



School Improvement Plan. SY 2018-19

SKYVIEW ELEMENTARY SCHOOL

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Suzanne Hester	SAC Chair:	Akilah Crouse
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School Vision	100% Student Success
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School Mission	Educate each student for grade level proficiency and beyond in preparation for Middle School by cultivating a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
657	65	68	134	45	345	0

School Grade	2018: B	2017: B	2016: C	Title I	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	47	46	58	57	62	52						
Learning Gains All	53	49	69	69								
Learning Gains L25%	52	52	58	54								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Suzanne	Hester	FT	4-10 years
Assistant Principal	Katie	Hamm	FT	1-3 years
Equity Champion	Megan	Turner	FT	1-3 years
ESE	Andrea	Allen	FT	1-3 years
ELL	Mistie	Meditz	FT	11-20 years
Climate and Culture	Tamika	Morris	FT	11-20 years
Rtl Coach	Amy	Robles-Goodrich	FT	4-10 years
Kindergarten Lead	Haley	Kukoleck	FT	4-10 years
First Grade Lead	Chris	Schanck	FT	11-20 years
Second Grade Lead	Chad	Malcolm	FT	11-20 years
Third Grade Lead	Barbara	Brawner	FT	11-20 years
Fourth Grade Lead	Kathy	Zell	FT	11-20 years
Fifth Grade Lead	Jennifer	Strawmyer	FT	4-10 years
Total Instructional Staff:	13 instructional staff members		Total Support Staff:	No support staff



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Improve Standards-based rigorous core instruction for ALL students where safety is our priority and learning our focus.

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based rigorous core instruction , utilizing Marzano Focused Model then the percent of all students achieving proficiency will increase from 42% to 70% or higher

2. Priority 2: Improve collaborative conversations, collaborative planning, collaborative curriculum, collaborative coaching and collaborative craftsmanship where safety is our priority and learning our focus.

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support collaborative conversations, planning, curriculum, coaching and craftsmanship , then the percent of all students achieving proficiency will increase from 42% to 70% or higher

3. Priority 3: Build positive inclusive learning communities requiring high academic and behavior expectations for each and every student, utilizing Marzano Focused Instructional Model Domain 3: Conditions for Learning aligned to Eagle Guidelines for Success where safety is our priority and learning our focus.

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive inclusive learning communities requiring high academic and behavior expectations for each and every student , then the percent of all students achieving proficiency will increase from 42% to 70% or higher



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Training on Focused Model • Training on Gateway as a Lesson Planning template for Rigor utilizing Curriculum Resources • Bi-monthly data chats alternating between academics and behavior/SEL • Administrators SBLT, and teacher learning walkthroughs observing evidence of student-centered rigorous work using district walkthrough tools 	RtI Coach	Assistant Principal RtI Coach Guidance Counselor Social Worker Psychologist Speech Pathologist	Weekly	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales • Implementation of Lesson Plans aligned to FL Standards and daily Learning Targets and performance scales as evidenced through administrator walkthroughs • Student evidence (formatives, student work products, teacher monitoring) of student desired effects through teacher implementation of Focused Model elements • Debrief of rigor walkthroughs using Focused Model Protocols
2.	Tier 3 Problem-solving Team	All Priorities	Monitor explicit implementation of Standards-based	<ul style="list-style-type: none"> • Bi-weekly walkthroughs • Weekly review of Tier 3 Progress Monitoring 	Administrator RtI Coach	Principal Assistant Principal	Bi-weekly	<ul style="list-style-type: none"> • iReady Weekly Progress Monitoring Tier 3 student data (academic)



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates ?	Who participates ?	When does it occur?	Evidence that it is occurring
			<p>rigorous core instruction and Conditions for Learning scaffolding and supporting small group/and/or one-on-one differentiated daily instruction (outside of Reading Block) for Tier 3 students based on current student data (academic- (focusing on area needed for acceleration in phoneme awareness, phonics, fluency, vocabulary, reading comprehension and behavior success plan implementation) - Teacher and Team notifies parent that student needs intensive intervention in reading; parent signs PMP</p>	and PBIP (academic and behavior)	SBLT	RtI Coach Guidance Counselor		<ul style="list-style-type: none"> Weekly PBIP Tier 3 student data review
3.	Equity Team	All Priorities	Increase student engagement through rigorous student-centered work resulting in grade level student proficiency	<ul style="list-style-type: none"> Training on Focused Model Training on Gateway as a Lesson Planning template for Rigor utilizing Curriculum Resources/Culturally Responsive teaching and learning strategies All Eagles have an advocate. All Eagle 	Equity Champion and Equity Team	Administrator or Eagle Team Staff	Monthly	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales Implementation of Lesson Plans aligned to FL Standards and daily Learning Targets and performance scales as evidenced through administrator walkthroughs Student evidence (formatives, student work products, teacher



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				students have a GEM (Guiding, Encouraging, Mentoring) Eagle Team Staff member with classroom teacher primary GEM				monitoring) of student desired effects through teacher implementation of Focused Model elements
4.	Child Study Team	All Priorities	Increase all student attendance to 96% or higher	<ul style="list-style-type: none"> Child Study Team collaboration using Problem Solving work sheet for students missing 10% or more of school Each Eagle student has a GEM/advocate 	District Attendance Specialist/ Social Worker	Principal Assistant Principal Social Worker Guidance Counselor RtI Coach	Bi-weekly	<ul style="list-style-type: none"> Decrease of students missing 10% or more of school based on Focus attendance data
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>) Pre-K Leader Kindergarten Leader First Grade Leader Second Grade Leader Third Grade Leader Fourth Grade Leader Fifth Grade Leader ESOL Ambassador ESE Ambassador	All Priorities	Increase K-5 th grade student proficiency in core content to 70% or beyond	<ul style="list-style-type: none"> Training on Focused Model Training on Gateway as a Lesson Planning template for Rigor utilizing Curriculum Resources Collaborative conversations, planning, curriculum, coaching, craftsmanship Administrators and teacher learning walkthroughs observing evidence of student-centered rigorous work using district walkthrough tools 	Principal	Assistant Principal Guidance Counselor RtI Coach Grade Level Team Leaders ESE Ambassador Speech Pathologist ESOL Ambassador	Monthly	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales Implementation of Lesson Plans aligned to FL Standards and daily Learning Targets and performance scales as evidenced through administrator walkthroughs Student evidence (formative, student work products, teacher monitoring) of student desired effects through teacher implementation of Focused Model elements Debrief learning walkthroughs using Focused Model Protocols



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	Guidance Counselor Speech Pathologist							
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Increase ELA grade level proficiency K-5 th to 70% or beyond	<ul style="list-style-type: none"> • Training on Gateway as a Lesson Planning template for Rigor utilizing Curriculum Resources • Collaborative conversations, planning, curriculum, coaching, craftsmanship • School-wide Reading Program: Eagles Read Across the USA • 4th/5th grade Battle of the Books Lunch Club • Literacy Lunch Bunch for ESE students in 3rd grade and ESOL students in 4th-5th grade in reading and science • Administrators and teacher Literacy learning walkthroughs observing evidence of student-centered rigorous work using district walkthrough tools 	Principal	Assistant Principal RtI Coach Grade Level Team Leaders Media/Tech Specialist Rotary Community Volunteers	Monthly	<ul style="list-style-type: none"> • Lesson Plans aligned to standards with, targets and performance scales • Implementation of Lesson Plans aligned to FL Standards and daily Learning Targets and performance scales as evidenced through administrator walkthroughs Student evidence (formative, student work products, teacher monitoring) of student desired effects through teacher implementation of Focused Model elements • Increase independent reading time in books read school-wide for Eagles Read Across USA Reading Program recorded quarterly on USA map • Debrief Literacy learning walkthroughs using Focused Model Protocols
7.	Restorative/PBIS Team	All Priorities	-Increase core content grade level proficiency K-5 th to 70% or beyond	<ul style="list-style-type: none"> • Pre-school (6 hour) and site-based (6 hour) Restorative Practice 	- Restorativ	Eagle Team Staff	Pre-school site-based training	<ul style="list-style-type: none"> • Culturally Responsive Lesson Plans including inclusive community building for ALL



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			-Increase student attendance to 96%	Training with focus on building inclusive learning communities utilizing Restorative Practice implementation, Restorative Circles and SEL embedded within lesson plans and instructional day. School Counselor teaches SEL to individual classes. Lesson Plans and implementation indicate Culturally Responsive Conditions for teaching and learning that are equitable for all students	e Practice Facilitator -Cultural Responsive Facilitator -Equity Champion -Guidance Counselor		and monthly	<p>students aligned to standards with, targets and performance scales</p> <ul style="list-style-type: none"> • Implementation of Culturally Responsive Lesson Plans aligned to FL Standards and daily Learning Targets and performance scales inclusive of ALL students in a dynamic learning community as evidenced through administrator walkthroughs • Student evidence (formative, student work products, teacher monitoring) of student desired effects through teacher implementation of Focused Model elements • Increase in weekly student attendance • Decrease in monthly student behavior referrals • Increase in subgroups core content proficiency as measured by formatives, MAP and FSA closing Achievement Gap
8.	Family Engagement Team	All Priorities	Increase parent understanding of Title One Compact Pledge between student, teacher and parent to increase grade level	<ul style="list-style-type: none"> • Title One Compact Student-Led Parent Teacher Conference Day • 8 Monthly Parent Academies for parents 	Principal Assistant Principal RtI Coach Guidance Counselor	Parents Teachers Students	October 15, 2018 8 times during School Year	<ul style="list-style-type: none"> • Parents, teachers, and students implementing Title One Compact Pledge commitment through improvement of weekly student attendance,



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			student core content proficiency K-5 th to 70% or beyond	to learn how to support their child’s learning success through: <ul style="list-style-type: none"> • Parent/Family Days three times during the school year; families participate in their child’s classroom at 1:55-2:45pm playing games, reading holiday books and working on STEM projects • Parent/Families Thanksgiving Lunch Celebration • Parent/Families join child for lunch any time during school year 	Teachers		3 times during school year November , 2018 Throughout school year	decrease in student referrals, increase in student desired effects measured by increase in core content proficiency levels of formative assessments, increase independent reading indicated in number of books read in student reading logs and pass rate of reading counts quizzes, increase in parent/teacher communication through daily agenda, increase of Connect to Success completion rates of digital resources
9.	Fifth Grade Eagles Elevate for Excellence through the Arts and STEM Extended Learning	All Priorities	Increase Fifth grade student engagement in the Arts/STEM to increase fifth grade core content proficiency to 70% or beyond	<ul style="list-style-type: none"> • Fifth grade students rotate through the ARTS and STEM hub 	Principal	Fifth Grade Teachers Students Special Teachers Rotary Community Volunteers	Weekly	<ul style="list-style-type: none"> • Decrease number of Fifth grade students missing 10% or more of school based on Focus attendance data • Fifth grade student evidence (formative, student work products, teacher monitoring) of student desired effects through implementation of Focused Model elements • Increase in Fifth grade student core content proficiency levels specifically increasing Levels 4 and 5 as measured by FSA



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
10.	Extended Learning Program	All Priorities	-Increase core content grade level proficiency K-5 th to 70% or beyond	<ul style="list-style-type: none"> Extra student TIME on learning for Lowest 35% using iReady program, Literacy Lunch Bunch (3-5), Lunch Bunch Learning (K-5) STEM (2nd-5th), IC3 SPARK (5th grade) Little Kids Rock and Fifth Grade ARTS/STEM Focus 	Promise Time Facilitators, 3-5 th grade Literacy Lunch Bunch Teachers, Rotary Community Mentors, Lunch Bunch GEMS, STEM Facilitator, IC3 SPARK Facilitator, Fifth Grade teachers and Special teachers	-R'Club (K-5 th) students -ESOL Students in grades 4-5 th -ESE students in 3 rd -STEM students 2-5 th -Fifth Grade students	-Promise Time (K-5 th) students minimum of 90 minutes a week -All other groups meet weekly	<ul style="list-style-type: none"> Lowest 35% (K-5th) and other students (K-5th) evidence (formative, student work products, iReady diagnostic data, teacher monitoring) of student desired effects through implementation of Focused Model elements using protocol criteria Increase in student core content proficiency levels K-5th as measured by MAP and FSA
11.	Safety Team	All Priorities	Safety of students, staff and parents is our priority for 100% student learning success	<ul style="list-style-type: none"> Pre-school Safety Training and monthly staff Safety Trainings as needed to improve Safety Drills 	Principal Assistant Principal Police Officer	Eagle Team Staff and students	Pre-school And monthly	<ul style="list-style-type: none"> Effective monthly Safety Drills as evidenced by Safety Drill Performance Form Criteria for Success



Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 70 behavior referrals. . We expect our performance level to be decreased by 50%.
2. The problem/gap in behavior performance is occurring because need to build positive inclusive learning communities with high academic and learning expectations for each and every Eagle student where safety is a priority and learning our focus.
3. If implementation with fidelity through Focused Model Instructional Practices, Restorative Practices and Social Emotional Learning Professional Development Training would occur, the problem would be reduced by 50%, as evidenced by reduction of behavior referrals from 70 to 35. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by Administrators, SBLT, Leadership, and PLCs monthly reviewing behavior data, quarterly data chats and weekly walkthroughs with specific feedback to support teacher growth implementing Focused Model Instructional Practices, Restorative Practices and SEL.

5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of referrals will decrease from 70 to 35, as measured weekly by number of behavior referrals school-wide and Focused Model implementation: Conditions for Learning/Restorative Practices and SEL

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social/emotional and instructional teaching practices.
- Ensure priority of safety for each and every student and staff member through school-wide roll-out and development of Safety Plan accompanied by monthly Safety Drills.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Restorative Practice Facilitator and Restorative Practice Team 	<ul style="list-style-type: none"> • 2018-2019 school year
<i>Ensure at least one staff member attend and becomes a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Rtl Coach 	<ul style="list-style-type: none"> • 2018-2019 school year



<i>Develop school-wide roll-out and development plan of RP/SEL. 6 hours of Restorative Practice Training pre-school and 6 hours Restorative Practice Training site-based completed by Oct. 15,'18</i>	<ul style="list-style-type: none"> Restorative Practice Facilitator and School Counselor 	<ul style="list-style-type: none"> Pre-School and monthly
Develop school-wide roll-out and development of Safety Plan	<ul style="list-style-type: none"> Administrators and Police Officer 	<ul style="list-style-type: none"> Pre-school and Monthly Staff Trainings as needed
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Daily
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> SBLT Leadership Team 	<ul style="list-style-type: none"> Weekly
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Administrators/SBLT SAC members 	<ul style="list-style-type: none"> Monthly

7. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice Training/ 6 hours pre-school; 6 hours site-based training completed by Oct. 15,'18	Eagle Team Staff: Instructional and Support Staff; 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Safety Plan Training and Safety Drills	Eagle Team Staff and Police Officer: 90 participants Eagle students: 650+	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social and Emotional Learning, preschool district video overview and ongoing throughout school year with School Counselor giving SEL lessons to specific classes	Eagle Team Staff: Instructional and Support Staff; 90 participants Eagle students: 650+	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Pre-school Focused Model intertwined with Equity and Cultural Responsiveness Training	Eagle Instructional Team; 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94%. We expect our performance level to be increased by 2%.
2. The problem/gap in attendance is occurring because specific students habitually missing 10% or more of school weekly.
3. If each member of our Eagle Team Staff would be an advocate; Guiding, Encouraging, Mentoring (GEM) for each and every Eagle student (classroom teacher being number 1 GEM advocate for each student and parents understand Title One Compact commitment having child at school and on time each and every day) would occur, the problem would be reduced by less than 10% of students missing school weekly.
4. We will analyze and review our data for effective implementation of our strategies by Child Study Team using Problem Solving Attendance worksheet to analyze and support families and students missing 10% or more of school weekly.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of students missing 10% or more of school will decrease from 15% to 2%, as measured by weekly Focus attendance data.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Guidance Counselor	Monthly at PLCs
Access the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Guidance Counselor Social Worker	Weekly
Develop and implement attendance incentive programs and competitions.	Guidance Counselor Social Worker	Quarterly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administrators Parent Academy Facilitator Principal Weekly Call-Out	Eight times during the school 2018-2019 school year; Weekly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team SBLT	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administrators DMT	Daily
Every Eagle student has a GEM (Guiding, Encouraging, Mentoring) advocate; the classroom teacher is the primary GEM for each and every Eagle student. If an Eagle Student needs an additional GEM the teacher will notify our Guidance Counselor, Family/Community Liaison. Eagle Support Staff will be a GEM for a student he/she is specifically supporting in academics/behavior.	Administrators Eagle Team Staff GEMS	Daily

8. MONITORING:



These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLCs, Pre-school Marzano Focused Model Training with focus on Conditions for Learning incorporating Restorative Practices, SEL, Equity and Cultural Responsiveness, Title One Compact Pledge to build positive learning communities for all students requiring high academic and behavior expectations	Eagle Team Staff: 90 participants (Pre-school) PLCs: Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SEL Mental Health District Video	Eagle Team Staff: 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Parent Academy Trainings to support parents’ Title One Compact Pledge and understanding to have their child at school and on time each and every day	Administrators, Guidance Counselor and designated teachers facilitating 300 parents eight times during school year	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in FSA ELA grades 3-5.
2. We expect our performance level to be 70% or beyond by ELA FSA 2019 for grades 3-5.
3. The problem/gap is occurring because need to improve standards-based rigorous core instruction for ALL students.
4. If we effectively implement high-leverage strategies which support standards-based rigorous ELA instruction for all students utilizing Marzano Focused model, the problem would decrease number of Level 1/Level 2 students and increase ELA student proficiency by 23% or more.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 47% to 70% or beyond, as measured by ELA FSA 2019.

6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize Gateway Focused Model STAIRS as a lesson planning template and ELA Curriculum Resources planning for Rigor that aligns instruction to meet the FL Standards for ELA, district curriculum guidelines and student needs providing multiple opportunities across the Literacy Balanced Framework for reading, writing, speaking and listening.	Administrators, RtI Coach, Leadership Team	Pre-school training, Monthly Staff meetings Weekly PLCs/Collaborative Planning Weekly Administrator Lesson Plan review using Focus Model Protocols
Teachers develop rigorous learning goals and performance scales based on identified key standards	Administrators RtI Coach, Leadership Team	Weekly PLCs/Collaborative Planning Weekly Administrator Walkthroughs using Focused Model Protocols
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific and Tier II high-utility words) as well as opportunities for students to determine the meanings of	Leadership Team, RtI Coach, Teachers	Weekly PLCs/Collaborative Planning



Subgroup Goals

words using the context of the text. Teachers utilize Pinellas County Vocabulary Project core content word cards for each grade level		
Pilot iReady Program used as a Tier 2, and Tier 3 computer-adapted reading intervention and as a support for Tier 1 students to practice and review reading content and skills during school, at Promise Time Extended Learning Program and Connect to Success home reading practice	Administrators, iReady Program Consultant, RtI Coach Leadership Team Promise Time Co-Facilitators	Pre-school training, Weekly PLCs/Collaborative Planning
Teachers provide opportunities for independent reading with conferring as evidenced in Lesson Planning using classroom library books, school library and/or MyOn eBooks students choose and are at appropriate reading level	Teachers Administrator Lesson Plan review and Walkthroughs	Weekly and Daily
Teachers intentionally design lessons on a trajectory of difficulty with multiple formative checkpoints to find out what students know and then adapt instruction to meet students' needs	Administrators, RtI Coach Leadership Team Teachers	Weekly PLCs/Collaborative Planning
Conduct regular PLCs inclusive of 'data chats' to review student work products and plan for instruction based on observation and data	Administrators RtI Coach Leadership Team	Weekly at PLCs/Collaborative Planning
Teachers monitor and provide feedback to students to support learning	Teachers	Daily
Administrators and teachers engage in ELA-focused learning walks using district provided walkthrough tools and Focused Model Protocols	Administrators RtI Coach Leadership Team Teachers	Bi-monthly
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrators	Lesson Plan reviews Weekly walkthroughs using Focused Model Protocols
Administrators will engage in core content-focused observation and feedback cycle weekly allowing teachers whose 2018 data is under 50% in any core content area to receive specific feedback weekly. Fifteen-minute observations and ten- minute feedback sessions will be calendared for the first semester by the first day of school.	Administrators	Weekly
Literacy Teacher Leaders are intentionally developed and included in development of the Literacy Professional Development Plan and other decisions	Administrators Leadership Team	Monthly
Provide Extended Learning TIME before and after school and during Literacy Lunch Bunch Learning(3-5 th) and Lunch Bunch Learning (K-5 th) iReady for reading (K-5), STEM (2-5), Battle of the Books (grades 4-5), IC3 SPARK (5 th grade) Little Kids Rock and the ARTS/STEM for fifth grade students.	Promise Time Facilitators Literacy Lunch Bunch Teachers Lunch Bunch GEMS Battle of the Books Leader Music Teacher STEM Facilitator Fifth Grade Teachers Specialists Community Mentors	Daily Weekly
Title One Compact Student- Led Teacher Parent Conference Day	Teachers Students	October 15, 2018



Subgroup Goals

	Parents	
School-wide reading program: Eagles Read Across the USA Eagle students increase independent reading time and keep reading log of books read. Students in K-2 nd draw, label and write responses to book reading; students in 3-5 th take Reading Counts quiz and/or respond in Reading Response Journals reading with accountability.	Eagles Read Across the USA Facilitator Teachers Parents	Daily Quarterly school-wide reading celebrations with Eagle Honor Showcase Celebration in May 2019.
Eagle Team Staff award Eagle students Tickets for Eagle Success celebrating outstanding reading and writing products and effort. Eagle students display Literacy products in class and school-wide.	Eagle Team Staff	Daily
Eagle students receive Eagle Honor Medals celebrating outstanding Literacy work.	Teachers	Quarterly
Eagle Honor Showcase Night in May for parents to observe their child's favorite Literacy work throughout the school year	Teachers Students Parents	May, 2019

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Focused Model Instructional Practice Training	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Gateway Focused Model STAIRS as a lesson planning template Planning for Rigor Training during PLCs	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
"Collaboration/Co-Teaching" intertwined with "Mosaic of Thought" book study training focused on collaboration to achieve rigorous differentiated instruction to deepen student reading content knowledge	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
iReady computer-adaptive Training	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Quarterly facilitated MAP data analysis through Data Chat Collaboration at grade level PLCs	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning Boards and Student Data	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SMART Board Training (how to utilize as a reading/writing resource)	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Independent Reading with Conferring/teacher written feedback	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Responsive Teaching and Learning during PLCs	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

School Improvement Plan 2018-19

Courageous Conversations and ESOL teaching and learning	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teaching and Learning Handbook review of K-5 Literacy Plan during PLCs	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Literacy Teacher-Leaders share district training literacy practices at grade level PLCs	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 58%, as evidenced in Math FSA for grades 3-5.
2. We expect our performance level to be 70% of beyond by Math FSA 2019 for grades 3-5.
3. The problem/gap is occurring because need to improve standards-based rigorous core Instruction for All students.
4. If we effectively implement high-leverage strategies which support standards-based rigorous math instruction for all students utilizing Marzano Focused Model would occur, the problem would decrease number of Level 1/Level 2 students and increase student math proficiency by 12% or more.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 58% to 70%, as measured by FSA math 2019.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Strengthen staff ability to engage students in complex tasks.

X Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize Gateway Focused Model STAIRS as a lesson planning template and Math Curriculum Resources In Planning for Rigor	Administrators RtI Coach Leadership Team Teachers	Weekly at PLCs/Collaborative Planning
Teachers utilize the mathematics unit assessments in Unify. They use the assessments during unit planning (can be viewed in Gateway under Assessments) and analyze the data by standard for their class and across the grade level.	Administrators RtI Coach Leadership Team Teachers	Weekly at PLCs/Collaborative Planning
Teachers use Gateway Lesson Planning template and curriculum resources lesson planning tools (Task Question Evidence) (TQE) found in Gateway Resources to plan purposeful questions based on anticipated student solutions and misconceptions.	Administrators RtI Coach Leadership Team Teachers	Weekly at PLCs/Collaborative Planning
Administrators and teachers engage in mathematics-focused learning walks using district provided walkthrough tools and Focused Model Protocols	Administrators RtI Coach Leadership Team Teachers	Bi-monthly
Mathematics Teacher Leaders are intentionally developed and included in development of the Mathematics Professional Development Plan and other decisions	Administrators Leadership Team	Monthly
Administrators collaborate with the school-based Instructional Leadership Team and Teacher-Leaders to form the annual Professional Development Plan, to include ongoing mathematics PD based on need.	Administrators Leadership Team Teacher-Leaders	Monthly



Subgroup Goals

Teachers monitor and provide feedback to students to support learning.	Administrators Teachers	Daily
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with mathematics coach support as requested.	Administrators Just-in-Time-district math coach	Lesson Plan reviews Weekly walkthroughs
Administrators will engage in core content-focused observation and feedback cycle weekly allowing teachers whose 2018 data is under 50% in any core content area to receive specific feedback weekly. Fifteen-minute observations and ten- minute feedback sessions will be calendared for the first semester by the first day of school.	Administrators	Weekly
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System (MFAS) and Rich Mathematical Tasks from the Curriculum Guides	Administrators Teachers	Weekly at PLCs/Collaborative Planning
Teachers use various mathematical tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems	Administrators Teachers	Daily
Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the mathematics block to increase number sense and flexibility.	Teachers	Daily
Teachers plan for the purposeful integration of mathematics tasks into science lessons (e.g., Students use number lines to measure liquid volume to the nearest mL and solve related real- world math problems).	Teachers	Weekly at PLCs/Collaborative Planning
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Administrators RtI Coach Teachers	Weekly at PLCs/Collaborative Planning
Conduct regular PLCs inclusive of 'data chats' to review student responses to task and plan for instruction based on data	Administrators RtI Coach Leadership Team	Weekly at PLCs/Collaborative Planning
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance	RtI Coach Teachers	Daily
Provide Extended Learning to mathematicians before and after school and daily during Lunch Bunch Learning, iReady for math (K-5), STEM for interested mathematicians (2-5), IC3 SPARK (5 th grade) Little Kids Rock and the ARTS for fifth grade ESOL students.	Promise Time Facilitators Lunch Bunch GEMS Music Teacher STEM Facilitator Fifth Grade Teachers Specialists Community Mentors	Daily Weekly
Title One Compact Student-Led Parent Teacher Conference Day	Teachers Students Parents	October 15, 2018
Eagle Team Staff award Eagle students Tickets for Eagle Success celebrating outstanding math products and effort. Eagle students display math products in class and school-wide.	Eagle Team Staff	Daily



Subgroup Goals

Eagle students receive Eagle Honor Medals celebrating outstanding math work.	Teachers	Quarterly
Eagle Honor Showcase Night for parents to observe their child's favorite math work throughout the school year	Teachers Students Parents	May, 2019

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review NCTM's <i>Effective Mathematics Teaching Practices during PLCs</i>	K-5 th Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Explore the Gateway math resources and curriculum provided by the math department; planning for the <i>Mathematical Mindsets</i> opening unit follow up to district training at PLCs	K-5 th Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Introduction to NCTM's <i>Effective Mathematics Teaching Practices</i> (Jigsaw and Gallery Walk). Task sort by cognitive demand to zoom in on "Implement tasks that promote reasoning and problem solving" follow up to district training at PLCs	K-5 th Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Planning using the Task-Question-Evidence (TQE) Process follow up to district training at PLCs	K-5 th Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Facilitated MAP Data Analysis	1 st -5 th Instructional Teachers: 55	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning Boards and Student Data	Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math Number Routines before each Staff Meeting	Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math PLCs and Collaborative Planning	Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 62%, as evidenced in Science FCAT.
2. We expect our performance level to be 70% or beyond by Science FCAT 2019.
3. The problem/gap is occurring because need to improve standards-based rigorous core instruction for ALL students.
4. If we effectively implement high-leverage strategies which support standards-based rigorous science instruction for all students utilizing Marzano Focused Model would occur, the problem would decrease Level 1/Level 2 students and increase science student proficiency by 8% or more.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving science proficiency will increase from 62% to 70%, as measured by Science FCAT 2019.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiated/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize Gateway Focused Model STAIRS as a lesson planning template planning for Rigor that incorporates the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and includes appropriate grade-level utilization of science labs in alignment with the Standards.	Administrators Team Leaders Teachers	Weekly at PLCs/Collaborative Planning
Identify mentor teachers that have demonstrated routine practice of the 10-70-20 instructional model	Administrators Team Leaders	Weekly at PLCs/Collaborative Planning
Develop, implement and monitor science lab schedule for all students in grades 1-5.	Administrators Science Lab Leaders	Daily
Identify teachers (new or recently changed grades) in need of Science Lab professional development and, if appropriate, identify this as an action within their Deliberate Practice.	Administrators	Weekly during science lab walkthroughs
Conduct and implement a 5 th grade standards review plan based on data from the 3 rd and 4 th grade Review Diagnostic Assessment.	5 th grade Team Leader 5 th grade teachers	Specified day first two weeks of school in August
Develop (by September) and implement a 5 th grade instructional review routine of ongoing support in 3 rd and 4 th grade standards; identifying lowest 3 rd and 4 th grade standards for Life, Physical, Earth and NOS to support planning and differentiation for students.	5 th grade Team Leader 5 th grade teachers	Daily beginning in September



Subgroup Goals

Utilize 5E lessons and Science Learning Activity Guides (SLAGS)	Administrators Teachers	Weekly at PLCs/Collaborative Planning Walkthroughs
Teachers monitor and provide feedback to students to support learning inclusive of the 'Confirming the Learning' portion of the instructional model and student conferencing opportunities	Administrators Teachers	Daily
Administrators monitor teacher practice and provide feedback to support teacher growth	Administrators	Lesson Plan reviews Weekly walkthroughs
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary	Administrators Team Leaders Teachers	Weekly at PLCs/Collaborative Planning
Teachers collaborate to select and implement rigorous tasks aligned with each standard	Administrators Team Leaders Teachers	Weekly at PLCs/Collaborative Planning
Teachers use BOAST (Bring On Any Science Test) vocabulary academic gaming strategies	Team Leaders Teachers	Weekly at PLCs/Collaborative Planning
Develop teacher capacity to organize for and engage students in complex tasks involving hypothesis generation and testing.	District Just-in-Time Science Coach	Monthly at PLCs/Collaborative Planning
Conduct regular PLCs inclusive of 'data chats' to review student responses to tasks and plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance	Administrators Team Leaders	Monthly at PLCs/Collaborative Planning
Utilize pre and post-science data for each lab to inform next steps and additional supports/enrichment. Five lab days from grade 3-5; monitor grades 1-2 schedule for consistent implementation.	Administrators Science Lab Leaders	Weekly walkthroughs
While students are collaborating with peers, teacher observes, takes notes and confers with students to probe for understanding and provide targeted, actionable feedback.	Teachers	Daily
Provide STEM for interested scientists (grades 2-5).	STEM Facilitators	Weekly
School-wide poster display of science vocabulary for students K-5 to guess the secret science word each week through clues given on WSKY. Winners announced on Mondays on WSKY.	Science Lab Leaders Teachers Media/Tech Specialist	Weekly
School-wide Eagle Honor Showcase Night for families to view their child's favorite class or individual science project	Science Lab Leaders Teachers	May, 2019
Eagle Team Staff award Eagle students Tickets for Eagle Success celebrating outstanding science products and effort. Eagle students display Literacy products in class and school-wide.	Eagle Team Staff	Daily
Eagle students receive Eagle Honor Medals celebrating outstanding science work.	Teachers	Quarterly

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
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Subgroup Goals

Teachers utilize Gateway Focused Model STAIRS as a lesson planning template and Science Curriculum Resources In Planning for Rigor during PLCs	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Facilitated MAP Data Analysis/ Fifth Grade review and analyze 5 th grade Science Diagnostic Test in September 2018 and again in January 2019.	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Science Lab District Trainings follow up at PLCs	Instructional Staff: 55 participants 1 st -5 th	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Science PLCs and Collaborative Planning	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Bronze, as evidenced in Wellness and Healthy School Goals.
2. We expect our performance level to be Silver in at least one domain by spring of 2019.
3. The problem/gap is occurring because our primary focus on standards-based rigorous Teaching and Learning.
4. If there is an increase in Wellness and Healthy steps for students, staff and parents then the problem resolved and improved through communication of our objectives and goals to achieve Silver in one domain.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The number of action steps achieving Silver in one domain of wellness will increase from Bronze status to one domain completed in Silver, as measured by Wellness and Healthy Schools Inventory, Spring 2019.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Communicate and plan with all stakeholders our Healthy Plan Goals
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Communicate and plan with the Wellness and Healthy School Team steps to achieve Silver in one domain	Wellness and Healthy School Team Leader	August
Wellness and Healthy School Team to communicate to staff, students and parents steps to improve Staff Wellness and Students' Health	Healthy School Team	2018-2019 school year

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Wellness and Healthy Team Leader District Training follow up with Eagle Team Staff during PLCs	Eagle Team Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Wellness and Healthy School Training weekly Healthy Steps to achieve Goals through email all staff communication	Eagle Team Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in ELA FSA, 58% as evidenced in Math FSA, and 62% as evidenced in Science FCAT for grades 3-5.
2. We expect our performance level to be 70% or beyond by ELA and Math FSA 2019 and Science FCAT 2019.
3. The problem/gap is occurring because the need to support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
4. If we effectively implement high-leverage intervention strategies aligned to standards-based core instruction which support differentiated rigorous instruction with fidelity for Tier 2/Tier 3 students (K-5th grade) utilizing Marzano Focused Model and district curriculum core content intervention resources the problem would decrease Tier 2/Tier 3 students and increase student core content proficiency by 23% or more.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving Level 1 in ready will decrease from 15% to 8%, as measured by FSA.

The percent of all students achieving Level 1 will decrease from 30% to 5%, as measured by FSA and FCAT.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Strengthen teacher’s capacity to provide struggling readers, writers, mathematicians, and scientists with intensive interventions to differentiate/scaffold their core instruction that is explicit, systematic, multi-sensory, and learning in action.	Administrators RtI Coach	Weekly Lesson Plan reviews Weekly Walkthroughs Weekly PLCs/Collaborative Planning
Provide Leveled Literacy Intervention for Tier 2/Tier 3 students in K-3 rd grade	Hourly LLI Teachers	Daily
Paraprofessionals supplement standards-based core teaching and learning working with small groups of students during Literacy and Math block to accelerate student proficiency	Paraprofessionals	Daily
Pilot iReady computer-adaptive reading and math learning program and utilize as a progress monitoring tool for all students. (K-5 th)	RtI Coach	Daily as needed to increase reading and math proficiency
Conduct regular PLCs inclusive of ‘data chats’ to review student responses to tasks and plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to accelerate student performance	Administrators RtI Coach Team Leaders	Weekly PLCs/Collaborative Planning
Provide Extended Learning TIME before and after school utilizing iReady Program for reading and math and daily Lunch Bunch Learning	Promise Time Facilitators Lunch Bunch GEMS	Daily Weekly



Subgroup Goals

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Facilitated MAP data analysis	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
iReady Training by iReady Consultant	Instructional Staff: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Administrators will engage in core content-focused observation and feedback cycle weekly allowing teachers whose 2018 data is under 50% in any core content area to receive specific feedback weekly. Fifteen-minute observations and ten- minute feedback sessions will be calendared for the first semester by the first day of school.	Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in ELA FSA, 58% as evidenced in Math FSA, and 62% as evidenced in Science FCAT for grades 3-5.
2. We expect our performance level to be 70% or beyond by ELA and Math FSA 2019 and Science FCAT 2019.
3. The problem/gap is occurring because need to improve standards-based rigorous core Instruction for All students.
4. If we effectively implement high-leverage strategies which support standards-based rigorous core instruction for STEM students utilizing Marzano Focused Model with an emphasis on interested students (grades 2-5) bi-weekly participation in STEM science, technology, engineering and math, the problem would be resolved increasing the number of Level 4/Level 5 students and increasing student core proficiency by 23% or more as measured by FSA ELA and Math data and FCAT Science for grades 3-5.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The percent of all students (grades 2-5) participating in STEM Academy activities will increase from 75% to 100%, as measured by school and district participation data.

6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Strengthen STEM Facilitators to engage students in complex tasks.
- Enhance STEM Facilitators' capacity to identify critical content from science and math Standards in alignment with STEM curriculum and district resources.
- Enhance STEM Facilitators' capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
STEM students(grades 2-5) will conduct hands-on STEM Investigations led by STEM Facilitators coordinating district resources and utilizing 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.	STEM Facilitator Tech Specialist	Bi-Weekly
STEM students will explore careers as implemented by the district providing resources for STEM students to explore careers. Skyview community partners will be asked to give "interesting and informative" talks about their STEM careers. The school library will provide students with books/eBooks about STEM careers and biographies of famous STEM professionals.	STEM Facilitator Community mentors Library/Tech Specialist	As STEM Facilitator planning requires
STEM students will improve team-building and leadership skills through district provided resources. Facilitators 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.	STEM Facilitator Tech Specialist	AS STEM Facilitator planning requires



Subgroup Goals

STEM students will learn about business planning and interact with community partners through district provided resources. Skyview community partners who speak at STEM will plan interactive collaborative discussion giving students an opportunity to ask questions and explore business planning concepts.	STEM Facilitator Community mentors	AS STEM Facilitator planning requires
Fifth grade STEM students will implement business planning learning skills at the Educational Foundation Business Park: Enterprise Village	STEM Facilitator Fifth Grade teachers	Enterprise Village Skyview date to attend in 2018-2019 school year

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Facilitator district training	STEM Facilitator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 35% in ELA and 45% Math and 45% in Science, as evidenced in FSA and FCAT 2018.
2. We expect our performance level to be 70% or beyond by ELA/Math FSA and Science FCAT 2019.
3. The problem/gap is occurring because need to implement Culturally Relevant rigorous core Instruction aligned to FL Standards while building equitable inclusive learning communities where each and every student achieves proficiency in academics and behavior.
4. If we effectively implement high-leverage rigorous Culturally Relevant teaching and learning strategies providing Black Students with an opportunity to **gather, process, retrieve and store** standards-based core instruction utilizing Marzano Focused Model the problem would be resolved by closing the Black Student achievement gap and increasing Black Student core content proficiency by 35% or more.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of all Black Students achieving core proficiency will increase from 35% to 70% or beyond, as measured by FSA and FCAT 2019 .

- 6. STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)

BTG Area	Strategies	Expected Impact and Results
Student Achievement	Every Black student has a GEM (Guiding, Encouraging, Mentoring) advocate; the classroom teacher is the primary GEM for each and every Black student. If a Black student needs an additional GEM the teacher will notify our Guidance Counselor and/or Family/Community Liaison. Eagle Support Staff will be a GEM for a student he/she is specifically supporting in academics/behavior.	<ul style="list-style-type: none"> Increased Black Student daily attendance and engagement in teaching and learning in an equitable culturally responsive learning community closing the Black Student achievement gap resulting in all Black Students are proficient in core content.
Student Discipline	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide training for culturally responsive disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. 	<ul style="list-style-type: none"> Increased Black Student daily attendance and engagement in teaching and learning in an equitable culturally responsive learning community closing the Black Student achievement gap resulting in all Black Students are proficient in core content.

- 7. MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3



Subgroup Goals

8. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase Instructional team's knowledge of Culturally Responsive Instruction	Culturally Responsive Team	Weekly at PLCs
Increase Instructional Team's knowledge of Social Emotional Learning strategies and programs to help students to develop specific social and emotional competencies	Guidance Counselor	Pre-School Training Monthly SEL strategies taught in classrooms by Guidance Counselor
Implement school-wide Restorative Practice Training as all teachers build inclusive learning communities that are equitable and close the Black Student achievement gap for each and every Black Student in all core content.	Restorative Facilitator and Restorative Team	Pre-School 6 hour Training; 6 hour site-based training completed by Oct.15,'18 Daily in classrooms Weekly through Administrator Walkthroughs using Focused Model Protocols
Provide opportunities for teachers to collaboratively plan for Culturally Responsive Instructional strategies for Black Students	Administrators Team Leaders RtI Coach	Weekly at PLCs/Collaborative Planning Administrator Lesson Plan review/walkthroughs utilizing Focused Model Protocols
Conduct regular PLCs inclusive of 'data chats' to review Black Student responses to tasks and plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase Black Student performance	Administrators RtI Coach Team Leaders	Weekly at PLCs/Collaborative Planning
Provide Extended Learning TIME to Black Students before and after school and once a week during lunch utilizing informational books and research for Literacy Lunch Bunch (grades 3-5), daily Lunch Bunch Learning, iReady for reading and math, STEM for interested Black Students (2-5), IC3 SPARK (5 th grade), Battle of the Books (grades 4-5), Little Kids Rock and the ARTS/STEM for fifth grade Black Students.	Promise Time Facilitators Literacy Lunch Bunch Teachers Lunch Bunch GEMS Battle of the Books Leader Music Teacher STEM Facilitator Fifth Grade Teachers Specialists Community Mentors	Daily Weekly

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID Culturally Responsive District Training Team along with District Equity Champions will train the Skyview Instructional Team on Culturally Relevant Instructional Strategies that are equitable for all students	Instructional Staff: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice Facilitator and Team will train Skyview Eagle Team Staff on school-wide Restorative Practices	Eagle Team Staff: 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social and Emotional Learning (SEL) Training for Eagle Team Staff utilizing district SEL video	Eagle Team Staff: 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
UCF Professor leading site-based PD book studies on "Collaboration/Co-Teaching and "Mosaic of Thought"	Instructional Team: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 30% in ELA and 35% Math and 35% in Science, as evidenced in FSA and FCAT 2018..
2. We expect our performance level to be 70% or beyond by FSA ELA/Math and FCAT 2019.
3. The problem/gap is occurring because need to implement rigorous Specially Designed core instruction aligned to FL Standards while building equitable inclusive learning communities where each and every student achieves proficiency in academics and behavior.
4. If we effectively implement high-leverage rigorous Specially Designed teaching and learning strategies providing ESE students with individualized and designed standards-based instruction that is intentionally planned, organized and systematic, driven by each ESE student’s IEP goals and objectives in an equitable inclusive learning community utilizing Marzano Focused Model the problem would be resolved by closing the ESE achievement gap and increasing ESE student core content proficiency by 40% or more.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all ESE students achieving core content proficiency will increase from 30% to 70% or beyond, as measured by ELA/Math FSA and Science FCAT 2019.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

1. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide opportunities for ESE and general education teachers to collaboratively plan for differentiated instruction and support delivery of services.	Administrators ESE Team Leader Ambassador	Weekly at PLCs/Collaborative Planning Weekly Administrative Lesson Plan review and walkthroughs utilizing Focused Model Protocol
Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.	UCF Professor ESE Ambassadors (VE Resource Teachers)	Monthly book study training Weekly at PLCs/Collaborative Planning



Subgroup Goals

Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE Ambassadors (VE Resource Teachers) Teachers Administrators	Weekly at PLCs/Collaborative Planning
Using Restorative Practices and Eagle Guidelines for Success to build a positive equitable inclusive learning community where each and every student is proficient in academics and behavior	Restorative Practice Facilitator, Restorative Team Teachers	Weekly Administrators Walkthrough providing feedback to support positive behavior classroom management
Every ESE student has a GEM (Guiding, Encouraging, Mentoring) advocate; the classroom teacher is the primary GEM for each and every Eagle student. If an Eagle Student needs an additional GEM the teacher will notify our Guidance Counselor and/or Family/Community Liaison. Eagle Support Staff will be a GEM for a student he/she is specifically supporting in academics/behavior.	Classroom Teacher GEM Eagle Team Staff GEM	
Conduct regular PLCs inclusive of 'data chats' to review student responses to tasks and plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance	Administrators Rtl Coach Team Leaders	Weekly at PLCs/Collaborative Planning
Provide Extended Learning TIME to ESE students before and after school and once a week during lunch utilizing informational books and research for Literacy Lunch Bunch (grade 3), daily Lunch Bunch Learning, iReady for reading and math (K-5) STEM for interested ESE students (3-5) and the ARTS for fifth grade ESE students.	Promise Time Facilitators Literacy Lunch Bunch Teachers Lunch Bunch GEMS Music Teacher STEM Facilitator Fifth Grade Teachers Specialists Community Mentors	Daily Weekly
Parent Academies providing Road Map to FL Standards for ESE parents to understand how to support their child at home and school	Administrators ESE Ambassadors	Quarterly

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
UCF Professor leading site-based PD book studies on "Collaboration/Co-Teaching and "Mosaic of Thought"	Instructional Team: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Culturally Responsive District Training Team along with District Equity Champions will train the Skyview Eagle Team during PLCs	Instructional Team: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

Restorative Practice Facilitator and Team will train Skyview Eagle Team Staff on school-wide Restorative Practices (12 hours)	Eagle Team Staff: 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social and Emotional Learning (SEL) district video overview with follow-up SEL training by School Counselor during PLCs	Eagle Team Staff: 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 30% in ELA and 40% Math and 40% in Science, as evidenced in FSA and FCAT 2018. .
2. We expect our performance level to be 70% or beyond by FSA ELA/Math and FCAT 2019.
3. The problem/gap is occurring because we need to implement rigorous ESOL core instruction aligned to FL Standards and WIDA English language development standards and assessments for English Language Learners while building equitable inclusive learning communities where each and every student achieves proficiency in academics and behavior.
4. If we effectively implement high-leverage rigorous ESOL teaching and learning strategies aligned to FL and WIDA standards incorporating WIDA model performance indicators (MPis) while providing ESOL students with in an equitable inclusive learning community utilizing Marzano Focused Model the problem would be resolved by closing the ESOL achievement gap and increasing ESOL student core content proficiency by 40% or more.

5. SMART GOALS:

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all ELL students achieving core proficiency will increase from 30% to 70% or beyond, as measured FSA ELA/Math and FCAT 2019.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Strengthen school processes for engaging ELL students and families through meaningful communication.
- Enhance staff capacity to support students through purposeful activation and transfer strategies

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide learning opportunities for teachers and staff on the use of the WIDA standards, WIDA Model Performance Indicators, Elevation reports and Can- Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.	ESOL District Specialist ESOL Ambassador Leader	Pre-school training Weekly at PLCs/Collaborative Planning
Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.	ESOL Ambassador and ESOL Ambassador Assistants Teachers	Weekly at PLCs/Collaborative Planning
Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions	Administrators ESOL Ambassador Leader Rtl Coach	Weekly at PLCs and quarterly Data Chats
Monitor the lesson planning and classroom implementation of effective lessons that engage ELLs in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to	Administrators	Weekly Lesson Plan reviews and walkthroughs utilizing



Subgroup Goals

support the development of their practice in supporting English language learners.		MPIs and Model Focused Protocols
Utilize and monitor the implementation of Can Do Name charts in the planning and practice within all classrooms to ensure the instruction matches the needs of ELLs and scaffolding provides an appropriate entry-point for grade-level content with ongoing student feedback.	ESOL Ambassador and ESOL Assistants Teachers	Daily
Provide Extended Learning TIME to ELLs before and after school and once a week during lunch utilizing informational books and research for Literacy Lunch Bunch (grade 4-5) daily Lunch Bunch Learning, iReady for reading and math (K-5) STEM for interested ELLs (2-5), IC3 SPARK (5 th grade) Battle of the Books (grades 4-5), Little Kids Rock and the ARTS/STEM for fifth grade ELLs.	Promise Time Facilitators Literacy Lunch Bunch Teachers Lunch Bunch GEMS Battle of the Books Leader Music Teacher STEM Facilitator Fifth Grade Teachers Specialists Community Mentors	Daily Weekly
Every ELL (English Language Learner) has a GEM (Guiding, Encouraging, Mentoring) advocate; the classroom teacher is the primary GEM for each and every Eagle student. If an ELL needs an additional GEM the teacher will notify our Guidance Counselor and/or Family/Community Liaison. Eagle Support Staff will be a GEM for a student he/she is specifically supporting in academics/behavior.	Classroom Teacher GEM ESOL Ambassador GEM Eagle Team Staff GEM	
Parent Academies providing Road Map to FL Standards for ESOL parents to understand how to support their child at home and school	Administrators ESOL Ambassador Leader	Quarterly

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
UCF Professor leading site-based PD book studies on "Collaboration/Co-Teaching and "Mosaic of Thought"	Instructional Teachers: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
WIDA English Language Development and Model Performance Indicator site-based training led by ESOL district specialist during PLCs	Instructional Teachers: 60	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
UCF Professor coaching up ESOL teachers supporting implementation of FL and WIDA standards, Can Do Name Charts and Go to Strategies for ELLs teaching and learning.	UCF Professor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in ELA FSA, 58% as evidenced in Math FSA, and 62% as evidenced in Science FCAT for grades 3-5..
2. We expect our performance level to be 70% or beyond by ELA and Math FSA 2019 and Science FCAT 2019.
3. The problem/gap is occurring because need to improve standards-based rigorous core Instruction for All students.
4. If we effectively implement high-leverage rigorous Gifted teaching and learning strategies aligned to FL and NGSSS Gifted Standards while providing Gifted students with in an equitable inclusive learning community utilizing Marzano Focused Model the problem would be resolved by increasing the number of Level 4/5 students and increasing student proficiency by 23% of more.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of gifted students achieving Level 4/5 will increase from 50% to 75%, as measured by FSA 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*
 - Strengthen staff ability to engage students in complex tasks.
 - Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
 - Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize gifted learners "area of talent" as a vehicle for complex tasks	Gifted Ambassador	Weekly at PLCs/Collaborative Planning
Teachers/staff obtain the gifted micro-credential and /or the gifted endorsement, so they can better engage gifted learners in complex tasks	District Gifted Specialist	2018-2019 school year
Teachers attend site-based PD during PLCs on "embedding creativity in the content areas and differentiation for gifted learners.	Gifted Ambassador	Weekly at PLCs/Collaborative Planning
Every Gifted student has a GEM (Guiding, Encouraging, Mentoring) advocate; the classroom teacher is the primary GEM for each and every Eagle student. If an Eagle Student needs an additional GEM the teacher will notify our Gifted Ambassador, Guidance Counselor and/or Family/Community Liaison. Eagle Support Staff will be a GEM for a student he/she is specifically supporting in academics/behavior.	Gifted Ambassador GEM Classroom Teacher GEM Eagle Team Staff GEM	Daily
Provide Extended Learning TIME to Gifted Students before and after school, iReady for reading and math, daily Lunch Bunch Learning, STEM for interested Gifted Students (2-5), Battle of the Books (grades	Promise Time Facilitators Lunch Bunch GEMS Battle of the Books Leader Music Teacher	Daily Weekly



Subgroup Goals

4-5), Little Kids Rock, IC3 SPARK (5 th grade) and the ARTS/STEM for fifth grade Gifted Students.	STEM Facilitator Fifth Grade Teachers Specialists Community Mentors	
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8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Gifted Micro-Credential/Gifted Endorsement district training with follow-up at PLCs on how to enrich core instruction for the gifted	Teachers: 6 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teachers attend site-based PD during PLCs on “embedding creativity in the content areas and differentiation for gifted learners led by Gifted Ambassador.	Instructional: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Review school-based data in a disaggregated manner and thoughtfully plan for acceleration and enrichment interventions during data chats at PLCs.	Administrators Gifted Ambassador RtI Coach Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<p>1. Effectively communicate with families about their students' progress and school processes/practices.</p>	<ul style="list-style-type: none"> Eagle Parent school-wide Title One Compact Student-Led Teacher Parent Conference Day on Monday, October 15, 2018. Parents meet with teachers for student- led conferences. Parent Academies meet quarterly after each reporting period to review student report card, Running Record Reading Level progress and MAP data 	<ul style="list-style-type: none"> Administrators RtI Coach Guidance Counselor Teachers 	<ul style="list-style-type: none"> October 15, 2018 from 7:45-3:15pm Parent Academies/Quarterly
<p>2. Provide academic tools to families in support of their students' achievement at home.</p>	<ul style="list-style-type: none"> SAC members recommend that teachers send home in students' agendas the homework assignments for the week to give parents a clear understanding of what homework needs to be completed even though students in grades 3-5 will be writing their home assignments in their agendas daily SAC members recommend teachers align homework assignments to weekly Learning Targets...no random homework that is busy work SAC members recommend an Eagle Parent Academy to support parents to achieve their Title One Compact Pledge The following Parent Academy schedule is planned: <ol style="list-style-type: none"> Aug.-Sept. "How to successfully sign your child's agenda daily and ensure your child is at school and on time each day." How to notify school through Portal if your child is sick and the importance of doctor's notes, etc. An overview of the Parent Academy sessions for the year. (This session will be held as a General Session before each grade level Open House) Oct. Restorative Practice "How to acknowledge and support the school's effort to develop positive behavior for your child's academic and behavior success." 	<ul style="list-style-type: none"> Administrators RtI Coach Guidance Counselor Teachers Support Staff as needed 	<ul style="list-style-type: none"> Quarterly for the 2018-2019 school year Title One Compact Parent Academies eight times during 2018-2019 school year



	<p>3. Nov. “How to guarantee a home environment that encourages my child to read and practice learning each night.”</p> <p>4. Jan. “How to listen and talk to my child about daily school activities/tasks.</p> <p>5. Feb. “Ensure completion of all homework so that my child is prepared for each day’s teaching and learning.</p> <p>6. Quarterly Parents meet after each grading period to discuss how to support their child’s learning progress. ESE and ESOL parents meet with ESE and ESOL Ambassadors to ask questions and solicit help for specific content concerns.</p> <p>Note: Administrators will post Parent Academy training notes on School Website for parents to refer to and for those parents who weren’t able to attend</p>		
<p>3. Purposefully involve families with opportunities for them to advocate for their students.</p>	<ul style="list-style-type: none"> • SAC membership recruitment for all Eagle parents • SAC monthly meetings for all Eagle parents to participate • Opportunities for all Eagle parents to be a PTA Board member • PTA general meetings for all Eagle parents to participate • Eagles Elevating for Excellence Parent Days: <ul style="list-style-type: none"> -Sept. Friday Family Game Day at 1:45pm. Each family brings their favorite board game to play with their child during Fun Friday or choose from school-wide options, i.e. dominos, chess, checkers, marbles, jacks, etc. Students whose families can’t attend join other families to play board games -Dec. Family Holiday Reading Families bring their favorite Christmas/Holiday book to read to the class or choose from class Holiday book selection -March STEM projects. Families work with their child and other students in the class to do a STEM project. School will provide STEM project and materials 	<ul style="list-style-type: none"> • Eagle Team Staff • Pinellas Park Police Officer • Parents 	<ul style="list-style-type: none"> • Throughout the 2018-2019 school year
<p>4. Intentionally build positive relationships with families and community partners.</p>	<ul style="list-style-type: none"> • Title One Compact Pledge for student, teacher and parent to commit to and implement throughout the 2018-2019 school year/School-wide Title One Compact Conference Day • Monthly School Newsletter 	<ul style="list-style-type: none"> • Eagle Team Staff • Pinellas Park Rotary • Eagle Parents/Families 	<ul style="list-style-type: none"> • Throughout the 2018-2019 school year



	<ul style="list-style-type: none"> • Weekly Parent Call Outs with the week’s average student attendance, school-wide learning data and reminders of important learning and school activities for the week • School-wide Website to access attendance information, monthly newsletters, classroom teacher weekly/monthly newsletter, open invitation parents to eat lunch with their child, Eagle Family Thanksgiving Lunch, Dad’s Day Celebration, Mother’s Day Kindergarten Tea, Walk to School Safety Celebration, Eagle Honor Showcase Night, Fifth Grade Musical sponsored by Rotary, Literacy Lunch Bunch Learning sponsored by Pinellas Park Rotary 	<ul style="list-style-type: none"> • Pinellas Park Police Officer 	
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5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Title One Compact Pledge and Title One Compact Student-Led Parent Teacher Conference Day Training during PLCs	Teachers: 60 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Agenda, Homework and student Attendance processes and procedure Training during PLCs	Eagle Team Staff: 90 participants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Akilah	Crouse	Black	Business/Community
Suzanne	Hester	White	Principal
Bianca	Melendez	Hispanic	Parent
Dottie	Carter	White	Business/Community
Daniel	Lopez	Hispanic	Teacher
Jonina	Stump	White	Parent
Will	Young	White	Business/Community
Lorie	Geraghty	White	Parent
Lien	Tran	Asian	Support Employee
Amber	Ellis	Black	Parent
Marvin	Steele	Black	Parent
Beth	Patton	White	Parent
Larry	Lindsey	Black	Parent
Toby	Vongkultrup	Asian	Parent
Jamie	Flynn	White	Parent
Margarita	Nieves	Hispanic	Parent

SAC COMPLIANCE

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

Yes No, the steps being taken to meet compliance are (describe below):

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

Yes, Committee Approval Date: Click or tap to enter a date. No

BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
		[Insert Amount]
		[Insert Amount]



Budget and Other Requirements

3.	Materials and Supplies	\$ [Insert amount for category]
	“Mosaic of Thought” site-based book study	\$1,590 at \$30.00 a book for a total of 50 books
	Pinellas County Vocabulary Project words for each grade level K-5 th printed and laminated at Central Printing	\$1, 475.00 printing cards for each Module K-5 th (31 sets total for each Module)
	Eagles Elevating for Excellence Core Content Posters	\$40.00 for ten posters
	Eagles Read Across the USA Maps	\$100.00
	Eagle Guidelines for Success Poster	\$40.00 for 10 posters
	Eagle Lunch Bunch Learning Guide Poster	\$40.00 for 10 posters
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$3,285 SIP funds based on 657 students. \$3,285.00 approximate cost of materials and supplies based on 657 students		