with grade level team leaders reviewing student data and work and planning next steps for BEST instructional practices.</p> <p>Type of Resource</p> <p>-Professional Development (i.e., evidence-based programs/materials, PD, technology, etc.)</p> <p>Description of Resources</p> <p>-Rtl and Literacy Coaches</p> <p>Funding Source</p> <p>-Title One</p> <p>Amount Needed</p> <p>\$160,123,69</p>
<p>Budget Item Description</p> <p>Related Goal(s)</p> <p>-Program Coordination and Collaboration for Title One</p> <p>Actions/Plans</p> <p>-Created and uploaded compliance information for Title One into audit box</p> <p>Type of Resource</p> <p>(i.e., evidence-based programs/materials, PD, technology, etc.)</p> <p>-Compliance for Title One</p> <p>Description of Resources</p> <p>-Compliance for Title One audit box</p> <p>Funding Source</p> <p>-Title One</p> <p>Amount Needed</p> <p>\$1,146.00</p>
<p>Budget Item Description</p> <p>Related Goal (s)</p> <p>-Classroom instruction and extended learning</p> <p>Actions/Plans</p> <p>-Highly Qualified Hourly teachers differentiated reading and math instruction through interventions based on student data meeting student learning needs. Hourly teachers OPM Tier 3 students in reading and math weekly tracking their progress towards mastery.</p> <p>Type of Resource</p> <p>-Extended Learning</p> <p>Description of Resources</p> <p>-Highly Qualified hourly teachers</p> <p>Funding Source</p>

<p>-Title One  Amount Needed  \$186,593.82  Budget Item Description  Related Goal (s)  -Instructional Materials  Actions/Plans  -Teachers used instructional materials as resources to support and enrich student learning needs based on student data  Type of Resources  -Instructional materials  Description of Resources  -Instructional materials used to give students a variety of learning modalities for remediation and acceleration  Funding Source  -Title One  Amount Needed  -\$9,401.85  Budget Item Description  Related Goal (s)  -Parent Involvement  Actions/Plans  -Parents were communicated daily through their child's classroom agenda, parent fliers were used to communicate with parents school activities, events and trainings before and after school hours. At some of the parent events food was served  Type of Resource  -Parent communication through agendas, print materials and P Card for food purchases  Description of Resources  Communication tools and food  Funding Source  -Title One  Amount Needed  \$4,500.00</p>
---

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

SAC members will review the SIP draft on September 14, 2015. SAC will focus on th SIP Key goals of increasing mastery of FI Standards in literacy, math and science at cognitive complexity Levels 3 and beyond to 70% or more and increasing parent involvement in their child's education to increase high student achievement. The principal will review the FL Standards in literacy and math for all SAC members to be cognizant of. SAC will meet monthly reviewing school-wide assessment data tracking student mastery progress. SAC will review parent survey feedback from each parent event and training. SAC will give meaningful input on the strengths and weaknesses of the actions to accomplish the Key goals giving suggestions on how to increase strengths and decrease weaknesses. Additions and revisions to SIP Plan will be made based on SAC input by a majority vote.

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

SAC will meet once a month except for April to review the SIP and school-wide student progress. SAC members will focus on recruiting parents to attend SAC meetings to increase our SAC participation through a variety of communication tools. SAC members will attend the four parent trainings planned for the school year manning a SAC table to answer questions and give information about SAC and the importance of attending SAC meetings for their child's learning success. SAC members will be responsible for planning and creating parent surveys for the four parent trainings, passing the surveys out at the end of each parent training and tallying the results to discuss at the next monthly SAC meeting after each parent training.

**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.

-Related Goal  
Increase reading proficiency to 70% as ALL students in grades K-5 master ELA Florida Standards at cognitive complexity Levels 3 and beyond by 15%  
-Strategy

Increase student reading skills through ELA FI Standard Anchor 10: Read and comprehend complex literacy and information texts independently and proficiently.

- Type of resource  
Complex literacy and information books for students in K-5th grade
- Resource  
Complex literacy and information books
- Funding source  
SIP funds
- Amount  
2250.00
- Related Goal  
Fourth and Fifth Grade students increase computer skills using lap tops for web-based programs in reading, writing and math to practice skills, strategies and processes
- Type of resource  
Mobile computer cart to power up and store lap top (24) for daily use in the classroom
- Resource  
Mobile computer cart
- Funding Source  
SIP funds
- Amount  
1000.00
- Total SIP Funds  
3250.00

**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 Suzanne	Last Name Hester	Email Address hesters@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Arts"/>	Field of Study Education	# of Years as an Administrator 7	# of Years at Current School 3
Certifications (if applicable) Professional Certificate Ed Leadership (All levels) and Elementary School Principal (All levels)			

ASSISTANT PRINCIPAL #1			
First Name Rose	Last Name Kane	Email Address kaner@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Education	# of Years as an Administrator 9	# of Years at Current School 9
Certifications (if applicable) Professional Certificate Ed Leadership (All levels)			



**ASSISTANT PRINCIPAL #2**

First Name	Last Name	Email Address	
Highest Academic Degree	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: 70
- % receiving effective rating or higher: 98%
- % 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: 57.1%
- % reading endorsed: 18.6%
- % with advanced degrees: 27.1%
- % National Board Certified: 1.4%
- % first-year teachers: 7.1%
- % with 1-5 years of experience: 27.1%
- % with 6-14 years of experience: 27.1%
- % with 15 or more years of experience: 38.6%

**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.

Strategies for Recruitment:

- Administrators and various Eagle Team members will communicate through school newsletter and on website school's vision, mission and values to all stakeholders and report on progress toward school-wide learning mastery of FL Standards throughout the school year
- Principal will provide site-based Professional Development training throughout the school year and the principal and assistant principal will periodically review each instructional team member's progress toward Deliberate Plan Professional Development goals to continuously grow and develop an Eagle Team of LEARNERS improving BEST practices for 100% student learning gains.
- Administrators will communicate through school website, PTA events, SAC parent meetings and monthly Newsletter awards and recognitions received by the district and school
- Administrators will observe during walk-throughs substitutes and hourly teachers who are highly effective and ask them to interview when a vacancy occurs
- Administrators will network with district principals to find the best fit for our Eagle Team when vacancies occur
- Secretary will maintain an updated resume file for instructional and support staff; checking Winocular for appropriate certifications required

- Administrators will periodically review resume file for potential candidates to interview as vacancies occur

Strategies to develop:

- Principal and SIP Professional Development Team assigns mentors to new teachers based on a rationale for pairing prior to Welcome Back preschool meeting to give mentors an opportunity to meet and talk with new Team members prior to first day back.
- Assigned mentors present new teachers at Welcome Back preschool meeting sharing interesting facts with Eagle Team
- New teachers will receive a "Teacher's Bag" filled with instructional "goodies," an Eagle Team tee-shirt and Eagle Team motifs
- Lead Facilitator of Mentors will conduct monthly mentor meetings to support mentors' instruction and operational learning needs
- Mentors will meet weekly with mentees or when a need arises

Strategies to retain new teachers:

- Administration will provide site-based Professional Development training throughout the school year to continuously cultivate a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation
- Administration will plan in master schedule grade level PLCs for new teachers to receive weekly support through collaboration and cooperation of grade level team
- Principal will place new teachers on SIP Teams discussing with new teachers their strengths for best fit
- Mentoring Plan in place and Eagle Team is knowledgeable of plan

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

Our Eagle Team motto is "Cultivating a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation focusing on the Marzano's Instructional Framework: Domain 3: Reflecting on Teaching and Domain 4: Collegiality and Professionalism. To encourage positive working relationships between teachers our Building a Positive Learning Culture SIP Team has planned activities aligned to our Eagle Guidelines for Success and our Commitment to Character traits. The following activities are planned:

Respect:

K-5th grade teachers draw names. Plan a time for teachers who drew each other's names to share a lesson; could be with the teacher's classroom students by doing a Read Aloud that focuses on being Respectful and vice versa or could be sharing a lesson with each other that could be used with students in each teacher's class focusing on being Respectful. Plan a time to reflect after sharing on results of student learning experiences and then move to next Eagle Guideline for Success; being Responsible and so incorporating same activities; revise if needed after debriefing.

Collaborative planning and instruction:

Grade level PLCs are planned weekly. The grade level team leader will begin PLCs by giving all team members an opportunity to share what the working norms of the grade level PLC should be. After Working Norms are established, grade level teams will decide on their SMART goal and actions as they collaborate and plan together throughout the school year. A district content coach will help facilitate PLCs with the grade level team leader and attend the content focused literacy, math and science PLCs monthly to support teachers as they review student data and work, plan instruction aligned to FI Standards, district curriculum and our SIP goals. Team leaders will provide additional time beyond the 50 minute PLC for team members to continue to work on planning instruction and sharing resources for ALL students to master learning goals across all content. District literacy, math and science coaches will be available to help with planning once a month, to work with individual teachers who need specific content support and to assist grade level teams begin the Lesson Study process. The hospitality team members are part of the Building Positive Learning Culture SIP Team. They are planning seasonal events to encourage fun collaborative conversations during lunch with seasonal decorations in our Eagle Team lounge and will encourage grade level teams participation in "pot luck" seasonal foods.

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

The mentoring program/plan is to cultivate our new teachers to become apart of our high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation focusing on Marzano's Instructional Framework: Domains 3 and 4. The Mentor Facilitator will meet with the new teachers and their mentors monthly sharing strategies to support new teachers from the district's Professional Development department along with the mentor teachers sharing out at the monthly meetings. The assistant principal will ensure the new teachers have instructional materials needed. Grade level team leaders will be responsible for helping new teachers access the materials and resources they need to get work done and how to take student attendance. The school secretary will train the new teachers on how to use the resources in the teacher work room efficiently and Outboard. The HPO will give directions on how the classrooms are cleaned and what safety issues need to be addressed when setting up. The rationale for pairing the new teachers was collaborated upon by the SIP Professional Development Team. The team focused on veteran teachers with experience in content that matched the new teacher's instructional assignment along with personality (quiet, shy, outgoing, calm, energetic, etc.).

## PART I

## CURRENT SCHOOL STATUS

## Section E

## Multi-Tiered System of Supports (MTSS) &amp; 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.

- Problem-Solving Processes for reading, writing, mathematics, science, and behavior focusing on Marzano Instructional Framework: Domain 1: Classroom Strategies and Behaviors; DQ 1, 2-4, 5,9
- Baseline data: Information Management System (AIMS web), SAT 10 (1-2nd grades), FLKRS (K readiness), CELLA, Running Records for Reading/Comprehension Levels K-5, District selected Literacy Modules (pre & post tests), district Common Assessments in math and science, Ongoing Progress Monitoring using IStation diagnostics. Teacher formative assessments in reading, writing, math, and science. Teacher formative assessments (using grade level writing rubrics) for journal response writing across all content areas to gather data on writing progress. Writing Continuum Levels for Narrative, Informative and Opinion Writing for K-5th grades provided by the Writing and Reading Project and Lucy Calkins Writing Units of Study exemplars for all grade levels, weekly student daily average attendance data, and student behavior referral data.
- MTSS (SBLT), Grade Level Team Leaders and all other Eagle Team members who want to participate will attend monthly Data Chat Trainings led by district specialist to learn how to analyze school-wide student data using Performance Matters and other student data websites. Participants will work together to plan differentiated instruction based on disaggregation of student data for remediation and acceleration for ALL students to master FI Standards by the end of the school year in literacy, math and science.
- MTSS (SBLT), Eagle Team Leaders and all Eagle Team members who choose to participate in Data Chat Training will learn how to disaggregate data by subgroups focusing on subgroup learning gaps in all content areas. Colleagues will collaborate on how to differentiate instruction to close gaps using Nancy Love's "Data Coach" book and Marzano's Instructional Framework.
- MTSS (SBLT), Grade Level Team Leaders and all other Eagle Team members who participate in district Data Chat Training will receive their own copy of Nancy Love's "Data Coach" book to use as a handbook to refer to.
- MTSS (SBLT) will conduct data chats with each grade level implementing the Data Chat training they are attending during the school year after each assessment cycle to review effectiveness of core instruction (Domain 1) and progress of tier 2 and tier 3 students and learning gaps in subgroups in literacy, math and science during PLCs to improve instructional strategies.
- MTSS (SBLT) will utilize student data to support each grade level with various interventions to help students with specific skills to master FL Standards at cognitive complexity Levels of 3 or beyond in reading, writing, math and science.
- Hourly teachers using the Leveled Literacy Interventions will attend (K-2) grade level PLCs to discuss Early Literacy Intervention (K-2) LLI data and strategies for improving student proficiency for core, small group and individual reading instruction
- Principal will provide Promise Time Extended Learning and Academic Clubs data after each common assessment cycle for Eagle Team and MTSS (SBLT) to review student progress toward mastery of FI Standards
- Administration will provide site-based Professional Development training on the Marzano Instructional Framework focusing on Domain 1: Classroom Strategies and Behaviors and Domain 1: Planning and Preparing throughout the school year to implement FI Standards aligned to district curriculum to improve ALL grade level student mastery of FI Standards at cognitive complexity Levels of 3 or beyond during weekly PLCs and Eagle Team meetings.
- Administration will provide a site-based Professional Development training focusing on Domain 1; DQ 2-Helping Students Interact with New Knowledge, DQ3-Helping Students Practice and Deepen New Knowledge and DQ 5-Engaging Students learning how to implement Student Productive Talk.
- Administration will provide iStation and ST Math site-based Professional Development trainings focusing on Domain 1-DQ3 and Domain 2. 26-Planning and Preparing using technology as a resource to learn how to navigate literacy and math programs for students to use to practice skills, strategies and processes to master FI Standards at cognitive complexity Levels of 3 and beyond.
- Assistant Principal will provide discipline data from EDS and Decision Ed, Focus/Portal and referrals to office for MTSS (SBLT) and Eagle Team to review weekly in the Eagle Team Huddle. Teachers needing assistance with student behavior problems will schedule meetings with assistant principal and school counselor to attend Kids Talk sessions. At these sessions, the behavior data of the student having problems will be reviewed as well as the behavior plan the teacher is implementing. Additional strategies will be suggested for the teacher to use to improve the student behavior. Teacher will talk with student and parent discussing positive behavior plan for student and parent to understand and get "buy-in." The school counselor will "touch-in" with students of concern daily checking on student behavior plan progress. Teacher and or school counselor will contact parent weekly reporting on successes of behavior plan or necessary adjustments if plan needs to be revised for student's success. The teacher will check back at Kids Talk session to see how the improved positive behavior plan is working for the student's success.
- Child Study Team (Social Worker and Principal) review bi-weekly student attendance data and teacher concerns about student attendance. Social worker contacts parent to offer support services if needed to improve student attendance. MTSS (SBLT) and school counselor are notified through Child Study Team reviews students who have attendance concerns.
- Guiding, Encouraging, Mentoring Skyview students (GEMS) ensures each Eagle student has an adult on campus who cares about them. The classroom teacher is the primary GEM. If the student needs an additional adult to give them support for their academic and

behavioral success the classroom teacher will ask the school counselor for an additional GEM to work with the student.  
 -Available Big Brothers and Big Sisters are assigned to Tier 2 and Tier 3 students to be mentored once a week during the student's lunch period.

**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
Suzanne	Hester	Principal
Laura	Ouimette	Speech Pathologist
Katelyn	Kuchta	Psychologist
Katie	LaSalle	Social Worker
Debby	Farias	Compliance Diagnostician
Chanda	Spanfelner	Education Diagnostician
Rose	Kane	Assistant Principal
Nancy	Teasdale	Rtl Coach

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

-Monthly Data Chat Professional Development Trainings led by district specialist and attended by MTSS (SBLT), Grade Level Team Leaders and all other interested Eagle Team members to review school-wide student data focusing on grade level mastery and learning of FL Standards at cognitive complexity Levels of 3 and beyond and the learning gaps in literacy, math and science of all subgroups  
 -Bi-weekly MTSS (SBLT) meetings with pre-planned agenda to meet Tier 2 and Tier 3 student academic and behavior needs

- Bi-weekly MTSS (SBLT) minutes sent to Eagle Team
- Grade level team data chats after each assessment cycle during PLCs by Grade Level Team Leaders implementing monthly Data Chat training
- Rtl coach meets with classroom teachers, hourly teachers and paraprofessionals as needed to adjust tier 2 and tier 3 student interventions based on OPM student data and MTSS collaboration

**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).

Baseline data: Information Management System (AIMS web), Florida Standards Assessment (FSA), SAT 10 (1-2nd grades), FLKRS (K readiness), CELLA, Running Records for Reading/Comprehension Levels K-5, Ongoing Progress Monitoring using IStation, and Soar to Success. Teacher formative assessments in reading, writing, math, and science. Teacher formative assessments (using grade level writing rubrics) for journal response writing across all content areas to gather data on writing progress. Writing Continuum Levels for Narrative, Informative and Argument Writing for K-5th grades provided by district.

Monitor Effectiveness:

-MTSS (SBLT), Grade Level Team Leaders and all other Eagle Team members who choose to participate in Data Chat Professional Development Training, will meet monthly with district specialist to analyze and disaggregate school-wide data focusing on Marzano Instructional Framework: Domain 1. Subgroup school-wide data will be reviewed monthly tracking progress of each subgroup to achieve mastery of FL Standards by the end of the school year decreasing learning gaps. Nancy Love's "Data Coach" book will be referred to for problem solving strategies to use to differentiate instruction meeting the needs of ALL students' learning achievement.

- MTSS (SBLT) will utilize student data to support each grade level with various interventions to help students with specific skills to reach proficiency in reading, writing, math and science.
- MTSS (SBLT) will conduct data chats with each grade level after each assessment cycle to review effectiveness of core instruction and progress of tier 2 and tier 3 students in reading, writing, math and science during PLCs focusing on Marzano Instructional Framework

## Domain 1.

Principal will provide Extended Learning data monthly for Eagle Team and MTSS to review students targeted for remediation and accelerated learning.

- Principal will provide site-based Professional Development training opportunities throughout the school year on Marzano Instructional Framework specifically focusing on Domain 1 to improve student mastery of FL Standards at cognitive complexity Levels of 3 and beyond.
- Assistant Principal will provide discipline data from EDS and Decision Ed, Focus/Portal and referral data for MTSS (SBLT) and Eagle Team to review. Teachers needing assistance with student behavior problems will schedule meetings with assistant principal and school counselor to attend Kids Talk sessions following the procedure listed above in Section E: Problem-Solving Processes.
- Social Worker will meet with Child Study Team (Principal and DMT) bi-weekly and as needed to review and monitor student absences and tardies. Teachers are notified when students have more than 5 unexcused absences or numerous tardies to make the first parent contact. Social Worker and or Principal call parents to offer investigate cause of student absence and offer support. Social worker sends home notices to parents to attend a Child Study Team conference when students with 5 or more unexcused absences don't improve after teacher contact and phone call from social worker/principal. Social Worker and Principal arrange a parent conference to give support to parents to improve student attendance. If student attendance continues to grow the state attorney's office is notified.

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

- RtI Coach will deliver refresher training and acquaint new Eagle Team members to MTSS process/system at weekly grade level team PLCs in September. RtI Coach will be available before and after school to work with instructional teachers giving additional support where needed as teacher plan and prepare instruction focused on Marzano Instructional Framework: Domain 1 and Domain 2.
- MTSS (SBLT) and Grade Level Team Leaders will facilitate grade level data chats implementing data training strategies from monthly Data Chat Professional Development Training after each assessment cycle including ESE Resource, ESOL and hourly teachers with a focus on subgroup achievement gaps and how to differentiate instruction for ALL students to master FL Standards at cognitive complexity Levels of 3 and beyond.
- Grade Level Team Leaders (implementing monthly Data Chat training strategies) and district content coaches will facilitate weekly PLCs to review student data and work in reading, writing, and math collaboratively analyzing tier 2 and tier 3 student work and their progress on mastery of FL Standards through differentiation of core curriculum through use of Marzano Instructional Framework: Domain 1.
- Grade Level Team Leaders and district content coaches will facilitate PLC lesson planning and grouping of students based on student data to differentiate instruction, using MTSS (SBLT) leadership specific grade level interventions, to narrow the learning gap for tier 2 and tier 3 students in reading, writing and math.

**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.

- At grade level PLCs teachers collaborate and plan together Learning Goals and Scales for units of instruction in reading, writing and math aligned to FL Standards. Teachers instruct students on how to track their learning mastery of FL Standards using the Learning Goals and Scales
- Administrators observe teacher's Learning Goals and Scales for reading, writing and math units of instruction posted and referred to throughout instruction for students to track progress and celebrate small and big learning successes.
- Administrators observe teacher's daily Learning Targets aligned to FL Standards as reading, writing, and math FL Standard benchmarks are unpacked scaffolding instruction for student mastery of FL Standards
- Administrators monitor student use of intervention programs to help students practice skills, strategies and concepts during bell to bell instruction and Extended Learning Programs
- Grade level Teams meet weekly in PLCs to analyze student data and work checking for alignment of Learning Goals and Scales to FL Standards focusing on barriers impeding students mastery of FL Standards and rigor of instruction
- Site-based Professional Development is required for all instructional staff during pre-school for the Marzano Instructional Framework to grow and development BEST instructional strategies improving student achievement and pre-school training on how to provide learning goals and scales aligned to FL Standards for teachers, students and parents to track student progress for mastery of FL Standards.
- Administrators will conduct a minimum of 4 observations (3 informal & 1 formal) giving teachers meaningful input based on observable



teacher and student evidences as indicated on the Marzano Teacher Evaluation Model. Teachers and administrators will collaborate throughout the school year to continuously grow and develop BEST core instructional practices aligned to FL Standards.

**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.

-MTSS (SBLT), Grade Level Team Leaders and all other Eagle Team members who choose to participate in monthly district led Data Chat Training will review school-wide student data learning how to drill deeper to pinpoint subgroups who aren't mastering FI Standards. Referring to Nancy Love's "Data Coach" book for problem-solving strategies and Marzano's Instructional Framework, participants will choose specific elements from Marzano's Domain 1: Instructional Strategies and Behaviors to differentiate curriculum.

-Student learning data and work is reviewed and analyzed weekly during PLCs using the Collaborative Problem Solving Summary: What do we expect students to learn and be able to do? Learning Goals written at cognitive levels of 3 and beyond  
How do we know when students have learned it? Formative assessments, Running Records & district cumulative common assessments  
How will we respond when students don't know it? Identify the problem, develop an action plan, decide on the resources to use that are aligned to district curriculum and Florida Standards focusing on Marzano Instructional Strategies: Domain 1.

-Classroom teachers and students track progress toward mastery of FI Standards through formative assessments and OPM for tier 2 and tier 3 students

-When students master grade level learning goals at cognitive complexity Levels of 3 and beyond they become "experts" to help peers needing extra support to reach mastery; during PLCS the grade level team creates enrichment activities and groups the "experts" (students who have mastered learning goals) together across a grade level doing enrichment activities and tasks aligned to district curriculum and Florida Standards

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

Promise Time Extended Learning Program for all students who attend the after school R'Club program 4 days a week for one hour to help students practice and deepen new knowledge

Minutes added to the school year: 28,800

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

Purpose: After school tutoring/enrichment program to increase student grade level proficiency in reading, writing and math

Provide a description of the strategy below.

Tutors support students independent reading of "just-right" books or grade level texts by monitoring. After students have read for 30 minutes teachers help students as they respond to their reading through writing in homework journals to deepen comprehension skills. Tutors give meaningful feedback to students writing responses helping students to improve their writing skills and comprehension of the books they are reading for homework. When students have completed reading homework; students work on web-based; (diagnostic adapted instruction) i-Ready Diagnostic and Instruction program to practice skills, strategies and concepts in reading and math skills. Students work in i-Ready workbooks aligned to Florida Standards when finished with a module to transfer learning as they apply the skills and content they are practicing. Tutors monitor students as they work on the i-Ready program.

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

-Classroom teachers review students' homework reading journal entries daily for reading and writing accountability  
-Promise Time Facilitator administers a pretest at the beginning of the school year to group students for differentiated instruction  
-Promise Time tutors administer 3 diagnostic tests using the i-Ready Diagnostic program to measure student progress throughout the tutoring program making adjustments where needed. The Promise Time Facilitator meets with principal to review student progress, student data and student work. Principal sends out Promise Time student data to classroom teachers.

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

Promise Time Facilitator, tutors, students and principal

**INSTRUCTIONAL STRATEGY #2**

## Strategy Type

After school Academic Clubs for Enrichment/Acceleration for students in grades 3-5 who are at Levels 3 and beyond based on ELA common assessment data in reading, math and science 3 days a week for one hour.

Minutes added to the school year: 28,800

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

Purpose is to provide enrichment for students in grades 3-5 who have mastered cognitive complexity Levels of 3 in reading, math and science moving students to cognitive complexity Levels of 4 through helping students to practice and deepen new knowledge and also helping students generate and test hypotheses

## Provide a description of the strategy below.

Selected students in all subgroups in grades 3-5 will rotate between math and science three times a week after school for one hour experiencing interactive collaborative lessons with high student engagement and high levels of cognitive complexity (Levels 3 and beyond) producing student end products per semester that integrate across all content areas. Tutors will use Marzano Domain 1: DQ 4 instructional strategies

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

Tutors will collect student data through observations and taking anecdotal notes. Students will set individual goals and track their progress. Tutors will give intermittent feedback to help students achieve their goals. Tutors will analyze student data once a week during planning time collaborating on next steps to increase student mastery at cognitive complexity Levels of 4. End of semester projects will be presented by students with their parents attending. Students will assess other students projects based on agreed upon criteria.

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

Academic Club Facilitator, tutors, students and principal

**INSTRUCTIONAL STRATEGY #3**

## Strategy Type

After school STEM Academy for Enrichment/Acceleration for students in grades 4-5 who have an interest and passion for science, technology, engineering and math inquiry and discovery.

Minutes added to the school year: 1,800

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

To increase STEM opportunities for Pinellas County School students.

## Provide a description of the strategy below.

STEM Academy will offer students opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team-building and leadership skills, learn about business planning, and interact with community partners!

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

Teachers will collect STEM student data through observations and taking anecdotal notes. Students will set individual goals and track their progress. Teachers will give intermittent feedback to help students achieve their goals. STEM facilitators will implement Professional Development STEM training giving feedback to students as they work on inquiry projects, engineering design processes, career exploration and leadership skills. End of semester projects will be presented by students with their parents attending. Students will assess other students projects based on agreed upon criteria.

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

STEM Academy Facilitators (Teachers), students, and principal

#### INSTRUCTIONAL STRATEGY #4

Strategy Type

Connect to Success digital computer loaner program for students in K-5th grades whose parents have given permission

Minutes added to the school year: 389,790

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

Students will extend learning into their homes utilizing technology to increase learning through practicing skills, strategies and processes in all content areas.

Provide a description of the strategy below.

Students will utilize technology to practice skills, strategies and processes aligned to FL Standards accessing web-based programs to increase grade level mastery at cognitive complexity levels of 3 and beyond in all content areas.

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

Parent surveys and results of the SAT 10 (grades 1-2) and FSA (grades 3-5).

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

Connect to Success (Digital Lap Top Loaner Program) Facilitator, students, parents and administration

#### 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.

-Kindergarten Transition Events in January and May for parents of incoming Kindergarten students. At these events incoming Kindergarten parents view a musical presentation and observe Kindergarten art work by the current Kindergarten class. Parents meet the Kindergarten teachers and administration. Parents are given important school information to prepare for the upcoming year. Parents are also given a Kindergarten backpack filled with learning resources and books. Kindergarten teachers explain how to use the Kindergarten resources over the summer. Parents are invited to visit the Kindergarten teachers' classes and school campus.

-Fifth grade parents and students are given information about Middle School choices for attendance in February by the school counselor. The school counselor and the administration inform parents to learn about the middle schools their children may want to attend by visiting the district website. The Fifth Grade Team offers parent support after school who need technical assistance in choosing a middle school appropriate for their child. The Fifth Grade Team arranges for middle school administration and staff members to visit each Fifth Grade class helping students select classes and giving a brief overview of what to expect as middle schoolers. The Fifth Grade Team encourages all Fifth Grade students and parents to attend Fifth Grade Summer Bridge on a middle school campus of their choice. The administration gives parents permission to take their 5th grade child out of school to visit the middle school tours during the spring.



**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

LLT Member First Name	LLT Member Last Name	Title	Email
Suzanne	Hester	Principal	hesters@pcsb.org
Rose	Kane	Assistant Principal	kaner@pcsb.org
Mary	Hosford	Reading Coach	hosfordm@pcsb.org
Nancy	Teasdale	Rtl Coach	teasdalen@pcsb.org
Sarah	Durspek	Primary Lead Teacher	durspek@pcsb.org
Kathy	Zell	Intermediate Lead Teacher	zellk@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.

Our Literacy SIP Team reviews data and sets goals for ALL students to master literacy FL Standards at cognitive complexity Levels of 3 and beyond. The SIP Team shares actions to accomplish mastery of Literacy goals at PLCs and Eagle Team meetings. The literacy focused grade level PLCs once a month are facilitated with a district reading coach to support module planning. Literacy focused grade level PLCs conduct data chats to discuss student needs and progress after each assessment cycle. Administration conducts observations of g literacy blocks checking for alignment to Florida State Standards and district curriculum and effective instructional strategies based on teacher and student evidences using Marzano Teacher Evaluation Model.

A summer reading program was instituted for students in K-4th grade; summer of 2015. Students were given two books to read over the summer; one by the school and one from the district and encouraged to Read with the Rays for a total of 24 hours. Students who accomplished their reading goals will be rewarded with a book charm, recognition by Raymond of the Rays and Tampa Bay Ray tickets and motif.

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

- Collaborating with teachers during PLCs and Eagle SIP Meetings as they grow and develop professionally improving literacy instructional strategies implementing Marzano Instructional Framework (Domain 1) to increase the number of students who master FL Standards at cognitive complexity Levels of 3 and beyond
- Working with grade level teams during PLCs and planning time to create ELA learning goals and scales aligned to FL Standards for teachers and students to track mastery at Levels 3 and beyond
- Working with grade level teams during PLCs and planning time to begin Lesson Study process observing one another's practice, giving feedback on teacher and student evidences observed and how to move Lesson Study lesson from Developing to Innovating based on Marzano Teacher Evaluation Model.
- Conducting grade level literacy demonstration lessons by Literacy coach while teachers observe teacher and student evidences for desired effects
- Working with grade level teams to develop classroom libraries with rigorous literacy and informational books
- School-wide focus on quality writing across all content areas based on Marzano Instructional Framework: Domain 1: DQ2.12 & DQ3.20
- School-wide focus on daily independent reading time aligned to learning goal while teachers are conferencing with students as they track their reading progress
- School-wide reading homework with accountability for ALL students in grades K-5
- Feature a book of the month for primary and intermediate grades in front office for parents to view and on school website and bi-monthly newsletter
- School-wide summer reading program

**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.

<b>8-Step Problem-Solving Process</b>
---------------------------------------

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.6		70

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.4		25

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

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

## Students Scoring at or Above Level 7

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

**LEARNING GAINS**

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		100

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61		100

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
52.7	38	70

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34.2	41.5	70

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36.5	43.5	70

**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	52.9		70
Black/African American	23.3		70
Hispanic	46.7		70
Asian	69.7		70
American Indian	0	0	0
English Language Learners (ELLs)	15.8		70
Students with Disabilities (SWDs)	12		70
Economically Disadvantaged	56		70

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.

Increase reading proficiency to 70% as ALL students in grades K-5 master ELA Florida Standards at cognitive complexity Levels 3 and beyond by 15%; measured by FLKRS, SAT 10 and ELA FSA 2016 by improving core instruction through professional development

Provide possible data sources to measure your reading goal.

- FLKRS
- Common Assessments (K-5)
- Running Records (K-5)
- Formative assessments (K-5)
- Literacy response to reading journals
- SAT 10 (1st-2nd)
- FSA (3-5)
- CELLA (3-5)

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
----------	----------------------------

<p>A deeper understanding of ELA FL Standards (K-5) aligned to AdvancED Standards for Quality, district curriculum, and SIP through implementation of Marzano Instructional Framework for 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development training by administrators on Marzano Instructional Framework (MIF) focusing on Domains 1 &amp; 2; 10 BEST instructional strategies when teaching the ELA FL Standards at preschool training and throughout the school year at staff meetings.</li> <li>-During teacher planning time, teachers can select from MIF: Domain 1 specific Design Questions (DQ) and element strategies to include in their Deliberate Practice to strengthen ELA instruction for administrators to observe teacher growth and development based on current student data</li> <li>-During teacher planning time or before or after school, administrators review Deliberate Practice Plans with teachers to collaborate on specific DQ and element strategies teacher may be working on during the school year to strengthen or improve ELA instructional strategies for administrator to give specific feedback when doing walkthroughs and informal and formal observations during ELA block. Administrators will intermittently check with teachers on their Deliberate Growth Plan ELA progress throughout the school year.</li> <li>-Weekly walkthroughs by administration observing the specific DQ and element strategies teachers included in their Deliberate Practice for growth and development giving feedback to teacher based on observable teacher and student evidences using Marzano Teacher Evaluation Model</li> <li>-Increase site-based Professional Development facilitated by grade level team leader through monthly ELA focused grade level PLC collaboration (equipped with literacy coach) planning ELA module instruction to improve core instruction</li> <li>-Administrators will conduct a minimum of 4 observations (3 informal and 1 formal) focusing on a minimum of 1 literacy lesson (unless math/science teacher) providing feedback to teacher on specific DQ and element strategies in their Deliberate Practice through iObservation based on observable teacher and student evidences rating their performance based on the Marzano Teacher Evaluation Model scale.</li> </ul>
<p>Action 2</p>	<p>Plan to Implement Action 2</p>

<p>Teachers will create and develop ELA Learning Goals and Scales aligned to ELA FL Standards for students to refer to throughout an instructional module and for students to track progress toward mastery of Learning Goals at cognitive complexity Levels of 3 and beyond through professional development.</p>	<ul style="list-style-type: none"> <li>-Reduce proficiency barrier:</li> <li>-Provide site-based Professional Development training by administrators on how to create and develop ELA Learning Goals and Scales aligned to FL Standards using Marzano's Taxonomy to gradually increase high levels of rigor at preschool training and throughout the school year during staff meetings</li> <li>-Provide site-based Professional Development opportunity for teachers to work with district coach and grade level teams during PLCs and planning time to create and develop Learning Goals and Scales aligned to ELA FI Standards</li> <li>-Provide site-based Professional Development opportunities during PLCs and planning time for teachers to view videos in iObservation of MIF: Domain 1: DQ1: Communicating Learning Goals and Feedback specific to ELA</li> <li>-As result of Learning Goals and Scales Professional Development Training by administrators, district coach and collaborating with grade level teams at PLCs and planning time, ALL instructional staff will post an ELA Learning Goal and Scale (K-5th) for students to refer to throughout an unit of instruction with teachers monitoring and giving specific feedback to ALL students on learning goal progress based on scale criteria observed by administrators giving teacher and student evidences as feedback</li> <li>- Provide site-based Professional Development facilitated by grade level team leaders and district coach during grade level PLCs and planning time to collaborate on ELA forms to use in Red Data Folders for students to record and track Learning Goal progress, i.e. module formative assessments, running records, module pre and post tests, reading response journal quality, homework completion, etc.</li> <li>-Provide site-based Professional Development facilitated by grade level team leaders and district coach during grade level PLCs to collaborate on process to share student progress toward mastery of Learning Goals aligned to ELA Florida Standards based on scale criteria with parents at school-wide Title One Conference Day and throughout the school year. The process will include how student Learning Goal progress aligns to report card grades.</li> </ul>
<p>Action 3</p>	<p>Plan to Implement Action 3</p>

<p>Improve ELA Core Instruction (K-5) aligned to FL Standards and district curriculum through implementation of Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development training by administrators on MIF Domains 1 and 2 during preschool training and throughout the school year at staff meetings</li> <li>-Provide site-based Professional Development training by district content coach on MIF Domain 1: DQ 1-5 &amp;9; Student Productive Talk during PLCs</li> <li>-Provide site-based Professional Development facilitated by grade level team leader and district coach for teachers to collaborate during PLCs and planning time on DQ and element strategies to implement utilizing the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities during shared reading, guided reading, independent reading, journal responses, and multi-media analysis to introduce new content, review, practice and deepen knowledge</li> <li>-Provide site-based Professional Development facilitated by Literacy Coach during PLCs and planning time on key instructional strategies to teach explicit vocabulary (academic, domain specific, and Tier II high-utility words) as well as opportunities for students to determine the meanings of words using the context of the text</li> <li>-Provide site-based Professional Development facilitated by grade level team leader and district coach for teachers to collaborate and research effective ELA formative assessments sharing student results at monthly PLCs strengthening MIF 10 BEST instructional strategies as needed</li> <li>-Provide site-based Professional Development for grade level teams to observe Literacy Coach demonstration ELA lessons based on student data and grade level team instructional needs during PLCs and planning time</li> <li>-Provide site-based Professional Development facilitated by district literacy coach during PLCs and planning time for teachers to begin to use Lesson Study process to observe teacher ELA lessons giving feedback on strengths and weaknesses of lesson based on observable teacher and student evidences using Marzano Teacher Evaluation Model</li> <li>-Provide site-based Professional Development led by district coach during PLCs for teachers to implement web-based reading program, IStation to help students practice and deepen literacy knowledge and skills at school and home</li> </ul>
<p>Action 4</p>	<p>Plan to Implement Action 4</p>

Improve differentiated ELA instruction aligned to FI Standards and district curriculum utilizing Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development

Reduce proficiency barrier:

- Provide site-based Professional Development Training led by administrators on MIF 10 BEST instructional practices to differentiate on grade level instruction for ALL students at preschool training and throughout the school year at staff meetings.
- Provide monthly Data Chat Training before school led by district content coach for SBLT and Grade Level Team Leaders and all other Eagle Team members choosing to participate using Nancy Love's "Data Coach" book to learn how to analyze and disaggregate school-wide student ELA data focusing on achievement gaps for ALL student subgroups
- Provide site-based Professional Development facilitated by grade level team leaders and district content coach to train grade level teams during PLCs on how to analyze and disaggregate student data focusing on all subgroups using information to plan for differentiated instruction for student remediation and acceleration.
- Provide site-based Professional Development by district Literacy Coach during PLCs and planning time on Jan Richardson Guided Reading Routine to meet unique needs of students.
- Provide site-based Professional Development by district Literacy Coach during PLCs and planning time on how teachers use text sets which include a progression of difficulty to stair-step students into increasingly challenging text.
- Provide site- based Professional Development Training led by district Literacy Coach during PLCs and planning time on how to plan instruction (Domain 2) with a high level of rigor using Marzano's Taxonomy and strengthen instruction through the use of student productive talk, task, text, and student needs
- Provide site-based Professional Development Training led by district Literacy Coach during PLCs and planning time on how teachers can incorporate a wide-variety of instructional strategies (Domain 1) for students to not only grapple with complex text, but also to integrate, apply and strengthen their foundational skills
- Provide site-based Professional Development Training facilitated by grade level team leaders and district coach during PLCs and planning time to collaborate and plan for various modalities (visual, auditory, kinesthetic) to use when presenting concepts to meet the varied needs of ALL students
- Provide site-based Professional Development Training facilitated by grade level team leaders and district coach during PLCs to review student formative assessment data, observational data, anecdotal record-keeping strengthening specific elements (MIF) as needed to increase student ELA mastery at Levels of 3 and beyond
- Provide site-based Professional Development Training facilitated by administrators, district coach and utilization of iObservation videos during PLCs and planning time focusing on MIF Domain 2: Planning and Preparing for Lessons and Units differentiating instruction based on current student ELA data in all subgroups
- Provide site-based Professional Development Training led by district content coach during PLCs on utilization of Istation (web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student reading progress
- Provide site-based Professional Development Training during PLCs and planning time for teachers to collaborate on how to make TIME during the ELA block to weekly conference one-on-one with students to support individual learning needs

## 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 (%)
40		50

## FLORIDA ALTERNATE ASSESSMENT (FAA)

## Students Scoring at or Above Level 4

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

Increase school-wide writing proficiency to 70% as ALL students in grades K-5 master Writing Florida Standards at cognitive complexity Levels 3 and beyond by 15%; measured by ELA FSA 2016 by improving core writing instruction across all content areas through professional development

Provide possible data sources to measure your writing goal.

- ELA FSA (3-5)
- CELLA (3-5)
- ELA Common Module Assessments
- Formative Assessments
- Examples of student writing (narrative, opinion, informational, research)

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



<p>A deeper understanding of Writing FL Standards (K-5) aligned to AdvancED Standards for Quality, district curriculum, and SIP through implementation of Marzano Instructional Framework for 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development training by administrators on Marzano Instructional Framework (MIF) focusing on Domains 1 &amp; 2; 10 BEST instructional strategies when teaching the Writing FL Standards at preschool training and throughout the school year at staff meetings.</li> <li>-During teacher planning time, teachers can select from MIF: Domain 1 specific Design Questions (DQ) and element strategies to include in their Deliberate Practice to strengthen Writing instruction for administrators to observe teacher growth and development based on current student data</li> <li>-During teacher planning time or before or after school administrators review Deliberate Practice Plans with teachers to collaborate on specific DQ and element strategies teacher may be working on during the school year to strengthen or improve Writing instructional strategies for administrator to give specific feedback when doing walkthroughs and informal and formal observations during ELA/Writing block. Administrators will intermittently check with teachers on their Deliberate Growth Plan ELA/Writing progress throughout the school year.</li> <li>-Weekly walkthroughs by administration observing the specific DQ and element strategies teachers included in their Deliberate Practice for growth and development giving feedback to teacher based on observable teacher and student evidences using Marzano Teacher Evaluation Model</li> <li>-Increase site-based Professional Development facilitated by grade level team leader through monthly ELA/Writing focused grade level PLC collaboration (equipped with literacy coach) planning ELA/ Writing module instruction to improve core instruction</li> <li>-Administrators will conduct a minimum of 4 observations (3 informal and 1 formal) focusing on a minimum of 1 ELA/ Writing lesson (unless math/science teacher) providing feedback to teacher on specific DQ and element strategies in their Deliberate Practice through iObservation based on observable teacher and student evidences rating their performance based on the Marzano Teacher Evaluation Model scale.</li> </ul>
<p>Action 2</p>	<p>Plan to Implement Action 2</p>

<p>Teachers will create and develop Writing Learning Goals and Scales aligned to Writing FL Standards for students to refer to throughout an instructional module and for students to track progress toward mastery of Learning Goals at cognitive complexity Levels of 3 and beyond through professional development.</p>	<ul style="list-style-type: none"> <li>-Reduce proficiency barrier:</li> <li>-Provide site-based Professional Development training by administrators on how to create and develop ELA/Writing Learning Goals and Scales aligned to FL Standards using Marzano's Taxonomy to gradually increase high levels of rigor at preschool training and throughout the school year at staff meetings</li> <li>-Provide site-based Professional Development opportunity for teachers to work with district coach and grade level teams during PLCs and planning time to create and develop Learning Goals and Scales aligned to ELA/Writing FL Standards</li> <li>-Provide site-based Professional Development during PLCs and planning time for teachers to view videos in iObservation of MIF: Domain 1: DQ1: Communicating Learning Goals and Feedback specific to Writing</li> <li>-As result of Learning Goals and Scales Professional Development Training by administrators, district coach and collaborating with grade level teams at PLCs and planning time, ALL instructional staff will post an ELA/Writing Learning Goal and Scale (K-5th) for students to refer to throughout an unit of instruction with teachers monitoring and giving specific feedback to ALL students on learning goal progress based on scale criteria observed by administrators giving teacher and student evidences as feedback</li> <li>- Provide site-based Professional Development facilitated by grade level team leaders and district coach during grade level PLCs and planning time to collaborate on ELA/Writing forms to use in Red Data Folders for students to record and track Learning Goal progress, i.e.. module formative writing assessments, module pre and post tests, writing journals, text type examples, samples of production and distribution of writing, homework completion, etc.</li> <li>-Provide site-based Professional Development facilitated by grade level team leaders and district coach during grade level PLCs to collaborate on process to share student progress toward mastery of Learning Goals aligned to Writing Florida Standards based on scale criteria with parents at school-wide Title One Conference Day and throughout the school year. The process will include how student Learning Goal progress aligns to report card grades.</li> </ul>
<p>Action 3</p>	<p>Plan to Implement Action 3</p>

<p>Improve Writing Core Instruction (K-5) across all content areas aligned to FL Standards and district curriculum through implementation of Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development by administrators on MIF Domains 1 and 2 at preschool training and throughout the school year at staff meetings.</li> <li>-Provide site-based Professional Development by district content coach on MIF Domain 1: DQ 1-5 &amp;9; Student Productive Talk during grade level PLCs</li> <li>-Provide site-based Professional Development facilitated by grade level team leader and district coach for teachers to collaborate during PLCs and planning time on DQ and element strategies to implement utilizing the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for independent writing practice. Teachers will focus on Writing Anchor Standards: Text Types and Purpose (narrative, informational, opinion and research), Production and Distribution of Writing (Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience), Research to Build and Present Knowledge (conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate through summarization or synthesis, draw evidence from literacy or informational texts to support analysis, reflection and research) Range of Writing (write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences).</li> <li>-Provide site-based Professional Development during PLCs for grade level teams to observe Literacy Coach demonstration writing lessons based on student data and grade level team instructional needs</li> <li>-Provide site-based Professional Development opportunities facilitated by district literacy coach during PLCs and planning time for teachers to begin to use Lesson Study process to observe teacher writing lessons giving feedback on strengths and weaknesses of lesson based on observable teacher and student evidences using Marzano Teacher Evaluation Model</li> <li>--Provide site-based Professional Development led by district coach during PLCs and planning time for teachers to implement web-based keyboarding to help students practice keyboarding skills to write and publish at school and home</li> </ul>
<p>Action 4</p>	<p>Plan to Implement Action 4</p>

Improve differentiated Writing instruction aligned to FI Standards and district curriculum utilizing Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development

Reduce proficiency barrier:

- Provide site-based Professional Development Training led by administrators on MIF 10 BEST instructional practices to differentiate on grade level instruction for ALL students at preschool training and throughout the school year at staff meetings.
- Provide monthly Data Chat Training before school led by district content coach for SBLT and Grade Level Team Leaders and all other Eagle Team members choosing to participate using Nancy Love's "Data Coach" book to learn how to analyze and disaggregate school-wide student writing data focusing on achievement gaps for ALL student subgroups
- Provide site-based Professional Development facilitated by grade level team leaders and district content coach to train grade level teams during PLCs on how to analyze and disaggregate student data focusing on all subgroups using information to plan for differentiated writing instruction for student remediation and acceleration.
- Provide site-based Professional Development by district Literacy Coach during PLCs and planning time on Jan Richardson Guided Reading and Writing Routines as students read to write and write to read to meet unique learning needs of students.
- Provide site-based Professional Development Training led by district Literacy Coach on how to plan instruction (Domain 2) with a high level of rigor using Marzano's Taxonomy and strengthen writing instruction through the use of student productive talk, peer conferencing and teacher guiding students one-on-one to strengthen writing as needed by revising and editing
- Provide site-based Professional Development Training led by district Literacy Coach during PLCs and planning time on how teachers can incorporate a wide-variety of instructional strategies (Domain 1) as student learns how to write text types (narrative, informational, opinion, and research) and the purpose for each
- Provide site-based Professional Development Training facilitated by grade level team leaders and district coach during PLCs and planning time to collaborate and plan for various modalities (visual, auditory, kinesthetic) to use when presenting concepts to meet the varied needs of the students
- Provide site-based Professional Development Training facilitated by grade level team leaders and district coach during PLCs to review student writing samples strengthening the desired effect for specific elements (MIF) as needed to increase student writing mastery at Levels of 3 and beyond
- Provide site-based Professional Development Training facilitated by administrators, district coach and utilization of iObservation videos during PLCs and planning time focusing on MIF Domain 2: Planning and Preparing for Lessons and Units differentiating writing instruction based on current student data in all subgroups
- Provide site-based Professional Development Training during PLCs and planning time for teachers to collaborate on how to make TIME to weekly conference one-on-one with students reviewing their writing samples to support individual learning needs

**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 (%)
25.6		70

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20.6		30

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40		0

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		0

**LEARNING GAINS**

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
79		80

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83		85

**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	46.8		70
Black/African American	13.3		50
Hispanic	45.9		70
Asian	66.7		70
American Indian	0	0	0
English Language Learners (ELLs)	31.6		70
Students with Disabilities (SWDs)	12		50
Economically Disadvantaged	40		70

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.

Increase mathematics proficiency to 70% as ALL students in grades K-5 master Mathematics Florida Standards at cognitive complexity Levels 3 and beyond by 15%; measured by SAT 10 and ELA FSA 2016 by improving core instruction through professional development

Provide possible data sources to measure your mathematics goal.

- Common assessments
- Formative assessments
- Unit assessments
- Math Journal responses (show, solve, explain)
- SAT 10 (grades 1-2)
- FSA (grades 3-5)

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
<p>A deeper understanding of Math FL Standards (K-5) aligned to AdvancED Standards for Quality, district curriculum, and SIP through implementation of Marzano Instructional Framework for 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through Professional Development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development training by administrators on Marzano Instructional Framework (MIF) focusing on Domains 1 &amp; 2; 10 BEST instructional strategies when teaching the Math FL Standards at preschool training and throughout the school year at staff meetings.</li> <li>-During teacher planning time, teachers can select from MIF: Domain 1 specific Design Questions (DQ) and element strategies to include in their Deliberate Practice to strengthen Math instruction for administrators to observe teacher growth and development based on current student math data</li> <li>-During teacher planning time or before or after school, administrators review Deliberate Practice Plans with teachers to collaborate on what DQ and element strategies teacher may be working on during the school year to strengthen or improve Math instructional strategies for administrator to give specific feedback when doing walkthroughs and informal and formal observations during Math block. Administrators will intermittently check with teachers on their Deliberate Growth Plan Math progress throughout the school year.</li> <li>-Weekly walkthroughs by administration observing the specific DQ and element strategies teachers included in their Deliberate Practice for growth and development giving feedback to teacher based on observable teacher and student evidences using Marzano Teacher Evaluation Model</li> <li>-Provide site-based Professional Development facilitated by grade level team leader through monthly Math focused grade level PLC collaboration (equipped with math coach) planning Math unit instruction to improve core instruction</li> <li>-Administrators will conduct a minimum of 4 observations (3 informal and 1 formal) focusing on a minimum of 1 mathematics lesson (unless literacy teacher) providing feedback to teacher on specific DQ and element strategies in their Deliberate Practice through iObservation based on observable teacher and student evidences rating their performance based on the Marzano Teacher Evaluation Model scale.</li> </ul>
Action 2	Plan to Implement Action 2

<p>Teachers will create and develop Mathematics Learning Goals and Scales aligned to Math FL Standards for students to refer to throughout an instructional unit and for students to track progress toward mastery of Learning Goals at cognitive complexity Levels of 3 and beyond through professional development.</p>	<ul style="list-style-type: none"> <li>-Reduce proficiency barrier:</li> <li>-Provide site-based Professional Development training by administrators on how to create and develop Mathematics Learning Goals and Scales aligned to FL Standards using Marzano's Taxonomy to gradually increase high levels of rigor at preschool training and throughout the school year during staff meetings</li> <li>-Provide site-based Professional Development for teachers to work with district Math Coach and grade level teams during PLCs and planning time to create and develop Learning Goals and Scales aligned to Math FI Standards</li> <li>-Provide site-based Professional Development during PLCs and planning time for teachers to view videos in iObservation of MIF: Domain 1: DQ1: Communicating Learning Goals and Feedback specific to mathematics</li> <li>-As result of Learning Goals and Scales Professional Development Training by administrators, district coach and collaborating with grade level teams at PLCs and planning time, ALL instructional staff will post a Mathematics Learning Goal and Scale (K-5th) for students to refer to throughout an unit of instruction with teachers monitoring and giving specific feedback to ALL students on learning goal progress based on scale criteria observed by administrators giving teacher and student evidences as feedback</li> <li>- Provide site-based Professional Development facilitated by grade level team leaders and district coach during grade level PLCs and planning time to collaborate on Mathematic forms to use in Red Data Folders for students to record and track Learning Goal progress, i.e. unit formative assessments, teacher made unit assessments, math journaling, math fact fluency, ST Math progress, homework completion</li> <li>-Provide site-based Professional Development facilitated by grade level team leaders and district coach during grade level PLCs to collaborate on process to share student math progress toward mastery of Learning Goals aligned to Math Florida Standards based on scale criteria with parents at school-wide Title One Conference Day and throughout the school year. The process will include how student Learning Goal progress aligns to report card grades.</li> </ul>
<p>Action 3</p>	<p>Plan to Implement Action 3</p>

<p>Improve Mathematics Core Instruction (K-5) aligned to FL Standards through implementation of Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development by administrators on MIF Domains 1 and 2 during preschool training and throughout the school year at staff meetings</li> <li>-Provide site-based Professional Development by district content coach on MIF Domain 1: DQ 1-5 &amp; 9; Student Productive Talk during PLCs</li> <li>-Provide site-based Professional Development facilitated by grade level team leader and district coach for teachers to collaborate during PLCs and planning time on DQ and element strategies to implement utilizing the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback to introduce new content, review, practice and deepen knowledge</li> <li>-Provide site-based Professional Development led by Math Coach during PLCs on how to plan for math instruction (MIF: Domain 2) for a student-centered approach for math instructional delivery utilizing the Eight Mathematical Practices Before, During and After phases of instruction.</li> <li>-Provide site-based Professional Development facilitated by district Math Coach during PLCs and planning time on Best Practice in the Structure of a Mathematics Block, Before (Launch/Opening), During (Investigate) and After (Debriefing/Closing).</li> <li>-Provide site-based Professional Development Training led by district Math Coach during PLCs and planning time on how to plan instruction (Domain 2) with a high level of rigor using Marzano's Taxonomy and strengthen math instruction through the use of The Eight Mathematical Practices</li> <li>-Provide site-based Professional Development facilitated by grade level team leader and district Math Coach during PLCs and planning time for teachers to collaborate and research utilizing MFAS (CPalms) effective Math formative assessments sharing student results at monthly PLCs strengthening MIF 10 BEST instructional strategies as needed</li> <li>-Provide site-based Professional Development led by district Math Coach during PLCs and planning time on how to teach math in context and through problems, and the use of math strategies and effective questioning</li> <li>-Provide site-based Professional Development led by district Math Coach during PLCs and planning time on effective use of math manipulatives, number lines, number talk, math maintenance and journaling</li> <li>-Provide site-based Professional Development during PLCs and planning time for grade level teams to observe district Math Coach Demonstration Math lessons based on student data and grade level team instructional needs</li> <li>-Provide site-based Professional Development facilitated by district Math Coach during PLCs and planning time for teachers to begin to use Lesson Study process to observe teacher Mathematics lessons giving feedback on strengths and weaknesses of lesson based on observable teacher and student evidences using Marzano Teacher Evaluation Model</li> <li>-Provide site-based Professional Development opportunities by district coach during PLCs for teachers to implement web-based mathematics program, ST Math to help students practice and deepen mathematical logic, knowledge and skills at school and home</li> </ul>
---	--



Action 4	Plan to Implement Action 4
<p>Improve differentiated Math instruction aligned to FI Standards and district curriculum utilizing Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce proficiency barrier:</p> <ul style="list-style-type: none"> <li>-Provide site-based Professional Development Training led by administrators on MIF 10 BEST instructional practices to differentiate on grade level instruction for ALL students at preschool training and throughout the school year at staff meetings.</li> <li>-Provide monthly Data Chat Training before school led by district content coach for SBLT and Grade Level Team Leaders and all other Eagle Team members choosing to participate using Nancy Love's "Data Coach" book to learn how to analyze and disaggregate school-wide student Mathematics data focusing on achievement gaps for ALL student subgroups</li> <li>-Provide site-based Professional Development facilitated by grade level team leaders and district Math Coach to train grade level teams during PLCs on how to analyze and disaggregate student data focusing on all subgroups using information to plan for differentiated math instruction for student remediation and acceleration.</li> <li>-Provide site-based Professional Development by district Math Coach during PLCs and planning time on Mathematics Formative Assessment System ( MFAS) routines to meet unique learning needs of students.</li> <li>-Provide site-based Professional Development led by Math Coach during PLCs to collaborate on how to utilize CPalms and MFAS to create small groups and provide additional support based on student formative assessments.</li> <li>-Provide site-based Professional Development led by district Math Coach for teachers to plan for math intervention strategies and resources for Tier 1, Tier 2 and Tier 3 students.</li> <li>-Provide site-based Professional Development Training facilitated by grade level team leaders and district coach during PLCs and planning time to collaborate and plan for various modalities (visual, auditory, kinesthetic) to use when presenting math concepts to meet the varied needs of the students</li> <li>-Provide site-based Professional Development Training facilitated by grade level team leaders and district coach during PLCs to review student formative assessment data, observational data, anecdotal record-keeping strengthening specific elements (MIF) as needed to increase student math mastery at Levels of 3 and beyond</li> <li>-Provide site-based Professional Development Training facilitated by administrators, district coach and utilization of iObservation videos during PLCs and planning time focusing on MIF Domain 2: Planning and Preparing for Lessons and Units differentiating instruction based on current student math data in all subgroups</li> <li>-Provide site-based Professional Development Training led by district content coach during PLCs on utilization of St Math (web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student reading progress</li> <li>-Provide site-based Professional Development Training during PLCs and planning time for teachers to collaborate on how to make TIME during the Math block to weekly conference one-on-one with students to support individual learning needs</li> </ul>

**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 (%)
28.1	31	70

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.5	24	30

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

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

## Students Scoring at or Above Level 7

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

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.

Increase science proficiency to 70% as ALL students in grades K-5 master Science NGSS Standards Science at cognitive complexity Levels 3 and beyond by 15%; measured by Fifth Grade Science FCAT 2016 by improving core instruction through professional development

Provide possible data sources to measure your science goal.

- Science Success Criteria notebooks/journals (1-5)
- SEAMS inquiry notebooks/journals (3-5)
- Science response journals
- Science lab pre/post test (3-5)
- Science inquiry projects (K-5)
- District common assessments
- Teacher made formative assessments and end of unit exams

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

<p>A deeper understanding of Next Generation Science State Standards (K-5) aligned to AdvancED Standards for Quality, district curriculum, and SIP through implementation of Marzano Instructional Framework for 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce Proficiency Barrier:                      -Provide site-based Professional Development training by administrators on Marzano Instructional Framework (MIF) focusing on Domains 1 &amp; 2; 10 BEST instructional strategies when teaching the Science NGSS Standards at preschool training and throughout the school year at staff meetings.                      -During teacher planning time, teachers can from MIF: Domain 1 specific Design Questions (DQ) and element strategies to include in their Deliberate Practice to strengthen Science instruction for administrators to observe teacher growth and development based on current student data                      -During teacher planning time or before or after school, administrators review Deliberate Practice Plans with teachers to collaborate on what DQ and element strategies teacher may be working on during the school year to strengthen or improve Science instructional strategies for administrator to give specific feedback when doing walkthroughs and informal and formal observations during Science block. Administrators will intermittently check with teachers on their Deliberate Growth Plan Science progress throughout the school year.                      -Weekly walkthroughs by administration observing the specific DQ and element strategies teachers included in their Deliberate Practice for growth and development giving feedback to teacher based on observable teacher and student evidences using Marzano Teacher Evaluation Model                      -Increase site-based Professional Development facilitated by grade level team leader through monthly Science focused grade level PLC collaboration (equipped with science coach) planning Science units of instruction to improve core instruction                      -Administrators will conduct a minimum of 4 observations (3 informal and 1 formal) focusing on a minimum of 1 science lesson (unless literacy teacher) providing feedback to teacher on specific DQ and element strategies in their Deliberate Practice through iObservation based on observable teacher and student evidences rating their performance based on the Marzano Teacher Evaluation Model scale.</p>
<p>Action 2</p>	<p>Plan to Implement Action 2</p>
<p>Teachers will create and develop Science Learning Goals and Scales aligned to NGSS Standards for students to refer to throughout a science unit and for students to track progress toward mastery of Learning Goals at cognitive complexity Levels of 3 and beyond through professional development.</p>	<p>Reduce Proficiency Barrier:                      Provide Professional Development opportunity through monthly science focused PLCs collaboration (equipped with science coach) using district "I can" Learning Goals aligned to NGSS Standards and district curriculum;                      -Provide site-based Professional Development during PLCs and planning time for teachers to plan high order questions aligned to "I Can" Learning Goals; grade level PLCs review student results in Success Criteria Notebooks/journals (where students track progress toward mastery of Learning Goals at cognitive complexity Levels of 3 and beyond) and formative assessments to respond to the specific learning needs of each student and to analyze and improve individual and collective professional practice; fully implement student Success Criteria Notebooks/journals (1-5) using proficiency scale rubrics; giving meaningful frequent feedback to students. Weekly walkthroughs by administration observing Learning Goals and Scales giving teachers feedback on teacher and student evidences based on Marzano Teacher Evaluation Model</p>
<p>Action 3</p>	<p>Plan to Implement Action 3</p>

<p>Improve Science Core Instruction (K-5) aligned to NGSS Standards through implementation of Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce Proficiency Barrier:                      -Increase Professional Development opportunity through monthly science focused grade level PLCs collaboration (equipped with science coach) to plan core science unit instruction utilizing CLASP (Content Literacy Analyzing Science Probes )integrating science through information text, plan science 5E unit workshops using district collaborative planning template Backwards Design Model by Wiggins and McTighe; PLCs plan SLAGS (science activities and tasks)for each unit workshop, plan how to utilize science journals incorporating learning goals (I can statements) and embedded science vocabulary for each unit and plan Think Central Fusion computer sites to visually enrich units of instruction. During PLCs and planning time the Science coach will focus on MIF: Domain 1: DQ4: Helping Students Generate and Test Hypotheses (K-5) utilizing district science resource OWL and SEAMS science inquiry posters for teachers to model and demonstrate the Nature of Science inquiry steps as teachers facilitate student inquiry projects. During PLCs and planning time PLCs build informational class libraries aligned to units of instruction. Grade level PLCs view district science videos demonstrating BEST practices for unit instruction. Grade level PLCs plan whole and small group lessons embedding science vocabulary throughout instruction; grade level teams plan activities and tasks for learning stations giving students opportunities to collaborate with partners or small groups to explore, chunk and scaffold learning that move students up the ladder of complexity to master learning goals at Levels 3 and beyond; teachers model and assign web-based computer science programs, i.e. Journey North, Brain Pop, Think Central for student learning stations and for exploration at home; PLCs plan science reflective journal entries at end of each lesson. Additionally PLCs plan enriched science lab experiences for grades 3-5; grades K-2 plan outdoor critter observations and gardening experiences resulting in end-of-the semester science inquiry projects. Grade level teams utilize Science Inquiry Posters when students are doing science inquiry projects throughout the school year; Primary (K-2); OWL and Intermediate (3-5) SEAMS Posters for teachers to demonstrate and model the "Nature of Science" inquiry steps for students to refer to when doing inquiry projects. Weekly walkthroughs by administration observing specific strategies (MIF: Domain 1) aligned to NGSS Standards and district curriculum giving feedback to teachers based Marzano Teacher Evaluation Model teacher and student evidences.</p>
<p>Action 4</p>	<p>Plan to Implement Action 4</p>

<p>Improve differentiated Science instruction aligned to NGSS Standards and district curriculum utilizing Marzano Instructional Framework 10 BEST instructional strategies to improve student mastery at cognitive complexity Levels of 3 and beyond through professional development</p>	<p>Reduce Proficiency Barrier:                      -Increase Professional Development through grade level science focused PLCs( equipped with science coach) monthly review and analyze student data (focus on achievement gaps in all student subgroups) to plan for specific learning needs of each student; grade level PLCs group students with optimum pairing of teacher to students' learning needs during small group instruction; students mastering "I can" Learning Goals are assigned as "experts" to support student who need additional help; grade level PLCs check-back each month tracking students' progress in Success Journals and formative assessments for remediation and acceleration; data chats with MTSS (SBLT) after each assessment cycle for item analysis to teach specific benchmarks that students miss most often. Third-Fifth grade teachers work together to utilize 3-4 Fusion workbooks after students in 3-4th have completed at end of the year giving 5th grade students review of previously taught benchmarks as a review. After school academic science club and STEM to enrich and accelerate students at Levels 3 and beyond. Weekly walkthroughs by administration observing specific strategies (MIF: Domain 1) aligned to NGSS Standards and district curriculum giving feedback to teachers based on Marzano Teacher Evaluation Model teacher and students evidences.</p>
---	--

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

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.1	31	70

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.5	24	70

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

<b>STEM GOAL</b>
------------------

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

STEM Goal: to increase STEM opportunities for Pinellas County School students who attend Skyview Elementary  
 Description of Goal: STEM Academy will offer students opportunities to conduct hands-on STEM investigation, explore careers in STEM, improve team-building and leadership skills, learn about business planning and interact with community partners!

Provide possible data sources to measure your STEM goal.

- Math and science common assessment data
- Math FSA (4-5) and Science FCAT for Fifth Grade students
- Quality of science inquiry projects produced during STEM Academy based on STEM Facilitator and student decided criteria
- STEM student leadership qualities strengthen as observed by classroom teacher, parents and administrators
- Student weekly attendance at STEM Academy

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
----------	----------------------------

STEM Academy students will conduct hands-on STEM investigations	District will provide resources for STEM Academy students to conduct hands-on STEM investigations. Facilitator will coordinate district resources and utilize the school's mobile lap top cart providing computers to all STEM students to research investigations as needed. School-site will provide any additional resources needed by the STEM students
<b>Action 2</b>	<b>Plan to Implement Action 2</b>
STEM Academy students will explore careers in STEM	District will provide resources for STEM Academy students to explore careers in STEM. Skyview community partners will be asked to give "interesting and informative" talks about their STEM careers. The school will provide students with books about STEM careers and biographies of famous STEM professionals
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
STEM Academy students will improve team-building and leadership skills	District will provide resources for STEM Academy students to improve team-building and leadership skills. Facilitator will encourage STEM students to take leadership roles in their classrooms and school-wide informing their peers about the value of STEM education. The WSKY Morning News Show will feature STEM Academy students and their inquiry projects
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
STEM Academy students will learn about business planning and interact with community partners.	District will provide resources for STEM Academy students to learn about business planning and interact with community partners. Skyview community partners who speak at STEM will plan interactive discussions giving students an opportunity to ask questions and explore business planning concepts. Fifth grade STEM students will implement the business planning learning skills at their day at the Educational Foundation Business Park: Enterprise Village.

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	8	4	0
Grade 1	11	6	0
Grade 2	6	3	0
Grade 3	18	7	0
Grade 4	4	2	0
Grade 5	6	3	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	6	14	0
Grade 1	11	12	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	7	16	0
Grade 3	7	17	0
Grade 4	9	10	0
Grade 5	4	5	0

**SUSPENSIONS**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	1	0
Grade 1	3	1	0
Grade 2	4	1	0
Grade 3	7	5	0
Grade 4	8	2	0
Grade 5	6	9	0

Students with Five or More Referrals

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

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
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	0	1	0
Grade 1	1	1	0
Grade 2	0	0	0
Grade 3	1	0	0
Grade 4	6	2	0
Grade 5	9	9	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	1	0
Grade 2	0	0	0
Grade 3	1	0	0
Grade 4	0	0	0
Grade 5	1		0

Students Referred for Alternative School Placement

	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 Expelled



	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

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	1	1	0
Grade 2	0	0	0
Grade 3	6	2	0
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	1	1	0
Grade 1	0	22	0
Grade 2	0	8	0
Grade 3	29	20	0
Grade 4	15		0
Grade 5	19		0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	1	1	0
Grade 2	0	0	0
Grade 3	6	2	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 (%)
6	2	0

**MULTIPLE EARLY WARNING INDICATORS**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3	13	5
Grade 1	27	17	2
Grade 2	15	16	1
Grade 3	27	25	10
Grade 4	30	40	25
Grade 5	36	40	25

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).

-Child Study Team identifies students with 5 or more unexcused absences for Social Worker and Child Study Team members to contact parents inquiring how to support parent to help their child attend school and be on time everyday; Social Worker collaborates with classroom teachers giving information on how to support student and family; Social Worker and principal calls parents of students that have attendance concerns to offer support, Child Study Team collaborates with MTSS (SBLT) when students are performing below academic expectations due to attendance and tardies.

-KIDS Talk Team collaborates with classroom teachers about students who are behavior problems giving strategies for positive behavior classroom management and positive behavior management specific to student of concern. KIDS Talk Team identifies students with one or more referrals and or suspensions. KIDS Talk Team works with classroom teachers to develop a success plan for identified students. School counselor touches in with students of concern daily checking on positive behavior plan progress. KIDS Talk Team conferences with parents to connect school positive behavior success plan to home.

**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 (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Black Subgroup in reading to increase proficiency levels of 3 and beyond by 50% as measured by FSA for grades 3-5</p> <p>Actions: Increase information text within Guided Reading to build motivation and student engagement; plan sequenced project-based literacy projects with heterogeneous grouping to develop relevant teaching and learning and increase engagement; Increase black attendance by 100% encouraging black students to be at school and on time everyday; increasing black student engagement levels; checking homework daily with immediate teacher feedback; positive phone calls home by classroom teachers to parents of black students; extended learning opportunities after school; Guiding, Encouraging, Mentoring Students (GEMS) teachers (primary GEMS are classroom teachers) who are caring adults on campus for each black student. Additional GEMS are assigned if classroom teacher believes additional mentoring is warranted from a non-classroom staff person, matching Big Brother or Big Sister mentors to black students to improve self-efficacy with weekly BIG visits during lunch</p>	23		50
<p>Black Subgroup in math to increase proficiency levels of 3 and beyond by 50% as measured by FSA for grades 3-5</p> <p>Actions: Utilize Eight Mathematical Practices aligned to Florida Standards for students to choose a practice that will support math understanding; teacher models for students how to choose a mathematical practice for success in problem solving; Increase black attendance by 100% encouraging black students to be at school and on time everyday; increasing black student engagement levels; checking homework daily with immediate teacher feedback; positive phone calls home by classroom teachers to parents of black students; extended learning opportunities after school; Guiding, Encouraging, Mentoring Students (GEMS) teachers (primary GEM is classroom teacher) who are caring adults on campus for each black student. Additional GEMS are assigned if classroom teacher believes additional mentoring is warranted from non-classroom staff person, matching Big Brother or Big Sister mentors to black students to improve self-efficacy with weekly BIG visits during lunch</p>	13		50
<p>Black Subgroup in science to increase proficiency levels of 3 and beyond by 17% as measured by FCAT for grade 5</p> <p>Actions: Increase hands-on science lab experiences in grades K-5; recruit black students to participate in Multi-cultural Club working on the Skyview Hero Garden; increase black attendance by 100% encouraging black students to be at school and on time everyday; increasing black student engagement levels; checking homework daily with immediate teacher feedback; positive phone calls home by classroom teachers to parents of black students; extended learning opportunities after school; matching Big Brother or Big Sister mentors to black students to improve self-efficacy with weekly BIG visits during lunch and Guiding, Encouraging, Mentoring Students (GEMS) by classroom teachers who are primary GEMS to provide a caring adult on campus for each black student. Additional GEMS are assigned to a student if classroom teacher believes student would benefit from additional mentoring.</p>	38		50

**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).

- 100% parents attend Meet the Teacher Night
- 80% of parents in K-2nd grade attend student musical performances in 2014-2015
- Less than 50% of parents in 3-5th grade attend student musical performances in 2014-2015
- Increase the number of parent trainings involving their child's teacher this year by 100%
- Key Goal: K-5th grade teachers will led three parent trainings with the goal of parents understanding the FL State Standards their child will need to master by the end-of-the-year and how the Learning Goals and Scales will align to Report Card Grades. The three parent trainings will be Open House: What are FI Standards and Learning Goals and Scales and How do they align to Report Card Grades, Student Led Parent Conference Day: Students track their Learning Goal progress during the parent-led conference and End of Year Student Showcase: Students display their content work for parents to see and discuss with their child
- Key Goal: A Night of Inspiration and Fun for parents and students: A military speaker will encourage students and parents on the importance of graduating from High School and how the elementary school experience lays the foundation for learning success; for fun there will be a Stock Car Exhibit

**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.

- A welcoming Front Office Eagle Team to serve our parents and community
- An up-to-date user friendly school web-site for parents to view school activities and events
- A parent mailbox to comment on concerns, questions or make suggestions to improve our school climate and culture
- All parents are invited to SAC and PTA meetings through school messenger call outs
- Weekly school messenger call outs giving weekly attendance data and academic data to reach our school Vision and Mission
- Weekly school messenger call outs giving weekly important information about school-wide events and activities and any safety issues or concerns
- Weekly school marquee messages to encourage a positive learning culture and to inform parents and community of school-wide events and activities

**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.

- School and classroom monthly newsletters
- School Website
- Community partners: Valpak and Pinellas Park Rotary
- Classroom speakers
- Great American Teach-in
- Fieldtrips to Pinellas Park Public Library
- Dare Program for Fifth Grade Students
- Bicycle Safety Program sponsored by Police Explorers
- WSKY news show

**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 Bronze Level recognition with the Alliance for a Healthier Generation	0	16	50

**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	Marzano Instructional Framework Training
Related Goal(s)	To deeply understand the FL State Standards through implementation of Marzano Instructional Practices for increased student achievement at cognitive complexity Levels of 3 and beyond
Topic, Focus, and Content	Marzano 10 BEST instructional practices to grow and develop teachers and improve student achievement
Facilitator or Leader	Administration
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Pre-school training
Strategies for Follow-Up and Monitoring	Monthly Instructional Staff Meetings as needed to dive deeper into 10 BEST instructional practices strengthen pedagogy and improve student achievement
Person Responsible for Monitoring	Administration
Professional Development Identified	Learning Goals and Scales Training
Related Goal(s)	Instructional staff will learn how to write Learning Goals and Scales aligned to FL State Standards in ELA and Mathematics to increase student mastery of Learning Goals at cognitive complexity Levels of 3 and beyond
Topic, Focus, and Content	To learn how to create and develop Learning Goals and Scales aligned to FL Standards for teachers to refer to throughout an unit of instruction and students to utilize to track their progress toward mastery of FL Standards in ELA and Mathematics
Facilitator or Leader	Administration

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Pre-school training
Strategies for Follow-Up and Monitoring	Monthly staff meetings as needed to support teachers as they continue to create and develop Learning Goals and scales aligned to FL Standards. Provide weekly PLCs and planning time for teachers to collaborate working together to create and develop Learning Goals in ELA and Math aligned to FL Standards
Person Responsible for Monitoring	Administration
Professional Development Identified	Data Chat Trainings
Related Goal(s)	Increase reading, writing, math and science proficiency to 70% as ALL students in grades K-5 master FL and NGSS Standards at cognitive complexity Levels 3 and beyond by 15%
Topic, Focus, and Content	Analyze and disaggregate student data focusing on achievement gaps of ALL subgroups and to plan for differentiated instruction based on student subgroup achievement gaps using Nancy Loves, "The Data Coach's Guide to Improving Learning for All Students"
Facilitator or Leader	District data coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Site Based Leadership Team, Grade Level Team Leaders and all other Eagle Team members who choose to participate
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once a month from 7:35-8:10am beginning in October and ending in May
Strategies for Follow-Up and Monitoring	Weekly review of student formative assessment data and student work during PLCs checking for weekly student Learning Target progress toward mastery of Learning Goal
Person Responsible for Monitoring	Classroom teachers and administration
Professional Development Identified	Student Productive Talk Training
Related Goal(s)	Increase reading, writing, math and science proficiency to 70% as ALL students in grades K-5 master FL and NGSS Standards at cognitive complexity Levels 3 and beyond by 15%
Topic, Focus, and Content	Increase high levels of student engagement implementing DQ 5 Engaging Students through productive talk
Facilitator or Leader	District math coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All grade level instructional teams during PLCs
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	One training during PLCs in September
Strategies for Follow-Up and Monitoring	Teachers will check for student evidences for DQ 5: elements 24: Noticing When Students are Not Engaged, Using Academic Games, and Managing Response Rates
Person Responsible for Monitoring	Classroom teachers and administration
Professional Development Identified	Grade level PLCs
Related Goal(s)	PLCs to improve BEST practices for all instructional teachers

Topic, Focus, and Content	Grade level PLCs to plan core content units, assessments, learning goals and scales, review student data and work through collaborative problem solving and planning
Facilitator or Leader	Grade level team leaders and district content coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade level instructional teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Weekly during planning time for 50 minutes
Strategies for Follow-Up and Monitoring	Grade level PLCs data chats after common assessment cycles and administration observations
Person Responsible for Monitoring	Administration
Professional Development Identified	Istation Literacy computer program training
Related Goal(s)	Improve BEST practices when instructing students how to use Istation Literacy computer program: DQ 3: element 19-helping students practice skills, strategies and processes
Topic, Focus, and Content	Istation training
Facilitator or Leader	District literacy coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade Level Teams K-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	During literacy PLC in September, 2015
Strategies for Follow-Up and Monitoring	Classroom teachers and students monitor their Istation Level progress
Person Responsible for Monitoring	Classroom teachers and students
Professional Development Identified	Eagle SIP/Accreditation Team Meetings
Related Goal(s)	Increase school-wide student grade level mastery of FL Standards and NGSS to cognitive complex Levels 3 and beyond across all content areas
Topic, Focus, and Content	SIP/Accreditation Team Meetings; grade level cross articulation to review student data and work in reading, writing, math, science, differentiated instruction, building positive learning culture, safety and on going professional development as well as review progress Level of selected AdvanceEd Quality Standards for 100 student success
Facilitator or Leader	SIP/Accreditation Team Leaders
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Eagle Team Staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Bi-monthly and as needed
Strategies for Follow-Up and Monitoring	SIP/Accreditation Teams select top three priorities to improve school-wide mastery of FL and NGSS Standards in all content areas and to cultivate a team of high-achieving Eagle LEARNERS through commitment, collaboration and cooperation
Person Responsible for Monitoring	SIP Team members, SAC and administration



**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.

- VPK office will work together to coordinate transition programs for students entering general education Kindergarten
- Supplemental instructional support provided by Title One will be discussed with parents during the development of the student's IEP
- School will provide families important information to assist children transitioning from Pre-K to Kindergarten
- ESOL staff will meet regularly with ESOL parents to address concerns and answer parental questions
- ESE staff will meet regularly with ESE parents to address concerns and answer parental questions

**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.

- SBLT meets weekly identifying students' needs based on student data to improve learning proficiency
- SBLT communicates with Rtl coach, Diagnostician, Psychologist, Social Worker to align services for identified students removing barriers to improve student proficiency in academics, behavior and attendance
- Rtl coach directs Hourly Teachers and classroom teachers of identified students on interventions to use and OPM
- Rtl coach maintains inventory of resources needed for student differentiated instruction

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Rtl Coach
Related Goal(s)	Professional Development for Instructional Staff
Actions/Plans	Rtl Coach facilitates MTSS with interventions and OPM for tier 2 and tier 3 students. Rtl Coach coordinates Hourly Teachers using student data to group students matching student learning needs to Hourly Teachers. Rtl Coach facilitates Hourly Teachers training them how to use interventions for grades K-5 reading and math. Reading Coach coaches instructional teachers in grades K-5; reading coach models and peer-teaches; collaborates monthly at reading-focused PLCs
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	Rtl Coach and Reading Coach
Funding Source	Title One
Amount Needed	\$161,917.80

<b>Budget Item Description</b>	<b>Coordination and Collaboration for Title One</b>
Related Goal(s)	Program Coordination and Collaboration for Title One
Actions/Plans	Creates and uploads compliance information for Title One into audit box
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Compliance for Title One
Description of Resources	Compliance information for Title One audit box
Funding Source	Title One
Amount Needed	\$1,146.00
<b>Budget Item Description</b>	<b>Connect for Success Liaison</b>
Related Goal(s)	Increase in student mastery of FL Standards K-5; DQ 3: element 19- Helping Students Practice Skills, Strategies and Processes through using web-based computer programs using Title One lap top loaners
Actions/Plans	Students (K-5) will practice skills, strategies and processes using web-based programs to increase mastery of FI Standards across all content on loaner lap tops.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Technology-Digital Success Program
Description of Resources	lap tops
Funding Source	Title One
Amount Needed	\$1,150.60
<b>Budget Item Description</b>	<b>Classroom instruction</b>
Related Goal(s)	Students who need remediation will master learning targets and Learning Goals aligned to FL Standards in reading and math through differentiated instruction
Actions/Plans	Highly Qualified Hourly teachers differentiate reading and math instruction through interventions based on student data meeting unique student learning needs; Hourly teacher OPM Tier 3 students in reading and math weekly
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Core instruction
Description of Resources	Highly Qualified Hourly teachers
Funding Source	Title One
Amount Needed	\$192,817.58
<b>Budget Item Description</b>	<b>Instructional Materials and Resources</b>
Related Goal(s)	Students will master FL Standards at cognitive complexity Levels of 3 and beyond through the use of instructional materials and resources
Actions/Plans	Students will master FL Standards in reading, writing and math and the NGSS in science at cognitive complexity Levels of 3 and beyond through the use of instructional materials and resources

Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Instructional materials and resources
Description of Resources	Instructional materials and resources to support and enhance student learning needs based student data
Funding Source	Title One
Amount Needed	\$3,814.02
Budget Item Description	Parent Involvement
Related Goal(s)	To increase parent involvement through two-way communication between teacher and parent daily utilizing a student agenda
Actions/Plans	To communicate with parents daily through their child's classroom agenda their child's academic and behavior progress
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Agenda to increase parent and teacher communication
Description of Resources	Interactive communication tool
Funding Source	Title One
Amount Needed	\$3,350.00

**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 style="width: 100%; height: 20px;" 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

