

Pinellas County Schools

Skyview Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	36

Skyview Elementary School

8601 60TH ST N, Pinellas Park, FL 33782

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

Demographics

Principal: Suzanne Hester

Start Date for this Principal: 7/12/2012

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: C 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

100% Student Success

Provide the school's vision statement

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.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Hester, Suzanne Principal	Principal
Hamm, Katie Assistant Principal	Assistant Principal
Robles, Amy Other	Other
Allen, Andrea Teacher, ESE	Teacher, ESE
Baer, Tammy Teacher, K-12	Teacher, K-12
Bradwell, Daisy Teacher, K-12	Teacher, K-12
Brawner, Barbara Teacher, K-12	Teacher, K-12
Colwell, Diana Teacher, K-12	Teacher, K-12
Hineline, Christie Guidance Counselor	Guidance Counselor
Kukoleck, Haley Teacher, K-12	Teacher, K-12
Malcolm, Chad Teacher, K-12	Teacher, K-12
Meditz, Mistie Teacher, K-12	Teacher, K-12
Morris, Tamika Teacher, K-12	Teacher, K-12
Schanck, Chris Teacher, K-12	Teacher, K-12
Sherman, Judy Teacher, K-12	Teacher, K-12
Turner, Megan Teacher, K-12	Teacher, K-12
Zell, Kathy Teacher, K-12	Teacher, K-12
Bradwell, Tom Durspek, Sarah	
Sivon, Julie	

Name	Title
Kewin, Judy	
Harris, Elaine	
Ballard, Dawn	
Ouimette, Laura	
Sheehan, Mary Lynn	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	94	104	102	102	96	0	0	0	0	0	0	0	594
Attendance below 90 percent	21	11	7	15	16	16	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	26	20	31	29	35	0	0	0	0	0	0	0	141
Level 1 on statewide assessment	0	0	0	24	44	36	0	0	0	0	0	0	0	104

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Tuesday 6/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	18	16	28	14	27	0	0	0	0	0	0	0	120
One or more suspensions	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	69	38	42	0	0	0	0	0	0	0	149
Level 1 on statewide assessment	0	0	0	69	38	42	0	0	0	0	0	0	0	149

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	69	38	42	0	0	0	0	0	0	0	149

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	54%	57%	47%	50%	56%
ELA Learning Gains	55%	59%	58%	53%	47%	55%
ELA Lowest 25th Percentile	60%	54%	53%	52%	40%	48%
Math Achievement	58%	61%	63%	58%	61%	62%
Math Learning Gains	63%	61%	62%	69%	56%	59%
Math Lowest 25th Percentile	41%	48%	51%	58%	42%	47%
Science Achievement	53%	53%	53%	62%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	96 (0)	94 (0)	104 (0)	102 (0)	102 (0)	96 (0)	594 (0)
Attendance below 90 percent	21 ()	11 ()	7 ()	15 ()	16 ()	16 ()	86 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 ()	26 (0)	20 (0)	31 (0)	29 (0)	35 (0)	141 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	24 (0)	44 (0)	36 (0)	104 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	56%	-10%	58%	-12%
	2018	42%	53%	-11%	57%	-15%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	50%	56%	-6%	58%	-8%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2019	43%	54%	-11%	56%	-13%
	2018	49%	50%	-1%	55%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	62%	-15%	62%	-15%
	2018	42%	62%	-20%	62%	-20%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	61%	64%	-3%	64%	-3%
	2018	63%	62%	1%	62%	1%
Same Grade Comparison		-2%				
Cohort Comparison		19%				
05	2019	58%	60%	-2%	60%	-2%
	2018	63%	61%	2%	61%	2%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	54%	-3%	53%	-2%
	2018	58%	57%	1%	55%	3%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	38	56	41	59	50	18				
ELL	46	64	90	58	67	46	65				
ASN	72	72		81	76		92				
BLK	22	36		30	64						
HSP	46	58	69	57	56	46	53				
MUL	56			63							
WHT	45	52	64	57	64	39	45				
FRL	42	50	60	51	56	29	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	46	53	36	65	58					
ELL	31	67	82	44	75						
ASN	76	80		78	79		60				
BLK	24	42	50	38	54		27				
HSP	37	53	64	51	71	50	70				
MUL	47	53		41	60		60				
WHT	49	49	48	62	70	69	67				
FRL	44	53	57	56	69	56	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77

ESSA Federal Index	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

FSA ELA Achievement. Contributing factors:

1. Lack of ALL grade level teams collaboratively planning ELA modules including ESE and ESOL Ambassadors.
2. Inconsistent review and analysis of current student ELA quantitative and qualitative data that is varied to inform teacher planning to differentiate instruction for students needing acceleration.
3. Inconsistency of students knowing their ELA data and tracking progress to grade level ELA FL Standard proficiency with actionable feedback from teachers.
4. Lack of daily attention to ELA standards-based Learning Target and Scales at the appropriate taxonomy level of the standard posted and referenced with students tracking their progress towards ELA proficiency.
5. Ambivalence toward cultural responsive teaching (Equity with Excellence for All) including ALL students in Learning Community through high engagement strategies using a variety of learning styles.
6. Need to increase student opportunities for ELA independent practice at appropriate level of standard complexity with teacher conferring giving actionable feedback.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The Lowest 25% Math gains dropped from 58% to 41%. The factors that contributed to this decline:

1. Fifth Grade teacher went on family emergency leave in January
2. Inconsistent review and analysis of current student math quantitative and qualitative data that is varied to inform teacher planning to differentiate instruction for L25 students' acceleration.
3. Lack of daily attention to math standards-based Learning Target and Scales at the appropriate taxonomy level of the standard posted and referenced with L25 students tracking their progress towards math proficiency.
4. Inconsistency of L25 students knowing their math data and tracking progress to FL Standard math proficiency with actionable feedback from teachers
5. Ambivalence toward cultural responsive teaching (Equity with Excellence for All) including L25 students in Learning Community through high engagement strategies using a variety of learning styles matched to each and every L25 student.
6. Need to increase L25 student opportunities for independent math practice at appropriate level of standard complexity with teacher conferring giving actionable feedback.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

FSA ELA Achievement

Contributing factors:

1. Lack of ALL grade level teams collaboratively planning ELA modules including ESE and ESOL Ambassadors.
2. Inconsistent review and analysis of current ELA student quantitative and qualitative data that is varied to inform teacher planning to differentiate instruction for ALL students' acceleration.
3. Inconsistency of ALL students knowing their ELA data and tracking progress to FL Standard proficiency with actionable feedback from teachers
4. Lack of daily attention to ELA standards-based Learning Target and Scales at the appropriate taxonomy level of the standard posted and referenced with students tracking their ELA progress towards proficiency.
5. Ambivalence toward culturally responsive teaching (Equity with Excellence for All) including ALL students in Learning Community through high engagement strategies using a variety of learning styles.
6. Increasing student opportunities for ELA independent practice at appropriate level of standard complexity with teacher conferring giving actionable feedback.

Which data component showed the most improvement? What new actions did your school take in this area?

Lowest 25% ELA gains from 52% to 60%/ Three new actions:

1. School-wide emphasis on students reading independently in class with teacher conferring giving actionable feedback.
2. School-wide emphasis on reading at home for homework every night. Every Eagle reads for 30 minutes or more and students in grades 3-5 take Reading Counts quizzes for accountability of books read.
3. Use of iReady to practice and review reading content knowledge and skills limiting use of computer time to 40 minutes per child.
4. iReady reading data and other formative data (Running Records, module assessments, etc.) used to group students for small group instruction differentiating teaching and

learning based on specific reading strategies students need to accelerate reading proficiency.

5. Fifth grade American Revolution musical integrating Literacy and the Arts practiced throughout the school year with final production in May for students, staff and parents.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Third-Fifth grade SWD students scoring a Level 1 in either ELA or Math.
Third-Fifth Grade Black/African American FSA ELA Achievement

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase opportunities for grade level teams to collaboratively plan including ESE and ESOL Ambassadors with a focus on having an Equity Mindset, practicing culturally responsive teaching and learning and utilizing PBIS/Restorative Practices including ALL students in Learning Community using high engagement strategies and a variety of learning modalities.
2. Teachers and students consistently review and analyze current quantitative and qualitative data that is varied informing teachers how to plan differentiated instruction while students track progress toward grade level proficiency.
3. Daily attention to grade level standards-based Learning Target and Scales at the appropriate taxonomy level of the standard posted and referenced with students tracking their progress towards proficiency across all disciplines in ALL classes
4. Increasing student opportunities for independent practice at appropriate level of grade level standard complexity with teacher conferring giving actionable feedback across all disciplines.
5. Professional Development: weekly collaborative PLCs incorporating "Mosaic of Thought" meta-cognitive strategies teaching students how to think about their thinking across all disciplines through monitoring for meaning, using and creating schema, asking questions, determining importance, inferring, using sensory and emotional images and synthesizing.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading Goal
Rationale	Our current level of performance is 47% as evidenced in FSA ELA grades 3-5. We expect our performance level to be 70% or beyond by ELA FSA 2020 for grades 3-5. The problem/gap is occurring because we need to improve culturally responsive grade level FL Standards-based rigorous ELA instruction for ALL students.
State the measureable outcome the school plans to achieve	The percent of ALL students achieving ELA proficiency will increase from 47% to 70% or beyond as measured by ELA FSA 2020.
Person responsible for monitoring outcome	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Enhance staff capacity to identify critical content from the ELA FL Standards in alignment with district ELA module resources. 2. Support staff to utilize ELA data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen staff ability to engage students in complex tasks/texts providing time each day for students to practice complex tasks/texts independently
Rationale for Evidence-based Strategy	If teachers increase their capacity to identify critical content from the ELA FL Standards in alignment with district ELA module resources, utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student and engage students in complex tasks/texts providing time each day for students to practice independently then the percent of ALL students achieving ELA proficiency will increase from 47% to 70% or beyond as measured by ELA FSA 2020.
Action Step	
Description	<ol style="list-style-type: none"> 1. Grade level teams collaboratively plan every Thursday during planning time to include ESE and ESOL Ambassadors with a focus on having an Equity Mindset, Culturally Relevant teaching and learning and utilizing PBIS/ Restorative practices including ALL students in LEARNING COMMUNITY using high engagement strategies with a variety of learning modalities. 2. Daily attention to standards-based Learning Target and Scales at the appropriate taxonomy level of the standard posted and referenced with students tracking their progress toward grade level ELA proficiency in ALL classes. 3. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample TIME is given to students to read and write appropriate grade-level text and apply foundational skills, with high-quality actionable feedback and opportunities to use that feedback. 4. Instructional Team regularly assesses (formally and informally) and analyzes current qualitative and quantitative data in grade level PLCs to inform instruction in whole group, small group as well as one-to-one

instruction.

5. All students review their data utilizing Eagle Score Card and Red Data Folder tracking progress toward FL Standard proficiency with consistent teacher actionable feedback.
6. ALL students K -5th grade read books for Read Across the USA to achieve 50 states by the end of the school year; students in grades 3-5 take Reading Counts quizzes of books read for accountability.
7. Homework: ALL students grades K-5 read or are read to (K-1st) every day for 30 minutes or more.
8. ALL parents review and sign Eagle Score Card monthly knowing their child's progress toward grade level mastery of FL Standards.
9. One hour before/ after school Extended Learning is provided for students who need acceleration twice a week based on Eagle Score Card data by their classroom teacher.
10. Academic, Art, Music and PE Clubs increasing and enhancing literacy skills offered once a week.
11. Battle of the Books Club for 4th and 5th grade students
12. Eagle students READ with the RAYS over the summer utilizing community library to access books and Reading with the Rays game card.
13. Academic Celebrations for whole class and individual ELA achievements occur quarterly.
14. Monthly Eagle Team Staff Professional Development book study, "The Mosaic of Thought" to incorporate meta-cognitive strategies teaching students how to monitor for meaning, using and creating schema, asking questions, determining importance, inferring, using sensory and emotional images and synthesizing when reading.
15. 10. Support ELA-focused, consistent and sustained professional development through grade level Literacy Leaders sharing district ELA training at grade level PLCs.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#2

Title	Mathematics Goal
Rationale	Our current level of performance is 58% as evidenced in FSA Mathematics grades 3-5. We expect our performance level to be 70% or beyond by Mathematics FSA 2020 for grades 3-5. The problem/gap is occurring because we need to improve culturally responsive grade level FL Standards-based rigorous mathematics instruction for ALL students.
State the measureable outcome the school plans to achieve	The percent of ALL students achieving Mathematics proficiency will increase from 47% to 70% or beyond as measured by Mathematics FSA 2020.
Person responsible for monitoring outcome	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Enhance staff capacity to identify critical content from the standards in alignment with district resources 2. 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. 3. Strengthen staff ability to engage students in complex tasks providing time each day for students to practice complex tasks independently.
Rationale for Evidence-based Strategy	If teachers increase their capacity to identify critical content from the FL Standards in alignment with district resources, utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student and engage students in complex tasks providing time each day for students to practice complex tasks independently then the percent of ALL students achieving Mathematics proficiency will increase from 58% to 70% or beyond as measured by Mathematics FSA 2020.

Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, daily word problems (3rd-5th) and Number Routines(K-2nd). Support this work through grade level teams collaboratively planning to include ESE and ESOL Ambassadors with a focus on culturally responsive teaching (Equity with Excellence for All) including ALL students in LEARNING COMMUNITY using high engagement strategies with a variety of learning styles. 2. Daily attention to standards-based Learning Target and Scales at the appropriate taxonomy level of the standard posted and referenced with students tracking their progress toward grade level math proficiency in ALL classes 3. Extra Time on Learning beginning instructional day at 8:25 am to give an extra 20 minutes for math (8:25-8:45 am). K-2nd grade will do Math Number Routines and 3-5th grade Math Problem Solving. Pre-school Professional Development for K-2nd grade teachers on Math Number Routines and 3-5th grade teachers on Math Problem Solving. 4. Utilize multiple forms of assessments to inform instruction, including Unit

Assessments, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. Use student work to guide analysis of student learning in grade level PLCs.

5. All students review their math data utilizing Eagle Score Card and Red Data Folder tracking progress toward FL Standard proficiency with consistent teacher actionable feedback.

6. ALL parents review and sign Eagle Score Card monthly knowing their child's progress toward grade level mastery of math FL Standards.

7. One hour after school Extended Learning provided for students who need math acceleration twice a week based on Eagle Game Score Card math data by their classroom teacher.

8. Academic, Art, Music and STEM Clubs increasing and enhancing mathematics' knowledge offered once a week.

9. Academic Celebrations for whole class and individual math achievements occur quarterly.

10. Support mathematics-focused, consistent and sustained professional development through monthly PLCs facilitated by mathematics institute teacher-leaders.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#3	
Title	Science Goal
Rationale	Our current level of performance is 53% as evidenced in science SSA grade 5. We expect our performance level to be 70% or beyond by Science SSA 2020. The problem/gap is occurring because we need to improve culturally responsive grade level FL Standards-based rigorous science instruction for ALL students.
State the measureable outcome the school plans to achieve	The percent of ALL students achieving Science proficiency will increase from 53% to 70% or beyond as measured by Science SSA 2020.
Person responsible for monitoring outcome	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Enhance staff capacity to identify critical content from the standards in alignment with district resources 2. 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. 3. Strengthen staff ability to engage students in complex tasks providing time each day for students to explore, discover and practice complex tasks independently.
Rationale for Evidence-based Strategy	If teachers increase their capacity to identify critical content from the standards in alignment with district resources, utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student and engage students in complex tasks providing time each day for students to explore, discover and practice complex tasks independently then the percent of ALL students achieving Science proficiency will increase from 53% to 70% or beyond as measured by Science FCAT 2020.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that rigorous, student-centered instruction occurs daily utilizing systemic documents that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards. Support this work through grade level teams collaboratively planning to include ESE and ESOL Ambassadors with a focus on culturally responsive teaching (Equity with Excellence for All) including ALL students in LEARNING COMMUNITY using high engagement strategies with a variety of learning styles. 2. Daily attention to standards-based Learning Target/Essential Questions and Scales at the appropriate taxonomy level of the standard posted and referenced with students tracking their progress toward grade level science proficiency in ALL classes. 3. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment. Fourth and Fifth grade students will utilize unit assessments. Low performing will be identified

and embedded into the review plan.

4. Support and utilize formal and informal assessment strategies that inform instruction. Identify grade level proficiency levels and implement instructional strategies to increase conceptual development of key content.
5. Support the 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5.
6. Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related domain specific vocabulary based on grade level standards. School-wide Mystery Power Word of the Week Game for K-5th grade student participation. Power words posted throughout campus.
7. All students review their science data utilizing Eagle Score Card and Red Data Folder tracking progress toward science standard proficiency with consistent teacher actionable feedback.
8. ALL parents review and sign Eagle Score Card monthly knowing their child's progress toward grade level mastery of Science Standards.
9. Art, Music and STEM Clubs increasing and enhancing scientific knowledge offered once a week.
10. Academic Celebrations for whole class and individual science achievements occur quarterly and winners of weekly science mystery word announced over WSKY News Show.
11. Support science-focused, consistent and sustained professional development through monthly PLCs facilitated by science teacher-leaders.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#4

Title Bridging the Gap with Equity for ALL: Black Students

Rationale Our current level of Black student performance is 24% ELA Achievement, 38% Mathematics Achievement and 27% Science Achievement.

State the measureable outcome the school plans to achieve The percent of ALL black students achieving ELA proficiency will increase from 24% to 70%, in Mathematics from 38% to 70% and 27% to 70% or beyond in Science, along with 100% learning gains.

Person responsible for monitoring outcome Suzanne Hester (hesters@pcsb.org)

Evidence-based Strategy

1. Every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met.
2. Implement high-leverage rigorous Culturally Responsive teaching and learning (Equity with Excellence for All) aligned to grade level FL Standards at the appropriate taxonomy level of the standards.
3. Utilize six M's when planning and preparing for Black student learning (meaning, models, monitoring, mouth, movement, music) to gather, process, retrieve and store content knowledge and skills.
4. Use PBIS/Restorative Practices to fully INCLUDE ALL Students in LEARNING COMMUNITY for Eagle Equity with Excellence for ALL.

Rationale for Evidence-based Strategy If every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met then the percent of ALL BLACK students achieving ELA proficiency will increase from 24% to 70% or beyond, Math proficiency from 38% to 70% or beyond and Science proficiency from 27% to 70% or beyond impacting Eagle Equity with Excellence!

Action Step

Description

1. Create learning environment where Black students feel they belong and are welcomed where teachers having an Equity Mindset, practice Culturally Relevant Teaching and Learning and utilize PBIS/Restorative Practices.
2. Continuously reflect on and improve personal teaching practices utilized in meeting the needs of each and every Black student with a focus on having an Equity Mindset.
3. Collaboratively plan and prepare lessons utilizing the six M's of Culturally Responsive teaching (meaning, models, monitoring, mouth, movement, music) for Black students to gather, process, retrieve and store content knowledge and skills.
4. Conduct regular PLCs inclusive of 'data chats' to review Black Student qualitative and quantitative academic progress across all disciplines.
5. Every Black student has a GEM (Guiding, Encouraging, Mentoring) advocate; classroom teacher primary GEM . If a Black student needs an additional GEM the teacher will notify Guidance Counselor and/or Family/Community Liaison.
6. Ensure Black students are learning critical content from grade level FL Standards at the appropriate taxonomy level by monitoring daily for Learning

Target mastery providing actionable feedback and time for students to respond to feedback.

7. Monthly conference with Black students reviewing Red Data folder and Eagle Score Card giving actionable feedback as Black students track learning progress.

8. Parents of Black students will sign their child's monthly Eagle Score Card and will contact teacher with questions or concerns to support their child's learning progress.

9. SBLT Team will meet monthly to reflect on Equity based practices and review Black student progress and implement problem solving strategies to impact academic, behavior and social emotional learning barriers to accelerate learning.

10. Administrators will monitor Culturally Relevant Teaching practices through formal and informal observations and provide targeted actionable feedback around CRT strategies and Equity based practices.

11. Facilitate Eagle Equity with Excellence for pre-school training for all staff to learn how to provide a learning environment where the academic, social-emotional and behavioral needs of Black students are known and met.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#5	
Title	SWD/ESE Subgroup
Rationale	The ESSA Federal Index Data for SWD is 40%. Our current level of SWD/ESE performance is 23% and 36% as evidenced in FSA ELA and FSA Math respectively. The problem/gap is occurring because we need to implement rigorous Specially Designed core instruction aligned to grade level FL Standards at the appropriate taxonomy level while building equitable inclusive learning communities where the academic, social-emotional and behavioral needs of each and every SWD student are known and met.
State the measureable outcome the school plans to achieve	The ESSA Federal Index Data for SWD needs to increase from 40% to 41% or beyond. The percent of SWD/ESE students achieving ELA proficiency will increase from 23% to 70% or beyond and in Math from 36% to 70% or beyond as measured by ELA and Math FSA 2020.
Person responsible for monitoring outcome	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Every teacher and school-based staff engages in strategies (Equity Mindset, Culturally Relevant Teaching and PBIS/Restorative Practices) and supports so that the academic, social-emotional and behavioral needs of each and every student are known and met. 2. Implement high-leverage rigorous Culturally Responsive teaching and learning (Equity with Excellence for All) aligned to grade level FL Standards at the appropriate taxonomy level of the standards. 3. ESE Ambassadors in collaboration with Core Teachers support students' mastery of meaningful IEP goals aligned to current student data while learning the foundational skills they need to engage in rigorous, grade level content in Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy	If ESE Ambassadors and Core Teachers engage in strategies (Equity Mindset, Culturally Relevant Teaching and PBIS/Restorative Practices) and supports so that the academic, social-emotional and behavioral needs of each and every student are known and met, implement high-leverage rigorous Culturally Responsive teaching and learning (Equity with Excellence for All) aligned to grade level FL Standards at the appropriate taxonomy level of the standards and ESE Ambassadors in collaboration with Core Teachers plan and support ESE students' mastery of meaningful IEP goals while learning the foundational skills they need to engage in rigorous, grade level content in LRE then the percent of ESE students achieving ELA and Math Proficiency will increase from 23% to 70% or beyond in ELA and 36% to 70% or beyond in Math as measured by ELA and Math FSA 2020 impacting Eagle Equity withExcellence
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide weekly opportunities for ESE and Core Teachers to collaboratively plan for differentiated instruction aligned to grade level FL Standards at the appropriate taxonomy level and support delivery of instruction based on IEP goals. 2. Monthly grade level PLCs facilitated by ESE Ambassadors to review and analyze ESE students' qualitative, quantitative and IEP goal mastery progress

- and to improve differentiated instructional practices in reading and math specifically supporting ESE students' grade level learning progress.
3. Create learning environment where ESE students belong and are welcomed using PBIS/Restorative Practices.
 4. Every ESE student has a GEM (Guiding, Encouraging, Mentoring) advocate; classroom teacher primary GEM . If an ESE student needs an additional GEM the teacher will notify Guidance Counselor and/or Family/Community Liaison.
 5. Ensure ESE students are learning critical content from grade level FL Standards at the appropriate taxonomy level by ESE Ambassadors and Core Teachers monitoring daily for Learning Target mastery.
 6. Monthly conference with ESE students reviewing Red Data folder and Eagle Score Card giving actionable feedback as ESE students track learning progress and are given time to respond to feedback.
 7. Parents of ESE students sign their child's Eagle Score Card monthly and contact ESE Ambassador and/or Core Teacher with questions or concerns to support their child' learning progress.
 8. SBLT Team will meet monthly to review ESE student progress and implement problem solving strategies to impact academic, behavior and social emotional learning barriers to accelerate learning.
 9. Professional Development: District Equity Champion to facilitate site-based book study "Troublemakers: Lessons in Freedom from Young Children at School" as teachers learn how to fully include ESE students into learning community providing teaching and learning that is grade level and at the cognitive complexity of the FL Standards.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#6	
Title	ESOL Subgroup
Rationale	Our current level of EL performance is 31% and 44% as evidenced in FSA ELA and FSA Math respectively. The problem/gap is occurring because 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 EL achieves proficiency in academics and behavior.

State the measureable outcome the school plans to achieve	The percent of EL's achieving ELA proficiency will increase from 31% to 70% or beyond and Math from 44% to 70% or beyond as measured by ELA and Math FSA 2020.
Person responsible for monitoring outcome	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met. 2. Implement high-leverage rigorous Culturally Responsive teaching and learning (Equity with Excellence for All) aligned to grade level FL Standards at the appropriate taxonomy level of the standards. 3. EL Ambassadors in collaboration with Core Teachers support students' mastery of grade level FL Standards and WIDA English language development standards.
Rationale for Evidence-based Strategy	If every teacher and school-based staff engages in strategies and support the known academic, social-emotional and behavioral needs of each and every student, implement high-leverage rigorous Culturally Responsive teaching and learning (Equity and Excellence for All) aligned to grade level FL Standards at the appropriate taxonomy level of the standards and EL Ambassadors in collaboration with Core Teachers support students' mastery of grade level FL Standards and WIDA English language development standards then the percent of EL students achieving ELA proficiency will increase from 31% to 70% or beyond and in Math from 44% to 70% or beyond as measured by ELA and Math FSA 2020.

Action Step

Description	<ol style="list-style-type: none"> 1. Provide weekly opportunities every Thursday for EL and Core Teachers to collaboratively plan for differentiated instruction aligned to grade level FL Standards at the appropriate taxonomy level and support delivery of instruction based WIDA English language development standards using Model Performance Indicators and Academic Vocabulary. 2. Monthly grade level PLCs facilitated by EL Ambassadors to review and analyze EL students' qualitative, quantitative data and WIDA English language development progress and to improve differentiated instructional practices in reading and math specifically supporting EL students' grade level learning progress. 3. Create learning environment where EL students belong and are welcomed using PBIS/Restorative Practices.
--------------------	--

4. Every EL student has a GEM (Guiding, Encouraging, Mentoring) advocate; classroom teacher primary GEM . If an EL student needs an additional GEM the teacher will notify Guidance Counselor and/or Family/Community Liaison.
5. Ensure EL students are learning critical content from grade level FL Standards at the appropriate taxonomy level by EL Ambassadors and Core Teachers monitoring daily for Learning Target mastery.
6. Monthly conference with EL students reviewing Red Data folder and Eagle Score Card giving actionable feedback as EL students track learning progress providing time for students to respond to feedback.
7. Parents of EL students sign their child's Eagle Score Card monthly and contact EL Ambassador and/or Core Teacher with questions or concerns to support their child.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#7

Title Black/African American Subgroup

Rationale The ESSA Federal Index Data for Black/African American students is 38%. Our current level of Black student performance is 24% ELA Achievement, 38% Mathematics Achievement and 27% Science Achievement.

State the measureable outcome the school plans to achieve The ESSA Federal Index Data for Black/African American students needs to increase from 38% to 41% or beyond. The percent of ALL black students achieving ELA proficiency will increase from 24% to 70%, in Mathematics from 38% to 70% and 27% to 70% or beyond in Science.

Person responsible for monitoring outcome Suzanne Hester (hesters@pcsb.org)

Evidence-based Strategy

1. Every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met.
2. Implement high-leverage rigorous Culturally Responsive teaching and learning (Equity with Excellence for All) aligned to grade level FL Standards at the appropriate taxonomy level of the standards.
3. Utilize six M's when planning and preparing for Black student learning (meaning, models, monitoring, mouth, movement, music) to gather, process, retrieve and store content knowledge and skills.
4. Use PBIS/Restorative Practices to fully INCLUDE ALL Students in LEARNING COMMUNITY for Eagle Equity with Excellence for ALL.

Rationale for Evidence-based Strategy If every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met then the percent of ALL BLACK students achieving ELA proficiency will increase from 24% to 70% or beyond, Math proficiency from 38% to 70% or beyond and Science proficiency from 27% to 70% or beyond impacting Eagle Equity with Excellence for All!

Action Step

Description

1. Create learning environment where Black students feel they belong and are welcomed where teachers having an Equity Mindset, practice Culturally Relevant Teaching and Learning and utilize PBIS/Restorative Practices.
2. Continuously reflect on and improve personal teaching practices utilized in meeting the needs of each and every Black student with a focus on having an Equity Mindset.
3. Collaboratively plan and prepare lessons utilizing the six M's of Culturally Responsive teaching (meaning, models, monitoring, mouth, movement, music) for Black students to gather, process, retrieve and store content knowledge and skills.
4. Conduct regular PLCs inclusive of 'data chats' to review Black Student qualitative and quantitative academic progress across all disciplines.
5. Every Black student has a GEM (Guiding, Encouraging, Mentoring) advocate; classroom teacher primary GEM . If a Black student needs an additional GEM the teacher will notify Guidance Counselor and/or Family/Community Liaison.
6. Ensure Black students are learning critical content from grade level FL

Standards at the appropriate taxonomy level by monitoring daily for Learning Target mastery providing actionable feedback and time for students to respond to feedback.

7. Monthly conference with Black students reviewing Red Data folder and Eagle Score Card giving actionable feedback as Black students track learning progress.

8. Parents of Black students will sign their child's monthly Eagle Score Card and will contact teacher with questions or concerns to support their child's learning progress.

9. SBLT Team will meet monthly to review Black student progress and implement problem solving strategies to impact academic, behavior and social emotional learning barriers to accelerate learning.

10. Administrators will monitor Culturally Relevant Teaching practices through formal and informal observations.

11. Facilitate Eagle Equity with Excellence for pre-school training for all staff to learn how to provide a learning environment where the academic, social-emotional and behavioral needs of Black students are known and met.

**Person
Responsible**

Suzanne Hester (hesters@pcsb.org)

#8	
Title	Conditions for Learning: School Culture and Climate
Rationale	Our current level of performance is 31 total Office Discipline Referrals with one in-school suspension and one out-of-school suspension for the school year 2018-2019. The problem is occurring because we need to improve Tier I PBIS/Restorative Practices where every teacher and school-based staff engages in strategies and supports so that the academic, social-emotional and behavioral needs of each and every student are known and met.
State the measureable outcome the school plans to achieve	The number of ALL students achieving PBIS/Restorative Practices Tier I success following Eagle Guidelines for Success will increase to 100% with office discipline referrals decreasing from 31 to 20 or less and zero in-school and out-of-school suspensions as measured by office behavior referrals for the 2019-2020 school year.
Person responsible for monitoring outcome	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> Administration during pre-school Equity with Excellence Training and weekly PLCs will teach the Eagle Team Staff what the Principal/AP, SBLT, School-Based Experts and Teachers are responsible for when implementing an Equity Mindset, Culturally Relevant Teaching and PBIS/Restorative Practices to impact a Positive School Culture and Climate where the known academic, social-emotional and behavioral needs of each and every student are met. Every SBLT member engages in equity problem-solving processes to ensure that the academic, social-emotional and behavioral needs of each and every student are known and met. School-based experts (RtI Coach, Equity Champions) serve as an ambassadors and support so that the academic, social-emotional and behavioral needs of each and every student are known and met. Every teacher and school-based staff engages in Tier1 PBIS/Restorative strategies and supports so the academic, social-emotional and behavioral needs of each and every student are known and met. <p>If administration can train the Eagle Team Staff on how to identify and support meeting the academic, social-emotional and behavioral needs of each and every student and SBLT engages in equity problem-solving processes, school-based experts (RtI Coach, Equity Champions) serve as ambassadors and every teacher and school-based staff engages in Tier I PBIS/Restorative Practices strategies and supports to ensure that the academic, social-emotional and behavioral needs of each and every students are known and met then the percentage of ALL students achieving Tier I Eagle Guidelines for Success will be 100% with a decrease in Office Discipline Referrals from 31 to 20 with zero in-school and out-of-school suspensions as measured by the number of Office Discipline Referrals for the 2019-2020 school year.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	1. SBLT Team members lead and influence the whole school staff modeling an Equity Mindset, Culturally Relevant Teaching and PBIS/Restorative Practices through collaborating monthly with grade level teams during PLCs to provide

- and improve a safe, secure and healthy learning environment for each and every student.
2. Tier I Eagle Guidelines for Success are posted in classrooms and throughout the campus for students to reference and staff to refer to when needed to redirect behavior.
 3. Classroom Management Plan expectations aligned to Tier I PBIS/ Restorative Practices are positively stated, publicly posted in all classrooms, are regularly reviewed and taught using a variety of formats reflecting a "culture of care."
 4. Tier I Eagle Guidelines for Success are integrated with Restorative Practices to demonstrate, teach, and model basic beliefs for appropriate and expected behaviors in class and school-wide utilizing PBIS Steps for Restoration posted in classrooms and Restorative Think Sheets (in classrooms) appropriate for primary and intermediate students.
 5. Problem behavior definitions (listed on Office Discipline Referral Form) are related to information for teachers indicating distinctions among types of behaviors that are considered (a) "serious" enough to warrant a formal RP conference that includes an administrator, (b) best handled in informal RP conversations with teachers, (c) likely to be resolved by a classroom RP circle, or (d) not appropriate for RP management.
 6. School policies and procedures describe and emphasize preventive, instructive, and restorative (both proactive and reactive) approaches to student behavior with a focus on healing harm to relationships.
 7. Office Discipline Referral numbers are listed weekly in Eagle Team Staff Huddle.
 8. All Eagle Team Staff award "Tickets for Eagle Success" to students who are following Tier 1/PBIS Eagle Guidelines for Success stating the specific action the student demonstrated. Students earn tickets collectively for classroom rewards. Students help to create with teacher choices for class rewards.
 9. All Eagle Team Staff award "Eagle Nest Passes." Students earn Eagle Nest Passes individually for following Tier 1/PBIS Eagle Guidelines for Success stating specific positive action the student demonstrated. Eagle Nest is opened one day a week (Thursdays) for students to attend during lunch with fun games and activities to celebrate success.

Person Responsible Suzanne Hester (hesters@pcsb.org)

#9

Title	<p>Conditions for Learning: Attendance</p> <p>Our current attendance level is out of 682 students 37 students are absent 20% or more, 125 students are absent 10% or more and 40 students have perfect attendance for the 2018-2019 school year. Lowest subgroups daily average attendance: Hispanic and Multi-Racial each at 94%. Asian students have the highest daily average attendance at 97% and Black and White students each at 95%. The problem/gap: Child Study Team needs to strengthen collaboration with students' teachers (primary GEM) building caring relationships where the academic, social-emotional and behavioral needs of students are known and met creating a learning environment where students feel they belong and are welcomed, assigning an additional GEM staff member/volunteer for students who are absent 10-20%) school-wide Title One Compact Parent Conference day teachers review the Title One Student-Parent-Teacher Compact Pledge to have their child at school and on time each and every day.</p>
Rationale	
State the measureable outcome the school plans to achieve	<p>School-wide weekly average attendance 95%; we will increase to 96% or higher. The number of students absent 10% or more is 125; we will decrease to 50 students. The number of students absent 20% or more is 37; we will decrease to 10 students as measured by weekly Focus attendance data 2020.</p>
Person responsible for monitoring outcome	<p>Katie Hamm (hammk@pcsb.org)</p>
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Child Study Team strengthens collaboration with students' teachers focusing on students absent 10-20% or more; problem solving on what supports are needed at home and school to improve attendance 2. Building caring relationships in learning community where each and every Eagle student feels they belong through GEM (Guiding, Encouraging, Mentoring) Program 3. Meeting with parents at school-wide Title One Compact Parent Conference day to review Title One Student-Parent-Teacher Compact Pledge to have their child at school and on time each and every day.
Rationale for Evidence-based Strategy	<p>If the Child Study Team strengthens collaboration with students' teachers focusing on students absent 10-20% or more; problem solving on what supports are needed at home and school to improve attendance, teachers building caring relationships where the academic, social-emotional and behavioral needs of each and every Eagle student are known and met creating a learning environment where students feel they belong and are welcomed, assigning an additional GEM staff member/volunteer for students who are missing 10% or more of school, meeting with parents at school-wide Title One Parent Conference day to review Title One Student-Parent-Teacher Compact Pledge to have their child at school and on time each and every day then the number of students absent 20% or more will decrease from 125 to 50 students and the number of students absent 10% or more will decrease from 37 to 15 students as measured by Focus attendance data 2020.</p>

Action Step

Description	<ol style="list-style-type: none">1. Child Study Team meets weekly to review and analyze students absent 10-20% or more; problem solving how to support student improved attendance at home and school2. Pre-school Equity with Excellence Training and weekly grade level PLCs continuously learning how to build caring relationships in learning community where each and every Eagle student feels they belong and are welcomed in their learning community3. Child Study Team meets with grade level teams during weekly PLCs collaborating with teachers on students absent 10-20% or more and how to support improved attendance3. School-wide Title One Parent Conference day on October 14, 2019 reviewing Title One Student-Parent-Teacher Compact Pledge to have their child at school and on time each and every day.4. Students absent 10-20% or more have a primary GEM (Guiding, Encouraging, Mentoring) classroom teacher and are assigned additional Eagle Team Staff/Volunteer GEM if determined additional support is needed by Child Study Team and classroom teacher.4. School Counselor and Social Worker award Eagle Nest Passes monthly celebrating Eagle students who earn 100% attendance accompanied by Attendance Certificates going home.
Person Responsible	Katie Hamm (hammk@pcsb.org)

#10	
Title	Family and Community Engagement Our Opportunities for Family and Community Engagement Growth as evidenced by Title One Parent and AdvancED Surveys state:
Rationale	<ol style="list-style-type: none"> 1. 61% of our parents agreed with the statement 'I often review the parent compact so I know what I am expected to do 2. 69% of parents stated 'I know about Extended Learning opportunities at my child's school'. 3. 30% total Direct Parent Involvement Average (volunteer at school, attend events such as Parent Academy Nights, Donuts for Dads, etc. We expect our Family and Community Engagement to improve in all three areas 20% or more as measured by Title One Parent and AdvancED Surveys 2020. The problem is occurring because parents state work schedule, no childcare, feeling unsure about how to communicate with the school as barriers for Family and Community Engagement.

State the measureable outcome the school plans to achieve	The percent of Family and Community Engagement will increase by 20% points or more as measured by Title One Parent and AdvancED Surveys 2020.
Person responsible for monitoring outcome	Amy Robles (robles-goodricha@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Effectively communicate with families about their students' progress and school processes/practices 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	If we effectively communicate with families about their students' progress and school processes/practices, provide academic tools to families in support of their students' achievement at home, purposefully involve families with opportunities for them to advocate for their students and intentionally build positive relationships with families and community partners then the percent of Family Engagement Growth will increase by 20% or more as measured by Title One and AdvancED Surveys for the 2020 school year.

Action Step	
Description	<ol style="list-style-type: none"> 1. School-wide Title One Parent Conference on October 14, 2019 to review and understand Student-Parent-Teacher Title One Compact Pledge 2. Five Title One Compact Parent Academies during school year to support parent success in helping their child master grade level FL Standards at the appropriate taxonomy level of standards. 3. Ready Go Kindergarten awareness program in January for parents new to Kindergarten 4. Meet the Teacher Night and Open House Nights informing parents how to support their child at home for 100% academic and behavior success.

5. Daily parents sign student agendas communicating with teacher any questions or concerns.
6. Monthly parents review Eagle Student Score Cards giving permission if their child needs to participate in Extended Learning (1 hour for 2 days after school tutoring) to accelerate grade level proficiency.
7. Connect to Success Title One computers are distributed to students who need acceleration to achieve grade level FL Standard proficiency and to any other students whose parents request.
7. Monthly notifications through school newsletter, weekly school messenger call outs and class newsletters of school activities including Friday Pizza for Parent's Day during their child's lunch.
8. Increased communication using a variety of media by Family Community Liaison through school newsletter and weekly school messenger call outs on how parents can volunteer at Skyview.
9. Pinellas Park Rotary grant to provide outdoor garden/hydroponics opportunities for students' outdoor science lab.
10. Pinellas Park Rotary grant to provide picnic tables for parents to sit outside with their child on Fridays for Pizza for Parent's Day and for student outdoor learning.
11. Recruit SAC membership representing the demographics of our student and community population through a variety of media shout-outs and advertise monthly SAC meetings through a variety of media shout-outs.
12. Encourage all stakeholders to be a PTA member for the well-being of each and every Eagle student recruiting PTA board members representing the demographics of our student and community population and notify all stakeholders of PTA monthly meetings and school activities.

**Person
Responsible**

Amy Robles (robles-goodricha@pcsb.org)

#11	
Title	Healthy Schools
Rationale	Our current level of performance is Bronze as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance to be Silver in one domain by spring of 2020. The problem/gap is occurring because our primary focus is on grade level FL Standards rigorous teaching and learning.

State the measureable outcome the school plans to achieve	We will accomplish one domain in Silver as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
Person responsible for monitoring outcome	Haley Kukoleck (kukoleckh@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Healthy School Team attends district-supported professional development 2. Develop, communicate and implement with all stakeholders our Healthy School Program Action Plan aligned to Healthy Schools Program Assessment and Inventory 3. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	If our Healthy School Team attends district-supported professional development training, develops, communicates, and implements with all stakeholders our Healthy School Program Action Plan aligned to Healthy Schools Program Assessment and Inventory and enhances staff capacity to support students through purposeful activation and transfer strategies then we will achieve Silver in one domain as measured by Alliance for a Healthier Generation by 2020.

Action Step	
Description	<ol style="list-style-type: none"> 1. Healthy School Team attends district-supported professional development. 2. Healthy School Team communicates and models during monthly grade level team collaborative planning our Healthy School Program Action Plan. 3. Healthy School Team enhances staff capacity to support students through modeling how to implement Healthy School Program Action Plan and provide collaborative time during grade level team planning for feedback and suggestions to improve Action Plan. 4. Administration works with Healthy School Team to support Healthy School Program Action Plan implementation (providing TIME before/after school and on-site Professional Development days, space for healthy activities, student Lunch Bunch healthy activities, etc. 5. Administration models for Eagle Team Staff serving Healthy Snacks (fresh produce and water provided by PTA) during weekly grade level collaborative PLCs.
Person Responsible	Haley Kukoleck (kukoleckh@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget

1	III.A	Areas of Focus: ELA/Reading Goal				\$3,175.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	4171 - Skyview Elementary School	School Improvement Funds		\$3,175.00
			<i>Notes: Scholastic and Time for Kids Magazines for 2019/2020 School Year for 635 students K-5th Grade) @\$5.50 per student.</i>			
2	III.A	Areas of Focus: Mathematics Goal				\$0.00
3	III.A	Areas of Focus: Science Goal				\$0.00
4	III.A	Areas of Focus: Bridging the Gap with Equity for ALL: Black Students				\$0.00
5	III.A	Areas of Focus: SWD/ESE Subgroup				\$0.00
6	III.A	Areas of Focus: ESOL Subgroup				\$0.00
7	III.A	Areas of Focus: Black/African American Subgroup				\$0.00
8	III.A	Areas of Focus: Conditions for Learning: School Culture and Climate				\$0.00
9	III.A	Areas of Focus: Conditions for Learning: Attendance				\$0.00
10	III.A	Areas of Focus: Family and Community Engagement				\$0.00
11	III.A	Areas of Focus: Healthy Schools				\$0.00
					Total:	\$3,175.00