School Improvement Plan
2017-18

Skyview Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Suzanne Hester	SAC Chair: Akilah Crouse

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
720	9.2	10.5	23.5	6.0	50.8	

School Grade	2017: B	2016: C	2015: C	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	46%	48	57%	55	52%	59						
Learning Gains All	52%	47	69%	63								
Learning Gains L25%	57%	38	54%	36								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Suzanne	Hester	FT	4-10 years
Assistant Principal	Katie	Hamm	FT	Less than 1 year
RtI Coach	Robles	Amy	FT	1-3 years
Kindergarten Lead	Blanco	Rosemary	FT	20+ years
First Grade Lead Co-Leaders	Schanck Durspek	Christine Sarah	FT	20+ years
Second Grade Lead	Price	Debbie	FT	11-20 years
Third Grade Lead Co-Leaders	Brawner Baer	Barbara Tammy	FT	11-20 years
Fourth Grade Lead	Zell	Kathy	FT	11-20 years
Fifth Grade Lead	Strawmyer	Jennifer	FT	11-20 years
Specials	Kewin	Judy	FT	11-20 years
Speech Pathologist	Ouimette	Laura	FT	11-20 years
School Counselor	Hineline	Christine	FT	1-3 years

Media Tech Specialist	Bradwell		Tom		FT	1-3 years
Total Instructional Staff:	58			**Total Support Staff:**	13	

School Culture for Learning

Connections: > **District Strategic Plan**   ●**Goals 2, 3**
Marzano Leadership   ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Skyview's positive culture is built on our motto: "Cultivating a high-achieving team of Eagle LEARNERS through commitment (equity with excellence for all), collaboration (learning) for success and cooperation (Eagle Teaming). If you are a Skyview Eagle student, teacher, family or community member you are on the Skyview Eagle TEAM. All Eagle TEAM members are LEARNERS. Our Eagle Guidelines for Success are E-Exhibit Respect; A-Act Responsibly; G- Give 100%; L, Listen Politely; E-Eagerly Learn to provide a safe, secure, and healthy learning environment. All instructional teachers work with students to plan their class Mission Statement aligned to Eagle Guidelines for Success and the teacher's Positive Behavior Classroom Management Plan. Teachers give the principal a copy of their Class Mission Statement and Positive Behavior Classroom Plan to be approved by the third week of school. The first six weeks of school is devoted to teachers, students and family members building meaningful relationships through a collaborative learning community. We will implement Restorative Practice in the 2017-2018 school year integrated with CHAMPS school-wide and in the classrooms to create a positive learning environment for ALL students. We have many opportunities for families to interact with their child's teachers and other staff members throughout the school year with a special emphasis of our ELs and ESE families meeting with their core teachers and ESOL and ESE teachers every quarter. We have school-wide activities during and after school for students to interact with their peers and teachers. We have mentors who Guide, Encourage, Mentor Skyview students (GEMS) for each student at Skyview ensuring that every student on our campus has an adult who cares about them. The primary GEM is the classroom teacher. We have GEM Juniors; students who exhibit the character trait for the month in each K-5th grade class. GEM Jrs. greet new students to the class and help them become a part of the learning community as well as greet any visitors to the classroom. Members of our Restorative Practice Team attended district training during the summer to roll out Restorative Practices to our Eagle Team Staff at pre-school training and throughout the school year. We will use *Restorative Practices and Restorative Circles"* as our reference books.   Our Restorative Practice Team/Building a Positive Learning Community SIP GOAL Team (Equity with Excellence for ALL)/AdvancED Team will meet six times during the school year to review progress on SIP goals and actions, behavior referrals and to revise as needed for continuous improvement of our learning community for ALL students.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Skyview utilizes our Eagle Guidelines for Success aligned to a monthly emphasis on a Commitment to Character trait to create a safe and respectful learning environment. Our Eagle Guidelines for Success are E-Exhibit Respect; A-Act Responsibly; G- Give 100%; L, Listen Politely; E-Eagerly Learn. Our Commitment to Character traits are being Respect, Responsible, Capable, Considerate, Ambitious, Grateful, Compassion, Curious, Persevere and Hopeful. During the first six weeks of school ALL teachers teach their students what the Eagle Guidelines for Success are and accompanying Commitment to Character trait for the month. Teachers and all Eagle Team staff during the first six weeks discuss, model and practice with their students what the Guidelines for Eagle Success and Commitment to Character traits look and sound like throughout our campus, in their classrooms and at specials to provide a safe, secure, and healthy learning environment.

Teachers will teach their students how to enter their classrooms with a greeting and how to get to work immediately from bell to bell. Teachers will be responsible for posting the daily learning schedule and the daily Learning Targets aligned to FL Standards. We will continue to develop Restorative Practice strategies throughout the school year as we implement strategies that our Restorative Practice team facilitates during our SIP GOAL Team meetings based on our student behavior data and SIP progress. The WSKY school-wide TV news show highlights our focus on Eagle Guidelines for Success and Commitment to Character. Our Building a Positive Learning Community; Equity with Excellence for ALL and Safety SIP/AdvancED Teams will meet six times during the school year to review progress. There is preschool training on the Crisis Manual and Crisis Bags for all staff members led by our assistant principal. Our administrators and school counselor will lead a school-wide positive behavior expectations assembly for ALL students the first week of school. They will present the Eagle Guidelines for Success and the Commitment to Character traits for new students and review for returning students. They will discuss No Bullies at Skyview and inform students of proactive steps to take if they are being bullied. All instructional teachers work with students to plan their class Mission Statement aligned to Eagle Guidelines for Success and the teacher's Positive Behavior Classroom Management Plan. Teachers give the principal a copy of their Class Mission Statement and Positive Behavior Classroom Plan to be approved by the third week of school. Our music teacher will teach ALL students our Eagle school song to continue building a positive learning community; Equity with Excellence for ALL, where ALL Eagle students belong to the learning environment. The WSKY news show anchors and students will incorporate the Skyview Eagle song and NO Bullies at Skyview throughout the school year during their morning presentations.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Utilizing Benchmarks of Quality Score results and data from EDS School-wide Behavior Plan, the SBLT Team has identified 3 goals and strategies to use to reduce the occurrence of misbehavior at school. They are: improve school wide attendance to 95%, plan core content instruction that is culturally relevant, rigorous and engaging and includes intentional use of strategies to build on the strengths of both boys and girls, decrease behavior referrals by 10%, and increase family outreach through a variety of school activities. We will focus on our school-wide Eagle Guidelines for Success. The Restorative Practice Team will facilitate a preschool Restorative Practice roll out integrating Positive Behavior Plan to support academic excellence for ALL Eagles. A school-wide Eagle student assembly will be facilitated by the administrators and school counselor for ALL students the second week of school. The student assembly will focus on school-wide Eagle Guidelines for Success, Commitment to Character Traits, NO BULLIES at Skyview, the importance of being at school, reading every night for homework, and working hard to improve academics each and every day. At preschool training and grade level team planning our staff will review academic data, attendance data, referral and suspension data and address SBLT actions on how to give classroom support and how to support school-wide Restorative Practices/ EAGLE Positive Behavior Plan; Equity with Excellence for ALL. We will continue Kids Talk (facilitated by administrators and school counselor) an opportunity for teachers to discuss academic/ behavior concerns and develop student success interventions if needed. If Kids Talk are ESE or ELs; their ESE/ELL ambassador (VE Resource/ESOL teacher) will be in attendance at Kids Talk.   We will continue our school- wide "EAGLE HONOR Medals" -positive behavior /academic reward system, and classroom Tickets for Eagle Success. Grade level teams will determine criteria and incentives for Eagle students to earn EAGLE HONOR Medals and Tickets for Eagle Success. The Restorative Practice/ Building Positive Learning Community and Safety SIP/AdvancED GOAL Teams will meet six times during the school year to review progress on Restorative Practices/ building a Positive Learning Community/Equity with Excellence for ALL Eagles and our Safety SIP goals and actions and revise as needed for continuous improvement of academic progress, student behavior and a safe learning environment. School-wide academic/behavior data will be shared weekly with the staff through the weekly Eagle Team Huddle. Grade

Level Professional Learning Communities (PLCs) will share and analyze formative data and evidence of student work (journaling, formative assessments, etc.) at content-based PLCs weekly (Literacy, Math and Science). The SBLT team will review data and collaboratively problem solve for interventions/success plans as needed for student success. K-2nd SBLT Team will meet once a month and 3-5th SBLT will meet once a month. The SBLT Team and grade level PLCs will have Data Chats after each MAP assessment cycle. Expansion of the school- wide reward program facilitated by the Restorative Practice/Positive Behavior Team through use of charms will also continue with an emphasis on charms being awarded (every reporting period) for students' 100% attendance, Commitment to Character Awards, Reading books and Specials for outstanding participation, effort and behavior. At preschool grade level team planning teachers will review the Marzano Instructional Framework for BEST Instructional strategies to be used school-wide to increase ALL student proficiency and positive interactions with ALL students to close the achievement gap. This year our administrators and a University of Central Florida professor will lead eight monthly professional development trainings on "More Effective Reading Instruction for ELL's and ALL Eagles through Collaboration." We will use Honigsfeld and Dove's book on "Collaboration and Co-Teaching" at the PD trainings.   Our ESE and ELL staffing model will be an ambassador ESE/ELL instructor assigned to each grade level who will be responsible for differentiated instruction during push-in small group time and will collaborate with core content teachers for each and every ESE/ELL student's learning success at a specific grade level.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

-The social-emotional needs of ALL students are met through a variety of school and community services. Our School Counselor and Social Worker (2 days a week) will schedule time during the first six weeks of school to meet our new Eagle students and contact their families to give support needed for their child's learning success. The School Counselor and Social Worker will push into classes where there are Tier 3 students struggling with academics or behavior giving positive support and encouragement. The School Counselor will meet with small groups of students who have similar social-emotional issues, i.e. parents in jail, parents recently divorced, parents with terminal illnesses, etc. Kids Talk facilitated by our administrators and school counselor addresses academic and the more serious social-emotional concerns that teachers have about their students.

- All Eagle students have an adult on campus who cares about them, an adult who Guides, Encourages, Mentors Skyview students (GEMS). The primary GEM is the classroom teacher. Big Brothers, Big Sisters (BIGS) is our school-wide community mentoring program. Teachers and other staff members select Tier 2 and Tier 3 students needing additional support and encouragement. The BIGS match a Big Sister or Big Brother to the student. Our Community-Family Liaison coordinates the BIGS as they mentor our students during lunch time.

- Our social worker will make family visits and phone calls connecting families with services for students who have social-emotional needs.

- Our K-2nd and 3-5th SBLT Team will meet once a month reviewing Kids Talk requests from teachers who have concerns about their students with social-emotional problems. SBLT uses a collaborative problem-solving process to support each student with social-emotional needs. The SBLT Team works collaboratively with the classroom teacher to identify the problem the student is having, develops a student success action plan (intervention design), gathers needed resources and decides how student progress will be monitored. Our school psychologist works with the SBLT Team and the classroom teacher to make observations, assist with the plan and interventions that are most appropriate based on student need. Interventions are faded out if the student improves or interventions are changed if the student isn't responding to improve his/her ability to learn and flourish socially and emotionally in class and school wide. The School Counselor is in constant contact with the families of our students with social-emotional needs holding conferences with the teacher and the SBLT Team and holding conferences with the family when needed.

- Our Child Study Team (Administrators, Social Worker, DMT) meets bi-monthly to discuss student attendance issues. Our Social Worker/DMT will train our teachers at pre-school training on how to be the first line of communication to families of students who are missing school or are tardy. Teachers will give DMT excuses for their students' absences or send DMT e-mail. Teachers will be reminded to inform their families of the on-line attendance reporting in their newsletters going home as well as in the school-wide monthly newsletter.   The Social Worker/DMT will review with all teachers how to input attendance data into FOCUS alerting the DMT if absences are excused or unexcused. The classroom teacher will communicate in the child's agenda that he/she was missed when the student returns. Our improving attendance initiative aligns to the district: **Attend Today: Achieve Tomorrow.** Our Social Worker will invite parents and students with truancy issues to participate in the **Attend Today: Achieve Tomorrow gatherings to encourage students and families to improve absences and or tardies.** At the **Attend Today: Achieve Tomorrow** gatherings the parents and students will be encouraged to help Skyview meet or exceed our 95% and higher school attendance. The social worker will work with parents who need additional social services and supports for their child to be on time and attend school each and every day.

- This year we will continue to be aware of the need to increase our boys' learning proficiency school-wide. Grade level content specific PLCs will emphasize Gender Equity/ How to Bring the Best Out in our Boys using a district Gender Equity Self-Assessment rubric to create plans and learn about practical strategies to positively influence the achievement of boys. The focus on Every Boy a Super Reader will build engagement for our male students through BEST reading and writing practices.

-We will provide an hour Restorative Practice training for our Eagle Team staff during preschool week to roll out school-wide/classroom Restorative Practices facilitated by our Restorative Practice Team.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy -Schools data).

-Problem-Solving Processes for reading, writing, mathematics, science, and behavior focusing on Marzano Instructional Framework: Domain 1: Classroom Strategies and Behaviors

Baseline data: Information Management System (AIMS web), SAT 10 (1-2nd grades), FSA ELA and Math (grades 3-5) FCAT Science (grade 5) FLKRS (K readiness), WIDA, Running Records for Reading/Comprehension Levels K-5, ELA and math formative assessments, District selected Literacy Modules (pre& post - tests), MAP (for 2017-2018 school year) ELA Ongoing Progress Monitoring using IStation diagnostics, teacher formative assessments in reading, writing, math, and science, teacher formative assessments (using grade level writing rubrics) for journal response writing across all content areas to gather data on writing progress, Writing Continuum Levels for Narrative, Informative and Opinion Writing for K-5th grades provided by the Writing and Reading Project and Lucy Calkins Writing Units of Study exemplars for all grade levels, pre/post science lab formative assessments, weekly student daily average attendance data, and student behavior referral data.

-Monthly Team Leader meetings led by Principal to support Grade Level Team Leaders' PLC facilitation to analyze student formative data and student work improving effective Marzano instructional strategies to increase ALL student proficiency. Principal will utilize Marzano "Essentials for Achieving Rigor" series to guide facilitation leadership trainings and other research based resources to support and grow teacher-leaders.

-Weekly grade level content-focused PLCs facilitated by Grade Level Team Leaders to review and analyze student formative data and student work; collaboratively problem solving how to increase instructional rigor, student autonomy and proficiency of FL Standards.

-SBLT will lead grade level Team PLC Data Chats after each MAP cycle informing teachers and support staff how to group Tier 1, 2, and 3 students to increase student proficiency at the cognitive complexity of the FL Standards/Learning Goals through small group guided differentiated instruction and independent practice.

-SBLT will utilize student data to support each grade level with various interventions to help students with specific skills to master FL Standards at cognitive complexity Levels of 3 and beyond in reading, writing, math and science.

-Hourly instructional support teachers using the Leveled Literacy Interventions will attend (K-2) grade level PLCs to discuss Early Literacy Intervention (K-2) data and strategies for improving student proficiency for core, small group and individual reading instruction

-VE Resource Teachers and ESOL teachers and assistants will attend specific grade level PLCs where they are ambassadors of Eagle students they support academically

- Assistant Principal will provide Referral and Early Warning Indicator data from School Dashboard Profile for SBLT and Eagle Team to review weekly in PLCs.   Teachers needing assistance with student academics/ behavior problems will schedule meetings with administrators and school counselor to attend Kids Talk sessions. At these sessions, the academic/ behavior data of the student having problems will be reviewed as well as the student success intervention plan the teacher is implementing. Additional academic interventions/ positive behavior strategies will be suggested for the teacher to use to improve the student academics/ behavior. Teacher will conference with student and family discussing how to support academics/ positive behavior interventions at home.   The school counselor will "touch-in" with students of concern daily checking on student progress. Teacher and or school counselor will contact family weekly reporting on success of academic/ behavior interventions or necessary adjustments if plan needs to be revised for student's success. The teacher will check back at Kids Talk session to see how the improved academic interventions/positive behavior plan is working for the student's success.

-Child Study Team (Social Worker, DMT, Administrators) review bi-monthly student attendance data and teacher concerns about student attendance (missing 5% or more) Social worker sends invitations and contacts families to be a member of the **Attend Today: Achieve Tomorrow Meetings** and to offer support services if needed to improve student attendance. Child Study Team will look for trends of why students are not attending school utilizing the attendance codes. CST will complete the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers students miss school. Review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "pending" is the most frequently used code then have an activity to develop processes to find out WHY students are missing school. Utilize district attendance letters that include graphs comparing the absences of peers. Ensure families are aware of the importance of attendance and engage them in attendance related activities. Continue monthly attendance incentive programs and competitions. SBLT and school counselor are notified if Child Study Team has specific student attendance concerns.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Administrators will collaborate with all instructional staff on school-wide SIP Goals, Deliberate Practice Plan Goals and Actions based on student performance data and teacher evaluations determining how to improve instructional practices through Professional Development. -Administrators will conference with all instructional staff at mid-term on progress toward meeting school-wide SIP Goals and Deliberate Practice Plan goals. - Principal will provide monthly Leadership embedded Professional Development training to increase rigor and excellence with equity for ALL using the Marzano Instructional Framework rigor book series and other research based resources to support teacher-leaders. Leaders will use the instructional strategies as a guide to facilitate grade level PLCs. - District ESOL director will provide eight Professional Development trainings for all instructional staff titled "More Effective Reading Instruction for ELL's and ALL Students" utilizing Honigsfeld "Collaboration and Co-Teaching" and Jan Richardson "The Next Step Forward in Guided Reading and Writing". Instructional staff will be provided copies of both books. -Selected primary and intermediate teachers will attend the district Teacher Leader Math Institute sharing at math PLCs curriculum content and resources to increase math rigor. -A grade level representative for 1-5th grades will attend district math collaborative hub planning (11 sessions) and will share with their respective grade level team how to plan/prepare effective math units of instruction   – Collaborative grade level PLCs will be facilitated by grade level team leaders reviewing formative student data, student work, and journaling

across all content on how to increase rigor and student autonomy through BEST instructional practices. – Administrators will review all instructional staff Lesson Plans weekly giving feedback on how to increase rigor and student autonomy when planning lessons based on student formative data. -Administrators observe during walkthroughs and informal observations teacher's Learning Goals and Scales aligned to FL Standards for reading, writing, math and science units of instruction posted and referred to throughout instruction for students to track progress and celebrate small and big learning successes. –Administrators will review student journaling across all content areas observing for continuous student growth in learning in content and skills through writing and teacher feedback to increase quality and rigor of responses– Administrators monitor through PLCs student formative data and student work that require differentiated interventions to help students practice skills, strategies and concepts during bell to bell instruction and Extended Learning Programs.-Administrators also monitor by reviewing student data folders (K-5) the progress of students meeting their learning goals at the cognitive complexity of the FL Standard/Learning Goal and the immediacy and quality of teacher feedback to help ALL students reach their learning goals.-Administrators will monitor the progress of all Stanines 1-3, Level 1 and Level 2 students (below and approaching proficiency) at weekly PLCs when reviewing student formative assessment progress collaborating with teachers on how to improve instructional strategies for students to reach proficiency and beyond. –Administrators will monitor all Eagle students' reading for homework by reviewing student data folders and reading logs. -Administrators will monitor quality of journal writing across all disciplines and teacher feedback (responses in reading response journals, anecdotal notes, etc.) when conferring with students during independent reading. – Administrators will conduct a minimum of 4 observations (3 informal and 1 formal) giving teachers meaningful feedback based on observable teacher and student evidences as indicated by SIP goals, Deliberate Practice Plan and Marzano student Desired Effects. –All teachers in grades 3-5 will inform principal of any students who earn a D or F on their report card and provide the principal with instructional strategies that will improve the student's proficiency. Prior to sending report cards home, the principal and teacher will conference with the student earning a D or F and their family and will create a plan with strategies to improve content proficiency.

🟩 School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Provide quality core instruction aligned to FL Standards that is culturally responsive and motivates and engages each and every student resulting in 70% or higher proficiency in reading, writing, math and science in grades K-5 by May 2018 as measured by MAP (3 times a year) reading, math, science, SAT 10, FSA ELA, Math and FCAT Science, 2018. **Strategy**: Appoint ambassadors for each and every child receiving ELL and ESE support services. Administrators monitor the ambassadors' support service student schedule and fidelity of differentiated instruction of core content aligned to FL Standards. Provide Professional Development on effective data driven teacher collaboration when collaborating with ambassadors and classroom teachers with English language learners and special education students (working together to deliver culturally responsive and engaging instruction) as well as effective data driven collaboration at PLCs when reviewing student subgroup data (black, non-black, ELL, ESE), evidence of student work, content journals, reading logs and data folders as measured by FLKRS, SAT 10, and ELA FSA/Math 2018.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Monitoring ELL and ESE ambassadors differentiated planning and teaching and monitoring PLC teacher and ambassador collaboration for improvement of quality core instruction reviewing student data, work and content journals for each and every student's learning success.	Principal Assistant Principal
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	

Goal: Monthly Restorative Practice staff training facilitated by Restorative Team to build academic learning communities that are culturally relevant and reducing discipline and achievement gap between black and non-black students K-5 measured monthly by reduction of Behavior Referrals, increase in daily student attendance and increase in learning gains measured three times a year K-5 MAP assessment and SAT 10, FSA ELA, Math.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative Practice Team will facilitate the roll out of school-wide restorative practice (pre-school training and at SIP Team Goal meetings) to improve positive and caring relationships with each and every student which in turn will build confidence in the LEARNER and create inclusive learning communities where all students succeed! The Eagle Team staff will use "Restorative Practice and Restorative Circles" as reference books throughout the school year as we develop a restorative practice positive school culture as measured by reduction in behavioral referrals, ISS, OSS, improved attendance, improved quality core instruction that is culturally relevant measured by SAT 10, FSA ELA/Math, NGSS 2018.	Restorative Practice Team Administrators
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

School's effort: K-5 grade level Instructional teams plan and prepare lessons aligned to FL Standards. Administrators monitor alignment of lesson plans to FL Standards weekly giving feedback where adjustments need to be made. Administrators monitor for student evidence of engagement and proficiency through walkthroughs and give teacher feedback aligned to school-wide SIP, teacher Deliberate Practice Plan and student data. Grade level content specific PLCs review/analyze formative student data, content journals, and student work. Professional development for the 2016-2017 school year was on Raising the Rigor through Marzano Instructional strategies book studies to implement three specific instructional strategies: Learning Targets and Scales, Critical Content, and Organizing for Knowledge (all three were taught and implemented with a focus of aligning the instructional strategies to the FL Standards).

Reading 1st Stanine 4-9	District 70%	Skyview 68.7%
Reading 2nd Stanine 4-9	District 71.9%	Skyview 62%

Math 1st Stanine 4-9	District 82.5%	Skyview 73.7%
Math 2nd Stanine 4-9	District 84.7%	Skyview 76.1%
2016	**ELA/3rd 53%**	
2017	ELA/3rd 42%	Minus 11% pts.
2016	ELA/4th 52%	
2017	ELA/4th 51%	Minus 1% pt.
2016	ELA/5th 34%	
2017	ELA/5th 40%	Plus 6%pts.
2016	Science 59%	
2017	52%	Minus 7%pts.

ELA District 52% Skyview 46%	**ELA Gains District 51% Skyview 49%**	**ELA Gains Lowest 25% District 40% Skyview 52%**	**Math District 56% Skyview 57%**	**Math Gains District 53% Skyview 69%**	**Math Gains Lowest 25% District 40% Skyview 54%**	**Science District 56% Skyview 52%**

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Key Areas for Improvement: Third grade 2017 FSA ELA proficiency data was at 42% an 11% dip from the year before and 14% points down from the district proficiency rate of 56%. Sixteen students are currently retained (many are attending Summer Bridge to gain portfolio checks to move to 4th grade). Out of the sixteen students eleven are ESE students. Fifth Grade 2017 FSA ELA was 40% up 6% points but too low. ELA proficiency in grades 3-5 46%.   In both 3rd and 5th grades we are adjusting our VE Resource teachers' student assignments appointing a VE Resource teacher as an ambassador for specific grade levels. The VE ambassador will collaborate with the core teacher planning differentiated instruction to improve core

reading and writing proficiency and also collaborate with the core teacher on how to engage and motivate each and every student who receives ESE accommodations ensuring the learning is culturally relevant. We will follow the same process for our ELs and their ESOL ambassadors and core classroom teachers. We will review/analyze formative data at PLCs focusing on subgroups of students (black, Hispanic, Asian, white, ESE, ELL) to determine how to increase rigor through high yield instructional strategies. Our Literacy Framework will incorporate a Language/Word Study Block and a Reading Workshop Block aligned to FL Standards and district Modules including a mini-lesson aligned to Learning Target, Guided Reading groups, Independent Reading with teacher conferring and Literature Study and a Writing Workshop including a mini-lesson, Guided Writing, independent Writing and Investigations/Research. Math planning will incorporate curriculum guide with hot links to additional resources for students to practice and process math skills and content using the eight mathematical practices and math journaling demonstrating continuous math learning growth and deepening of math conceptual understanding. Science will incorporate the 10%-70%-20% Instructional Model for units of study including science informational reading that correlates to units of study and science journaling. Data shown in above table (SAT 10 and FSA reading, writing, math and NGSS science) and ISM walkthrough data stating need to increase rigor across all content areas and increase collaborative grade level planning.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth to inform instruction using the following methods:
-Teach students to set proficiency goals and track progress using daily learning targets and scales
-Teachers use formative assessments, MAP, teacher anecdotal notes while conferring with students when reading independently, reading logs, content journals demonstrating continuous learning growth, running records, and state assessments
-PLCs analyze/review student assessment data, student work and student content journaling weekly to improve instructional strategies that are motivating, engaging and culturally relevant to increase student proficiency in reading, writing, math and science.
-VE resource teachers and ESOL teachers collaborate with core content teachers during PLCs and during collaborative planning time reviewing student data, student work and student content journals.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Our school mission is "Educate each student for grade level proficiency or beyond in preparation for Middle School by cultivating a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation. Our school motto is "Cultivating a high-achieving team of Eagle LEARNERS through commitment…equity with excellence for ALL, collaboration…learning, cooperation…Eagle Teaming. The principal sends out a weekly Eagle Team Huddle to all Eagle Team staff. The weekly Eagle Team Huddle is reported under the three key components of our school culture: Commitment, Collaboration and Cooperation. The weekly postings in the Huddle are Commitment: current school-wide data K-5 including referral and weekly attendance data; Collaboration: content focused PLCs for the week and on-site PD; Cooperation: Eagle Team events, family outreach trainings and school-wide events. Our Eagle families receive a weekly school messenger call-out on Sunday evening by the principal giving the upcoming weekly important family trainings and events and any other pertinent information for their child's learning success. Our school website posts the monthly Newsletter including a monthly Eagle family and student outreach and other information for their child's learning success.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

Improve quality core instruction through data driven collaborative PLCs and planning focusing on black, Hispanic, Asian, white, ESE, and ELL students' proficiency in reading, writing, math and science providing on-site Professional Development on collaborative planning and teaching (8 sessions) for all instructional Eagle Team Staff. Teachers will implement teaching and learning strategies in Readers, Writers and math Workshops that are culturally relevant, rigorous and engaging to boys and girls. All students will have an opportunity during the week to participate in content specific mini-lessons (explicit teaching of Learning Target aligned to FL Standard), teacher modeling, guided practice with teacher, shared whole group practice, independent practice with teacher conferring and journaling and peer research groups (literature study, math real-world problem solving, science projects/experiments).

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
-Grade level teams determine formative assessment data, student work, student journaling to review/analyze quality core content instruction at grade level PLCs. Administrators attend and monitor PLCs -Administrators do informal and formal walkthroughs monitoring for evidence of school-wide SIP goals, teacher Deliberate Practice Plan goals and student evidence of proficiency of content Learning Targets through student work and student journaling. -MAP data is analyzed through Data Chats at grade level PLCs and SBLT	Instructional staff ESE/ESOL Ambassadors Administrators SBLT Team

Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

Quality Differentiated Core Instruction across all disciplines
-Teachers utilize formative data, student data folders to include reading logs, student content journaling to differentiate and scaffold instruction in order to meet the needs of every student
-Classroom teacher teaches small group guided instruction to lowest 25% of students every day in reading, writing, math and science.
-ESE and ESOL Ambassadors assigned to specific grade levels and actively collaborate with teachers to scaffold core content instruction during grade level content specific PLCs and planning.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Grade level teams determine formative assessment data, student work, student journaling to review/analyze quality core content instruction of lowest 25% at grade level PLCs. Administrators attend and monitor PLCs -Administrators do informal and formal walkthroughs monitoring for evidence of school-wide SIP goals, teacher Deliberate Practice Plan goals and student evidence of proficiency of content Learning Targets through student work and student journaling of lowest 25%. -MAP data is analyzed through Data Chats at grade level PLCs and SBLT focusing on lowest 25% in reading, writing, math and science.	Instructional staff ESE/ESOL Ambassadors Administrators SBLT Team

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership   ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

School's efforts to encourage a positive working relationship among Eagle Team Staff:
-Increase the number of Eagle Team Staff meetings for the 2016-2017 school year bringing the entire staff together for cross articulation meetings; review of SIP progress
-Book studies on Marzano's Essentials of Rigor to improve BEST practices while working together as an Eagle TEAM
-Frequent hospitality school-wide "themed" events
-Frequent student celebrations of student success in academics and behavior
Growth areas from AdvancED staff climate survey:
-Ensure All students at Skyview have an opportunity to access challenging curriculum and learning experiences that provide equity for all students in the development of learning, thinking, and life skills
-Provide high quality student support services
-Provide opportunities for students to participate in activities that interest them

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Master Schedule is planned for instructional staff to have a 50 minute planning block every day.
Grade level content specific PLCs are held weekly for 3 weeks, literacy, math and science, in that order…and the fourth week is SIP GOAL Teams and Restorative Practice tip of the month.
-Common Planning time can occur on any day of the week except Tuesday…grade level teams decide

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

PD focus area for 2016-2017 was improving quality core instruction with an emphasis on Raising the Rigor through Marzano Instructional strategies book studies to implement three specific instructional strategies: Learning Targets and Scales, Critical Content, and Organizing for Knowledge (all three were taught and implemented with a focus of aligning the instructional strategies to the FL Standards).
 We did see an increase in 4-5th grade student learning gains and lowest 25% student learning gains in reading, writing and math.
Next steps: To continue to improve quality core instruction and quality core differentiated instruction especially in Language/Word Study, reading and writing through increased collaborative grade level planning to include ESOL/ESE Ambassadors appointed to specific grade levels.
-Embedded site-based PD on "Making Reading Instruction more Effective for ELLS and all Title One students" reviewing the new edition of Jan Richardson Guided Reading and Writing and "Collaboration/Co Teaching Practices" book study led by district ESOL specialist.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation

data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.). Administrators will monitor for improvement in quality core instruction through weekly lesson plans reviews, informals and formal observations and weekly PLC minutes for all instructional staff including ESOL and ESE, giving specific feedback to increase academic rigor in lessons and high levels of student interaction/engagement. ELP are monitored monthly using student iReady data (Promise Time), attendance at Clubs and three times a year as measured by MAP assessment student learning gains.

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
District Reading Strategies Training K-5th grade	Summer	K-5th grade	Improve quality core instructional strategies to increase K-5th grade student literacy proficiency
Poynter Writing Institute	Summer	Two 4th grade teachers new to 4th grade	New 4th grade teachers learn reading and writing strategies to implement with their students to increase writing proficiency
Math Number Talks and High Yield Number Routines	Summer	K-5th grade	Improve math number sense, flexibility and fluency alongside growth mindset to increase math proficiency in grades K-5th
Math Teacher Institute	During School term	One primary and one intermediate teacher	Primary and intermediate teachers will bring back math instructional strategies to share with K-2nd grade PLCs and 3-5th grade PLCs to improve math proficiency in grades 1-5.
Math Collaborative Planning Hubs	During School term	One representative from each grade level, 1-5	One grade level representative (1st-5th) signed up for the Collaborative Planning Hub trainings to plan math units of instruction and will share with grade level teams during PLCs and grade level collaborative planning to increase math student proficiency
Restorative Practice Team Training	Summer	Five teachers will facilitate Restorative Practice implementation for school-wide Restorative Practice	Restorative Team will facilitate monthly staff trainings on how to implement restorative practices school-wide to improve student academics, behavior and attendance using restorative practice strategies and circles.
Science Units of Study Trainings	Summer	1-5th grade teachers attend	1st-5th grade teachers attend science units of study to increase

			science instructional strategies using the 10%-70%-20% instructional model to increase science proficiency 1st-5th.
Science Lab Trainings	Summer and During School Year	2-5th teachers & Lab Leaders	Second-fifth grade teachers take lab trainings to teach nature of science labs to increase science proficiency. Lab Leaders take trainings to understand how to organize and resource labs for grades 2-5.
Collaborative Planning Training led by ESOL district specialist: "Collaboration-Co Teaching" book study	Pre-school roll out During School Year/7 sessions	All Eagle Team Staff	Increase collaborative planning and preparing making reading instruction more effective for ELLS and all students as core teachers collaboratively plan with ESE/ESOL ambassadors specific to each grade level.

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

-Continue to implement Family Outreach strategies using a variety of activities and events at different times and days of the week to give all families an opportunity to participate either at school, community locations or at home
-Growth Areas from AdvancED parent climate survey:
-Increase participation of families through Family Outreach and Communications of 36% to 50%...Our school shares responsibility for student learning with its stakeholders
-Increase frequency of communication with families from 39% to 50%…All of my child's teachers keep me informed regularly of how my child is learning

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Parents are informed through:
-The student handbook how to access their child's weekly grades through Focus.

- Parents are informed on our school website how to access their student's weekly grades and how to link to the Florida Department of Education to learn about their child's grade level FL Standards content and how to support their child's learning at home
-Our Website has each grade level supply list for parents to refer to
-Our Website has each teacher listed and any information that teachers want to share with families for their child's learning success
-School-wide Meet the Teacher Night and Open House (families learn about FL Standards and how students earn grades demonstrating content proficiency. Families learn how to support their child at school and home
-Many teachers have websites and Newsletters that inform families what their child will be learning in all content areas
-Title One student conference day October 16th is an opportunity for students to share their data folder and content journals and for families and teachers to discuss how students can learn and grow academically to master end-of-the-year FL Standards
-ESE and ESOL teachers meet with families every reporting quarter to discuss their child's grades and how to support their child at home; second meeting is planned at community library for inform families of the library resources to support their child's learning
-Principal does weekly School Messenger call out alerting families of how to support their child's learning at school and home and how to report absences via FOCUS

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Increase participation of families through Family Outreach and Communication	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
-Provide a variety of school-wide family events and activities throughout the school year scheduled at different times and days of the week to give families an opportunity to attend communicated	Administrators Eagle Team Staff SIP Goal Teams

through a variety of print and electronic media for all families to access -Provide quarterly opportunities for families to visit their child's classroom to observe Reading, Writing, Math and Science learning blocks to better understand how to support their child's mastery of end of the year FL Standards and importance of reading daily at home. -ESE and ESOL Ambassadors provide quarterly family outreach to review their child's learning progress and provide support for each and every ESE and ESOL family -Provide quarterly conference meetings with families of students in grades 3-5 who have received a grade lower than a C on their report card led by classroom teacher and principal giving support to student and family on how to improve proficiency in content areas that are lower than a C	

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	

-Continue to partner with the City of Pinellas Park, DARE, Police Explorers and Pinellas Park Rotary, Barbara Ponce Library and the Good News Club and Sons of the American Legion of Pinellas Park working together to sponsor school-wide family outreach events and activities. -Community partners will participate in welcome back to Eagle Team Staff on August 4th, 8-8:30am celebrating SCHOOL GRADE of a B. -Administrators, social worker, school counselor make home visits throughout the school year to support and reach out to families in need	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
-ESE and ESOL families will meet with ESE and ESOL ambassadors each quarter to review their child's learning progress and provide support -ESE and ESOL families will meet with ESE and ESOL ambassadors November 2nd at Barbara Ponce library to demonstrate how to utilize print and electronic resources to support their child's learning success seven days a week. The families will meet the director of the children's library who will lead the family outreach information session	ESE and ESOL Ambassadors Director of Barbara Ponce Children's Library

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

WHAT PROPORTION?	WHO?	WHAT?	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Administrators and Literacy SIP Goal Team
Increase reading proficiency to 70% or beyond as ALL students in grades K-5 master ELA Florida Standards at the cognitive complexity level of the FL Standards at proficiency levels of 3 and above by 25% or more with overall learning gains of 57% measured by STAR, SAT 10and ELA FSA 2018 by building rigor into	

instructional teaching at higher levels of cognitive complexity, increasing student autonomy and instructional collaboration through professional development.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
1. Improve Quality Core reading and writing instruction through a Literature Framework of blocks: Language/Word Study including Read Aloud, Shared Interactive Reading, Reading Workshop (Mini-lesson, Guided Reading, Independent Reading, Literature Study, Group Share and Evaluations and Writing Workshop (Mini-lesson, Guided Writing, Independent Writing, Research/Investigations, Group Share and Evaluations aligned to FL Standards and district Modules	1. Instructional staff lesson plans reflect Literature Framework blocks. Guided Reading block plans list homogenous small groups of students monitored by administrators weekly giving feedback to increase student evidence of learning 2. Teacher anecdotal conference notes during independent reading monitored by administrators to increase student evidence of learning 3. Student reading logs indicating a variety of genres students are learning how to read 4. Record of Writing Projects (narrative, opinion, expository, informational) 5. Student data folders 6. Student quality journaling in response to reading demonstrating continual learning and growth as a reader and writer 7. Administrators monitor through informal and formal walkthroughs all blocks of Literacy Framework giving instructional feedback for increased student evidence of learning
2. Instructional staff utilize Marzano DQ3: Helping Students Practice and Deepen New Knowledge instructional strategies when planning, preparing and delivering reading and writing instruction	1. Administrators monitor for student evidence through informal/formal walkthroughs teachers: • Reviewing Content • Organizing Students to Practice and Deepen Knowledge • Using Homework • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning

	• Helping Students Practice Skills, Strategies, and Processes • Helping Students Revise Knowledge
3. Collaborative grade level Literacy PLCs meet once a month to discuss/analyze student formative data, review student work and journaling providing students with actionable, targeted feedback related to progress toward the standards and share BEST practices during Literacy Framework that are improving student literacy learning gains	1. PLCs facilitated by grade level team leaders with ESE and ESOL grade level Ambassadors attending to improve BEST literacy practices and increase student literacy learning gains and monitored by administrators 2. RtI Coach shares Tier 2 and Tier 3 student data 3. Reading Coach supports grade level literacy PLCs and provides coaching with individual teachers as needed
4. Grade level Literacy Collaborative Planning: • Plan assessments and student learning products first before determining instructional strategies • Utilize 6 Ms of Culturally Responsive Instruction to engage all students in learning • Incorporate literature into Literacy Framework that represents a range of cultures and engaging boys' interest in reading • Literacy Framework to include a wide range of genres, including articles and essays as well as books • Survey students to find out Reading Interests and Looking at themselves as Readers and Writers	1. All staff participate in PD "Making Reading Instruction More Effective for ELL's and all Title One students" using "Collaboration/Co Teaching" book study 2. Administrators monitor for student evidence of classroom teacher and ESE/ESOL Ambassadors planning to leverage access for students to learn through meaning, models and monitoring and leveraging assets of students through mouth, movement and music to improve self-efficacy and increase student proficiency 3. Grade level teams review and share resources for classroom libraries ensuring a wide range of genres, articles, newspapers, essays, etc. Grade level teams order resources as needed through Title One instructional resources
5. Use of IStation as a resource for students to review and practice reading content skills and strategies	1. With the prescribed minutes based on tiers students will increase their literacy

• ISIP used to determine Tier 2 and Tier 3 students • PMP criteria for 3-5th grade students • Inform teacher instruction and monitor on going learning progress	proficiency moving toward Tier 1 with decrease in tier 2 and tier 3.
6. Extended Learning Opportunities to improve reading proficiency for students in K-5th grade	1. ALL Eagle students read 30 minutes at home each and every day 2. Promise Time R'Club students and students in grades K-5 interested in improving literacy skills will participate in Independent Reading with teacher conferring 30 minutes a day after school 3 days a week 3. Battle of the Books for students in grades 4-5 during Battle of the Book Lunch Bunch two days a week

7. Improve Quality Differentiated Instruction utilizing data to differentiate and scaffold instruction in order to meet the needs of every student	1. Instructional staff analyze summative data (MAP, SAT 10, FSA) by individual class and across each grade level, breaking down results by standard and/or strand determining lowest 25% in literacy; grouping students for guided reading instruction to teach daily.
	  • RtI Coach shares Tier 2 and Tier 3 literacy data
	  • Hourly teacher provides support to students during Guided Reading while classroom teacher delivers Guided Reading instruction to lowest 25% daily.
	  • Reading Coach supports teachers with research-based differentiated instructional strategies.
	  • LLI hourly teachers work with K-2nd grade students needing extra literacy support.

	• Administrators monitor for evidence of student desired learning
	2. Teachers utilize ongoing formative assessment and student journal responses analyzing data by standard for their class and across the grade level using information gained to adjust instruction, enrich and reteach, and provide differentiated instruction.
	3. Tier 2 and Tier 3 students practice reading content and skills using ISTATION and to monitor ongoing learning progress
	4. ESE/ESOL Ambassadors meet with specific grade level students (pushing in) who need extra support to reach proficiency in literacy collaborating with classroom teacher
8. Increase collaboration of Literacy SIP Goal Team for Successful SIP Implementation and to determine ongoing literacy professional development based on need	1. Literacy SIP Goal Teams meet monthly to review SIP Literacy Goals using model for SIP plan implementation: Plan, Do, Study, Act.
	2. Literacy SIP Goal Team works with grade level teams to design and create a school-wide reading incentive program to encourage and promote a love of reading

Mathematics Goal	**Goal Manager:** Administrators and Math SIP Goal Team
Increase student math proficiency to 70% or beyond as ALL students in grades K-5 master math Florida Standards through the use of Mathematical Practices at the cognitive complexity level of the FL Standards at proficiency levels of 3 and above by 25% or more with overall learning gains of 50% or more as measured by STAR, SAT 10and math FSA 2018 by building rigor into instructional teaching at higher levels of cognitive complexity, increasing student autonomy and instructional collaboration through professional development.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
1. Improve Quality Core Math Instruction through teachers utilizing systemic documents to effectively plan for mathematics units that incorporate the Standards of Mathematical Practice and rigorous performance tasks aligned to Mathematics FL Standards	1. Administrators monitor math lesson plans weekly giving feedback to improve use of math systemic resources and Mathematical Practices

• Primary and Intermediate teachers attend the Math Institute for teacher leaders to share with grade level teams how to improve quality core math instruction	2. Math Institute Teacher Leaders share quality core math instructional strategies during grade level math PLCs and collaborative planning
3. Teachers utilize systemic resources provided on the Elementary Mathematics e-Learn site (Curriculum Guides, Effective Planning Documents, Content Guides, Games Document, Rich Mathematical Tasks, Learning Goals & Scales). • Instructional staff utilize Marzano DQ3: Helping Students Practice and Deepen New Knowledge instructional strategies when planning, preparing and delivering math instruction	Administrators monitor for student evidence of desired learning through teacher use of systemic resources, implementation of DQ3 instructional practices, use of eight mathematical practices observed in math lessons during informal/formal walkthroughs giving feedback to improve student math proficiency

4. Collaborative Grade Level Planning:
Grade level team leaders, RtI Coach and administrators support classroom teachers and ESE/ESOL Ambassadors in effective collaborative unit planning
    • Grade level team representatives attend Collaborative Planning Hubs to share unit planning with grade level teams
    • Unit assessments and student learning products planned first before determining instructional strategies and mathematical practices for math unit
    • Utilize 6 Ms of Culturally Responsive Instruction to engage all students in learning
    • Teachers collaborate to select and implement rigorous tasks aligned with each standard
    • 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)
	Administrators monitor for student evidence of desired learning of classroom teacher and ESE/ESOL Ambassadors collaborative planning to leverage access for students to learn through meaning, models and monitoring and leveraging assets of students through mouth, movement and music and utilizing the eight mathematical practices to improve self-efficacy and increase student proficiency

5. Collaborative grade level math PLCs meet once a month to discuss/analyze student formative data, review student work, math journaling and share BEST practices during Math Workshop that are improving student math learning gains	1. PLCs facilitated by grade level team leaders with ESE and ESOL grade level Ambassadors attending to improve BEST math practices and increase student math learning gains and monitored by administrators 2. Administrators monitor math journaling for quality entries and

	evidence of student math learning and growth in concepts and skills 3. RtI Coach shares Tier 2 and Tier 3 student data
6. Improve Quality Differentiated Instruction utilizing data to differentiate and scaffold instruction in order to meet the needs of every student	1. Teachers, RtI Coach and Administrators analyze summative data (Map, SAT 10, FSA) by individual class and across each grade level, breaking down results by standard / or domain 2. Teachers administer mathematics unit assessments and unit assessments in Unify and analyze the data by standard for their class and across the grade level 3. 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. 4. Teachers conduct data chats using student data folders with students and support students with setting learning goals based on data and monitoring progress
7. Utilize ST Math for students to practice and review math strategies and skills to deepen understanding of core content	1. K-5th grade students will increase learning gains as measured by math MAP three times a year
8. Mathematics teachers utilize high yield instructional strategies to develop number sense, flexibility and fluency alongside growth mindset.	1. Teachers attend PD in High Yield Number Routines and have developed a daily process for implementation 2. Teachers attend PD in Number Talks and have developed a daily process for implementation
9. Increase collaboration of Math SIP Goal Team for Successful SIP Implementation and to determine ongoing math professional development based on need	1. Math SIP Goal Teams meet monthly to review SIP Math Goals using model for SIP plan implementation: Plan, Do, Study, Act.

Science Goal	Goal Manager: Administrators and Science SIP Goal Team
Increase student science proficiency to 70% or beyond as ALL students in grades 1-5 master NGSSS at the cognitive complexity level of the NGSSS at proficiency levels of 3 and beyond by 20% or more as measured by science formative assessments, science MAP assessments and Fifth Grade NGSSS 2018 building rigor into instructional teaching at higher levels of cognitive complexity, increasing student autonomy and instructional collaboration through professional development.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
1. Improve Quality Core Science Instruction by establishing routine practice of the 10-70-20 Instructional model for students. This model consists of Setting the Purpose (10%), Core Science (70%) and Confirming the Learning (20%)	Administrators monitor for evidence of student learning through teacher use of 10-70-20 instructional model with a reference to Learning Target throughout lesson giving feedback to improve student learning success.
• Grade Level Collaborative Planning: • Teachers plan using 5 E lessons/Science Learning Activity Guides (SLAGS) and provide on-going formative assessments • Instructional staff utilize Marzano DQ3: Helping Students Practice and Deepen New Knowledge instructional strategies when planning, preparing and delivering science instruction	Administrators monitor for evidence of desired student learning in each of the 5 E lessons and SLAGS implementation of science standards and use of DQ3 instructional strategies
2. Grades 1-5 Science Journals with Confirming the Learning through use of Success Criteria (students tracking their own learning) and Teacher/Student conferencing • Grades 1-5 reflect after each Science Unit Workshop through drawing, labeling and writing about their learning	1. Administrators monitor teacher feedback to students when Confirming the Learning by responding to students' use of Success Criteria 2. Administrators monitor teacher feedback to students in journal reflections 3. Administrators monitor student journals for quality responses demonstrating growth and increased student learning proficiency
3. Use of PINELLAS CLASP Content, Literacy, Analyzing, Science Probes integrating science informational reading during Reading and Writing Workshops	1. Grade Level Team Leaders work with teachers to enrich classroom libraries with science informational reading and science text sets for Guided Reading 2. Administrators monitor integration of science and literacy for students increased proficiency in reading

	comprehension and science understanding
4. Consistent implementation of instruction and processes which support the effectiveness of the Science Lab for grades 2-5	1. Administrators monitor for pre/post-tests student evidence of desired learning 2. Administrators monitor for student evidence of learning the nature of science and deepening knowledge of science units of study
5. Collaborative grade level science PLCs meet once a month to discuss/analyze student formative data, review student work, science journaling and share BEST practices during Science Workshop/Labs that are improving student science learning gains	Grade level Team Leaders facilitate science PLCs. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide "Differentiated Resources" section in the curriculum guides to identify instructional support for struggling students and students in need of enrichment

6. Develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade Review Diagnostic Assessment
    • Selected 60 Science Power Words displayed throughout campus per Fifth Grade science standards for Life, Physical, Earth and Nature of Science
    • Implementing BOAST vocabulary academic gaming strategies
    • Science SIP Goal Team develops school-wide Jeopardy Games using selected Science Power Words and aired on WSKY morning news show
	1. Fifth Grade Teachers use item analysis strategies to review diagnostic data
	2. Fifth Grade Teachers identify lowest performing 3rd and 4th grade standards for LIFE, PHYSICAL, EARTH and Nature of Science
	3. Fifth grade teachers develop a plan of differentiation for students prioritizing "bubble" students. Teachers use "Differentiated Resources" section in the curriculum guides to identify instructional support for struggling students and students in need of enrichment
	4. In September, Fifth grade teachers will identify instructional resources to support the on-going review with an emphasis on Think Central Digital Lessons and informational text and vocabulary academic gaming

7. Increase collaboration of Science SIP Goal Team for Successful SIP Implementation and to determine ongoing science professional development based on need	Science SIP Goal Teams meet monthly to review SIP Science Goals using model for SIP plan implementation: Plan, Do, Study, Act.

🔷 Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: STEM	**Goal Manager: Principal**
To increase STEM opportunities for Pinellas County School students who attend Skyview Elementary in Second-Fifth grade measured by the increased number of diverse students and an increased number of student ability levels of participating students.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
STEM Academy will offer students varied opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team-building and leadership skills, learn about business planning and interact with community partners! STEM Academy will offer students varied opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team-building and leadership skills, learn about business planning and interact with community partners! - STEM students 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 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 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	- MAP, SAT 10 and FSA and NGSSS data - Administrator monitors for quality of science inquiry projects produced during STEM Academy aligned to STEM Facilitator and student decided criteria - STEM student leadership qualities strengthened as observed by classroom teacher, parents and administrators - Student weekly attendance at STEM Academy as monitored by STEM facilitator

education. The WSKY Morning News Show will feature STEM Academy students and their inquiry projects. • 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 discussion giving students an opportunity to ask questions and explore business planning concepts. • Fifth grade STEM students will implement the business planning learning skills at the Educational Foundation Business Park: Enterprise Village.	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	**Goal Manager: Wellness Facilitator**
Work toward Bronze level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
The Healthy School Team will continue to review assessment items working towards Bronze level recognition.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan items to document improvement/achievement toward the Bronze level recognition.
Target for 2017-2018 is to become eligible for Bronze level recognition with the Alliance for a Healthier Generation's Healthy School Program.	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Principal and Restorative Practice Team
Increase Black student proficiency from 20% proficiency in FSA ELA (3-5th) to 70% or beyond and 27% proficiency in FSA Math (3-5th) to 70% or beyond as ALL Black students in grades K-5 master FL Standards	

at the cognitive complexity level of the FL Standards at proficiency levels of 3 and above by 50% or more with overall learning gains at 57% or more measured by STAR, SAT 10 and FSA ELA and Math 2018 by building rigor into instructional teaching at higher levels of cognitive complexity and increasing student autonomy through professional development

Actions / Activities in Support of Black Goal	Evidence to Measure Success

1. Instructional staff utilize Marzano DQ3: Helping Students Practice and Deepen New Knowledge instructional strategies when planning, preparing and delivering math instruction
 	
2. Utilize 6 Ms of Culturally Responsive Instruction to engage black students in learning
 	
3. Incorporate literature into Literacy Framework that represents a range of cultures and engaging boys' interest in reading
 	
4. Teachers will teach Black Students and all other students:
    • WHAT TO DO to be successful and WHAT THEY WILL BE LEARNING (the Learning Target) and how THEY WILL MASTER the Learning Target at proficiency of 3 and beyond each and every day for 180 days
 	
5. In all content areas teachers will check Black students and all other students' homework immediately giving positive and supportive feedback for Black students and all other students to correct errors if needed.
 	
6. In ELA teachers of Black students and all other students will:
    • increase information texts within Guided Reading to build motivation and student engagement
    • teachers of Black students and all other students will survey their class the first days of school to learn what their Black students and all other students' interests are when planning book selections for Guided Reading and Shared Reading that are culturally relevant for their students.
    • Teachers will provide Black students and all other students' opportunities to participate in sequenced project-based literacy projects with heterogeneous grouping that are aligned to FL Standards/Learning Goals and are at the cognitive complexity levels of the Learning Goals.
 	
7. In Math and Science teachers of Black students and all other students will provide:
	Administrators monitoring for Black Student Desired Effects in all content areas achieving proficiency at levels of 3 and beyond at the cognitive complexity levels of the FL Standards/Learning Goals measured by formative assessments, MAP, SAT 10, FSA ELA/Math, NGSSS

• the Essentials of a Math/Science Community • Access and Equity, Curriculum, Tools and Technology, Assessment and Professionalism	
8. All teachers will attend a pre-school Restorative Practice training and eight subsequent trainings learning how to develop Restorative Practice/Restorative Circles integrating CHAMPS/STOIC positive classroom management to create learning communities that are built on EQUITY AND EXCELLENCE FOR ALL Eagle students at Skyview.	1. Child Study Team will monitor black attendance for 95% or higher attendance rates 2. Decrease in black behavior referrals monitored by SBLT 3. Decrease in black students being referred for Kids Talk and academic/behavior staffing monitored by Administrators and School Counselor 4. Black families will receive more positive communication by their child's teacher monitored through teacher comments in black students' agendas, comments to black families in FOCUS and on conference forms 5. Increase in black families participation in PTA, SAC and volunteering at school events and fieldtrips monitored by Family/Community Liaison

Subgroup Goal (ELL)	Goal Manager:
Increase ELL student proficiency from 50% to 70% as ALL ELL students in grades K-5 master FL Standards at the cognitive complexity level of the FL Standards at proficiency levels of 3 and above by 20% or more; measured by WIDA, FLKRS, SAT 10 and FSA ELA, Math, NGSSS, 2018 by building rigor into instructional teaching at higher levels of cognitive complexity, increasing student autonomy and instructional collaboration through professional development.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
1. Improve Quality Core Instruction across content areas: • Instructional staff of ELs utilize Marzano DQ3: Helping Students Practice and Deepen New Knowledge instructional strategies when planning, preparing and delivering core content instruction • Utilize 6 Ms of Culturally Responsive Instruction to engage all students in learning • Incorporate literature into Literacy Framework that represents a range of cultures and student interest	1. Administrators monitor for ELLs' Desired Effects in all content areas achieving proficiency at levels of 3 and beyond at the cognitive complexity levels of the FL Standards/Learning Goals measured by WIDA, formative assessments, MAP, SAT 10, FSA ELA/Math, NGSSS 1. Administrators monitor for student evidence of classroom teacher and ESE/ESOL

• Teachers organize ELs to practice and deepen new knowledge with peers who can support ELL student learning during Reading and Writing, Math and Science Workshops and during Science Labs	Ambassadors planning to leverage access for students to learn through meaning, models and monitoring and leveraging assets of students through mouth, movement and music to improve self-efficacy and increase student proficiency
2. Quality Core Differentiated Learning • Grade level specific Ambassadors push-in to scaffold ELL core instruction aligned to FL Standards and NGSSS during content workshops and science labs scaffolding core instruction, using WIDA strategies, visuals and audio resources as needed • Grade level specific Ambassadors check ELL homework giving feedback to increase student understanding and proficiency • Grade level specific Ambassadors review homework assignments and other classroom tasks and activities to clarify and simplify directions and how to accomplish practice successfully. • When time allows grade level specific Ambassadors listen to ELs reading independently conferring with students • Grade level specific Ambassadors respond to ELL reading response journals by giving oral or written feedback to encourage ELs to practice reading strategies and to read a variety of genre • Grade level Ambassadors deliver Guided Reading instruction to ELs during Reading Workshop and give feedback to ELs during Writing Workshop as ELs practice writing drafts • Plan time at school and home for ELs to practice and review skills on reading utilizing IStation and math utilizing ST Math	1. Teachers, Ambassadors and SBLT review and analyze for ELL student data, student work and quality journaling demonstrating continuous content knowledge learning and growth at grade level PLCs and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
3. Collaborative Planning: • Grade level teachers of ELLs and grade level specific ELL Ambassadors collaboratively plan core instruction, incorporating WIDA learning strategies into lesson plans and GO To	1. All staff participate in PD "Making Reading Instruction More Effective for ELs and all Title One students" using

Strategies to scaffold ELL student learning aligned to FL Standards and NGSSS	"Collaboration/Co Teaching" book study
	2. Grade level specific Ambassadors attend grade level specific PLCs and Collaborative Planning
4. Communication and Family Outreach • Grade level specific Ambassadors meet quarterly with families to review child's report card giving support to increase student proficiency and reviewing upcoming school-wide activities and events • Grade level specific Ambassadors meet November 1, 2017 at Barbara Ponce Library to introduce the children's library director and learn about the resources available at the library to support their child's learning success. • Translators are provided for families if requested	1. Child Study Team will monitor for 95% attendance of ELs 2. Increased family participation in PTA, SAC and school-wide activities and events and volunteering monitored by Community/Family Liaison 3. Increased positive communication between ELL families and school through agendas, oral communication, electronically, using translator if needed

Subgroup Goal (ESE)	Goal Manager:
Increase ESE student proficiency from 50% to 70% as ALL ESE students in grades K-5 master FL Standards at the cognitive complexity level of the FL Standards at proficiency levels of 3 and above by 20% or more; measured by STAR, SAT 10 and FSA ELA, Math, NGSSS, 2018 by building rigor into instructional teaching at higher levels of cognitive complexity, increasing student autonomy and instructional collaboration through professional development.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
1. Improve Quality Core Instruction across content areas: • Instructional staff of ESE students utilize Marzano DQ3: Helping Students Practice and Deepen New Knowledge instructional strategies when planning, preparing and delivering core content instruction • Utilize 6 Ms of Culturally Responsive Instruction to engage all students in learning • Incorporate literature into Literacy Framework that represents a range of cultures and student interest • Teachers organize ESE students to practice and deepen new knowledge with peers who can support ESE student learning during Reading and Writing, Math and Science Workshops and during Science Labs	1. Administrators monitor for ESE students' Desired Effects in all content areas achieving proficiency at levels of 3 and beyond at the cognitive complexity levels of the FL Standards/Learning Goals measured by formative assessments, MAP, SAT 10, FSA ELA/Math, NGSSS

2. Quality Core Differentiated Learning • Grade level specific Ambassadors push-in to scaffold ESE student core instruction aligned to FL Standards and NGSSS during content workshops and science labs scaffolding core instruction, supporting ESE students with prescribed accommodations for support, visuals, hands-on and audio resources as needed • Grade level specific Ambassadors check ESE student homework giving feedback to increase student understanding and proficiency • Grade level specific Ambassadors review homework assignments and other classroom tasks and activities to clarify and simplify directions and how to accomplish practice successfully. • When time allows grade level specific Ambassadors listen to ESE students read independently conferring with students • Grade level specific Ambassadors respond to ESE students' reading response journals by giving oral or written feedback to encourage ESE students to practice reading strategies and to read a variety of genre • Grade level Ambassadors deliver Guided Reading instruction to ESE students during Reading Workshop supporting with prescribed accommodations and give feedback to ESE students during Writing Workshop as students practice writing drafts • Plan time at school and home for ESE students to practice and review skills on reading utilizing IStation and math utilizing ST Math	1. Teachers, Ambassadors and SBLT review and analyze ESE student data, student work and quality journaling demonstrating continuous content knowledge learning and growth at grade level PLCs and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
3. Collaborative Planning: • Grade level teachers of ESE students and grade level specific ESE student Ambassadors collaboratively plan core instruction, incorporating prescribed accommodations and differentiated learning strategies into lesson plans using GO To Strategies to scaffold ESE student learning aligned to FL Standards and NGSSS	1. All staff participate in PD "Making Reading Instruction More Effective for ESE students and all Title One students" using "Collaboration/Co Teaching" book study 2. Grade level specific Ambassadors attend grade level specific PLCs and Collaborative Planning

4. Communication and Family Outreach • Grade level specific Ambassadors meet quarterly with families to review child's report card giving support to increase ESE student proficiency and reviewing upcoming school-wide activities and events • Grade level specific Ambassadors meet November 1, 2017 at Barbara Ponce Library to introduce the children's library director and learn about the resources available at the library to support their child's learning success.	1. Child Study Team will monitor for 95% attendance of ESE students 2. Increased family participation in PTA, SAC and school-wide activities and events and volunteering monitored by Community/Family Liaison 3. Increased positive communication between ESE families and school through agendas, oral communication, and electronically

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)			37	22	36			95	27%
Students with excessive absences / below 90 %	14	17	18	18	17			109	14%
Students with excessive behavior / discipline**	1	1	1	1	0			9	1%
Students with excessive course failures**	0	0	32	32	30			159	20%
Students exhibiting two or more Early Warning indicators	0	26	0	1	11			23	3%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬣ EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Improve student attendance for grades K-5th to 95% by increasing attendance rates by 1% decreasing students absent 10% of more to 5% and perfect student attendance from 60% to 80% **through district** attendance program: **Attend Today: Achieve Tomorrow** ☺Place goal statement here.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
1. Eagle Team Staff will meet with Child Study Team at pre-school staff training to review importance of encouraging their students being on time and at school each and every day, reporting absences, collaborating with DMT to remove pending from any student absence and informing students' parents of absence reporting icon on Website 2. Restorative Practice PD training throughout school year to increase student engagement, self-efficacy and build a learning community of equity with excellence for all	1. Eagle Team staff awareness of importance of Attend Today: Achieve Tomorrow and the vital role each and every staff member has to encourage students to be at school and on time 2. Increased attendance of students missing 10% of more of school 3. Decreased number of behavior referrals and students out of their classrooms due to misbehavior
• ALL Eagle students are greeted by their teacher and other Eagle Team staff each and every day ☺ No Excuses	Improved student attendance for K-5th grades from 94% to 95% as measured by school-wide weekly attendance rate

- ALL Eagle students have at least one GEM (Guiding, Encouraging, Mentoring); their classroom teacher and additional GEM if needed for extra Eagle student support ☺ No Excuses - ALL Eagle students are fully included in their classroom learning community and treated with kindness and respect ☺ No Excuses - ALL Eagle students have the same teacher high expectations for academic and behavior success as ALL other students in the classroom learning community and the Eagle school-wide learning community ☺ No Excuses - All Eagle students who are absent will receive a non-confrontational parent contact/ phone call by an Eagle Team staff member inquiring about the student's absence in a respectful and friendly manner ☺ No Excuses - The School Counselor/Social Worker will counsel with families on what do to support their child's attendance and provide social services when necessary ☺ No Excuses - When a student arrives late an Eagle Team staff member will speak to the family when signing their child in to support their child's on-time attendance and will walk the late child to class to encourage their on-time behavior through positive interactions with the child ☺ No Excuses - Each month Skyview will issue a "100% attendance card" to students who haven't missed a single day of school the previous month. ☺ No Excuses - At reporting periods students with 100% attendance will receive attendance certificates and an eagle attendance charm for their Eagle Honor Necklace ☺ No Excuses - Classes with 100% attendance will be recognized over WSKY each month ☺ No Excuses - An Honor Eagle Attendance bar graph will be posted by the Eagle café displaying each grade level's monthly attendance ☺ No Excuses - At each nine week reporting period the class with the highest attendance will receive a special prize and be featured on WSKY ☺ No Excuses	

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Implement school-wide Restorative Practices aligned to School-wide Behavior Plan and Positive Behavioral Interventions and Supports reducing out of school suspensions to zero percent and referrals by 50% for 2017-2018 school year through Professional Development Training as measured by reduction of behavior referrals, improved academics measured by MAP three times a year, SAT 10, FSA ELA and Math, and increase in student weekly attendance	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Initial roll out of Restorative Practice PD defining what Restorative Practice is and the timeline for implementation aligned to School-wide Behavior Plan and Positive Behavioral Interventions and Supports	Eagle Team Staff meetings sign-in sheets Eagle Team Staff includes Restorative Practice implementation in Classroom Rules and Behavior Plans for 2017-2018 school year approved by principal
Restorative Practice Team facilitates monthly Restorative Practice PD giving a "tip for the month" for Eagle Team to implement school-wide and in classrooms referring to Restorative Practice and Community Circle handbooks	Eagle Team Staff meetings sign-in sheets Learning Community circles monitored by administrators Reduction in absences and behavior referrals
ALL Skyview Eagle students in K-5th grade will attend a school-wide assembly the first week of school to learn: • what the Eagle Guidelines for Success are and how to implement them every day and everywhere on our campus. • to learn about the Commitment to Character traits that ALL Eagles will demonstrate throughout the school year with an emphasis on one character trait per month at the school-wide assembly. • to learn that Skyview is a NO BULLIES ALLOWED school. Students will learn how to identify a BULLY, what to say and how to report if being BULLIED. • Eagle Guidelines for Success will be posted in all campus areas for students to read • Procedures for positive Eagle behavior will be posted in Eagle Café, Media Center, Computer Lab and Hallways for staff and students to read and refer to. • GEM, Jrs. Eagle Honor Medals, charms and Eagle Tickets to Success will be used as incentives and rewards for ALL Eagle students to encourage a positive learning community where there is equity with excellence for ALL. • The school Newsletter, school website and school messenger call outs will clearly state to all families The Eagle Guidelines for Success. The principal through the Newsletter and school messenger call outs will encourage families to help their child follow the Eagle Guidelines for Success at school and home	Restorative Practice implementation school-wide and in classrooms as students participate in classroom learning community circles monitored by administrators Students earning a GEM Jr. button when receiving the student character trait of the month Students earning tickets for Eagle Success, Eagle medals and charms Weekly student attendance at 95% of higher Decrease in behavior referrals

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	

Place goal statement here (only if needed).

Actions / Activities in Support of Goal	Evidence to Measure Success

⬡ EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

> Skyview has before and after school early intervention and extended learning programs to give ALL students access and an OPPORTUNITY to improve and accelerate their learning to become grade level proficient or beyond in all content areas at cognitive complexity levels of the FL Standards/Learning Goals.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.

Increase student proficiency in all content areas to 70% as ALL students in grades K-5 master Florida Standards at Levels 3 and above by 25% or more; measured by FLKRS, SAT 10 and FSA ELA/ Math, NGSS Science 2018 by providing all students equal access and an opportunity to have more TIME to practice and review skills and content with teacher support

Actions / Activities in Support of Goal	Evidence to Measure Success
Before School Extended Learning • Little Kids Rock Club for students in grades 3-5 to participate in a modern band class to develop musical talent, performance skills, confidence and academic skills across all content areas. Academic intervention data: anecdotal notes from Music Teacher noting students interest in participation	Little Kids Rock Club: number of participants each week monitored by music teacher; increased FSA ELA, math and science scores
Before School Extended Learning • Math Club for students in grades 3-4 based on math FSA data and students' interest in improving math problem solving skills	Math Club: students improved formative assessments and quality and accuracy of math journal entries when solving word problems monitored by math club teacher and administrators
Before School Extended Learning • Media Tech Specialist will lead a Digital Media Club to include the Morning WSKY/Media Team with an emphasis on teamwork, technology, and school leadership. Students in grades 4-5 will indicate an interest in joining by completing a registration form.	Number of participants monitored by Media/Tech Specialist, viewer interest in WSKY Morning News Show; increased FSA ELA, math and science scores

During School Extended Learning • Literacy Leveled Interventions for K-2nd grade students scoring below grade level on Running Record and below grade level (Tier 2-3) on ELA common assessments and SAT 10 taught in small groups • Title One Hourly teachers supporting Tier 3 students early interventions in Literacy pushing into Literacy Block teaching small groups of Tier 3 students scaffolding through differentiated instruction	Increase in district wide MAP scores and SAT 10 ELA scores, 2018
During School Extended Learning • Battle of the Book Club for 4th and 5th grade students participants determined by interest in reading Sunshine State books meeting during lunch and facilitated by Media/Tech Specialist	Battle of the Book Club participants and number of Sunshine State books read as monitored by Media Specialist and principal; increase in FSA ELA scores
During School Extended Learning • Media Tech Specialist conduct a Digital Media Club (meeting 30 minutes daily) to include the Morning WSKY/Media Team with an emphasis on teamwork, technology, and school leadership. Interested students will fill out an application form.	Number of participants a week; increased MAP ELA and Math scores; increase FSA ELA and Math scores, 2018
After School Extended Learning • All students will read for 30 minutes or more each and every day for homework and will receive immediate feedback from their classroom teacher to increase Literacy proficiency to 70% or beyond	Students' reading logs and anecdotal teacher notes as monitored by teachers and administrators and reviewed at grade level literacy PLCs
After School Extended Learning • All students who attend the after school R'Club (K-5th) program will attend Promise Time 3 days a week for one hour to support and enhance learning as they practice, review and extend their content knowledge and skills • Promise Time tutors support students' structured independent reading for 30 minutes and responding to reading through drawing, labeling or writing in a reading response Promise Time journal. When students have completed structured independent reading students will work on web-based (diagnostic adapted instruction) i-Ready Diagnostic and Instructional Program to practice skills, strategies and concepts in reading and math. Students will work in i-Ready workbooks aligned to FL Standards when finished with a module to apply skills and content they are practicing. Tutors monitor and give feedback to students throughout the one hour of Promise Time for three days. **After School Extended Learning**	• Student Reading Logs • Promise Time Tutor Anecdotal notes when conferring with students • Student Promise Time journal reading responses and tutor feedback • IReady data • Increase in student literacy and math proficiency as measured by MAP, SAT 10, FSA ELA and Math

• Tech/Media Specialist will lead a "Celebration of Success" Boys' Club once every 2 months (Pizza and games). Each boy will produce a couple samples of stellar work with a teacher's signature as an entrance ticket.	Weekly attendance and students improved self-confidence, self-efficacy and collaborative skills as monitored by classroom teachers and parents.
After School Extended Learning • Scouting clubs will be held at Skyview once a week. Participants attend based on student and parent interest • Reading with Rays summer reading program. Students participate based on student and parent interest	Weekly attendance and students increased proficiency in MAP and FSA ELA, Math and NGSS Science scores, 2018
• Summer Reading for students in grades 3-5. Skyview students receive a book to read over the summer and to be prepared to discuss the book the first week of school. Students participate to increase reading proficiency in grades 3-5.	Increase MAP scores and FSA Literacy proficiency scores, 2018

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	51	% with advanced degrees	25%
% receiving effective rating or higher	80%	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	25%
% certified in-field**	100%	% with 6-14 years of experience	33%
% ESOL endorsed	67.3%	% with 15 or more years of experience	41%

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

- Administrators and various Eagle Team members will communicate through school newsletter and on website school's vision, mission and values to all stakeholders and report proficiency progress toward school-wide learning mastery of FL Standards throughout the school year
- Principal will provide site-based Professional Development training throughout the school year to cultivate a high-achieving team of Eagle LEARNERS through commitment, collaboration and cooperation and administrators will periodically review each instructional team member's progress toward Deliberate Plan Professional Development goals to continuously grow and develop an Eagle Team of LEARNERS improving BEST practices for 100% student learning gains
- Administrators will communicate through school website, Newsletter, Marquee and School Messenger call outs PTA events, SAC parent meetings and Family Events
- Principal and SIP /AdvancED Accreditation Teams assign mentors to new teachers based on a rationale for pairing prior to Welcome Back preschool meeting to give mentors an opportunity to meet and talk with new Team members. The mentors will introduce the new Team members to the staff and work with the new teacher throughout the school year.
- New teachers to Skyview receive a "Teacher's Bag" filled with instructional "goodies."
- Lead Mentor will conduct monthly mentor meetings to support mentors and mentees
- Master Schedule provides grade level PLCs for ALL grade level teachers to attend during specials giving new teachers an opportunity to collaborate, learn and grow with grade level team and content coaches.
- The hiring practices at Skyview reflect the demographics of our school with a greater percentage of black staff members than black students attending.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Akilah	Crouse	Black	Parent
Takila	Harris	Black	Parent
Bianca	Melendez	Hispanic	Parent
Quan	Nguyen	Asian	Parent
Steve	Fox	Black	Parent
Daniel	Lopez	Hispanic	Parent
Sandra	McGlynn	White	Parent
Dottie	Carter	White	Business/Community
		Select	

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⬡ SAC Compliance

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

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

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

☒ Yes	☐ No	Committee Approval Date: 8/7/2017

⬡ SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Amy Robles

Please state the days / intervals that your team meets below.
Mondays: 1st Monday: K-2nd SBLT; 7:30-8:10am 2nd Monday: SBLT;8:30-9:30am with RtI Coach, School Counselor, Social Worker, Speech Pathologist, Administrators to discuss specific students needing support with academics/behavior 3rd Monday: 3-5th SBLT; 7:30-8:10am 4th Monday: : SBLT;8:30-9:30am with RtI Coach, School Counselor, Social Worker, Speech Pathologist, Administrators to discuss specific students needing support with academics/behavior

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

Budget Item Description: RtI Coach and Reading Coach **Related Goal:** Professional Development for Instructional Staff **Actions:** RtI Coach facilitates classroom teachers, ESE teachers and support staff, and SBLT with differentiated instructional strategies to scaffold instruction used as interventions for Tier 2 and Tier 3 students (K-5th grade) to support student proficiency at levels 3 and beyond at the cognitive complexity of the FL Standards/Learning Goals. RtI Coach coordinates Hourly Teachers using student data to group students matching student learning needs to Hourly Teachers. RtI coach will monitor student Tier 2 and Tier 3 progress monitoring data to increase or decrease the amount of time and scaffolding of instruction needed to support each students' learning needs. RtI Coach facilitates Hourly Teachers training them how to use interventions for grades K-5 across all CORE critical content areas. Reading Coach coaches instructional teachers in grades K-5 based on student performance data and teacher effectiveness. Reading coach models in classrooms and peer mentors instructional teachers to develop effective instructional strategies for students desired effects in reading and writing. Reading coach helps grade level team leaders facilitate ELA PLCs once a month reviewing student formative data and student work focusing on what instructional strategies are working and what strategies need improvement to support teacher instructional effectiveness moving students to mastery of Learning Goals at levels 3 and beyond. **Type of Resource:** Professional Development **Description of Resources:** RtI Coach and Reading Coach **Funding Source: Title One** **Amount Needed: $109,151.61** **Budget item Description: Coordination and Collaboration for Title One** **Related Goal:** Program coordination and Collaboration for Title One **Actions:** Creates and uploads compliance information for Title One into audit box **Type of Resource:** Compliance for Title One

Description of Resources: Compliance information for Title One audit box
Funding Source: Title One
Amount Needed: $1,155.70
Budget Item Description: Connect for Success Liaison
Related Goal: Increase student proficiency at levels 3 and beyond of FL Standards/Learning Goals at the cognitive complexity level of the Learning Goals through Deepening Knowledge of content and skills through practice and review across all content areas using web-based computer programs by equal K-5th grades to Title One lap top loaners…Connect to Success.
Actions: K-5th grade students will Deepen Knowledge of content across all disciplines through practice and review using web-based computer programs to support students' proficiency at levels 3 and beyond.
Description of Resource: Connect to Success Title One Lap Top Loaner Program
Funding Source: Title One
Amount Needed: $2,889.25
Budget Item Description: Additional student support for CORE critical content differentiated instruction across all disciplines
Related Goal: Support small group guided instruction
Actions: Highly Qualified Hourly Teachers and Paraprofessionals (LLI early literacy teachers) will work with small groups of students in K-2nd grade giving Language Literacy Instruction to improve reading and writing skills and to attain proficiency stanine scores (4-9) for literacy at the cognitive complexity level of the FL Standards/ Learning Goals. An additional Hourly Teacher will work with teachers who have large numbers of Tier 3 students; giving small group guided instruction to on level students while classroom teacher is giving guided instruction to Tier 3 students
Type of Resource: CORE critical content differentiated instruction
Description of Resources: Highly Qualified Hourly Teachers and Paraprofessionals
Funding Source: Title One
Amount Needed: $131,820.81
Budget Item Description: Instructional Materials and Resources
Related Goal: Teachers will utilize instructional materials and resources when planning lessons and teaching and learning activities to support and increase student proficiency levels of 3 and beyond at the cognitive complexity of the FL Standards/Learning Goals for students in K-5th grades.
Actions: Teachers in grades K-5th grade will analyze student formative data and student work to plan effective instructional strategies and teaching and learning activities utilizing instructional materials and resources to enhance student engagement and accelerate student learning across all content areas.
Type of Resource: Instructional materials and resources
Description of Resources: Instructional materials and resources to enhance student engagement, support student learning needs and accelerate student learning across all disciplines aligned to FL Standards based on student formative data and student work for K-5th grade.
Funding Source: Title One
Amount Needed: $21,374.92

Title One Budget for 2017-2018 **A. Classroom Instruction and Extended Learning** **$204,120.73**
C. Curriculum Development and School Improvement **$8,852.66** **D. Professional Development** **$109,551.61** **Title I, Part A Total: $322,525.00**