



School Improvement Plan 2017-18

Skycrest Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Angelean Bing	SAC Chair: TBD
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School Vision	The vision of Skycrest Elementary School is 100% student success.
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School Mission	"Inspire and Expect Excellence." Skycrest Elementary School will collaborate to inspire and expect excellence rising to achieve 100% student success.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
633	1.9	14.2	59.6	4.7	19.6	

School Grade	2017: C	2016: C	2015: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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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	40%	42%	57%	62%	49%	45%						
Learning Gains All	48%	50%	58%	63%								
Learning Gains L25%	52%	44%	42%	53%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Angelean	Bing	FT	11-20 years
Assistant Principal	Eliza	Defant	FT	1-3 years
MTSS Coach	Michelle	Ladd	FT	1-3 years
Guidance Counselor	Jennifer	Hopkins-Flory	FT	4-10 years
Social Worker	Amber	Geisler	FT	1-3 years
Teacher Leader	Bonnie	Ruby	FT	4-10 years
Teacher Leader	Cathy	Munn	FT	4-10 years
Teacher Leader	Christine	Bates	FT	4-10 years
Teacher Leader	Rebecca	Stuart	FT	11-20 years
Teacher Leader	Cheryl	Fox Weber	FT	1-3 years
Other	Serge	Sanon	FT	1-3 years
Total Instructional Staff:	9		Total Support Staff:	1



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).

Skycrest Elementary provides a safe, secure, and healthy learning environment in the following ways:

- Research, develop, implement, and reflect on Positive Discipline and Restorative Practices which align to the critical components of Positive Behavior Interventions and Supports (PBIS).
- Teach, model, review, reinforce, and post school-wide Guidelines for Success and Common Area Expectations school-wide.
- School-wide implementation of class meetings.
- Plan and provide teaching of pro-social/appropriate student behavior including positive reinforcement for behavior through various guidance lessons and/or class meetings.
- Closely monitor school-wide discipline data including behavioral incident reports and referrals on a monthly basis by subgroup, grade, class, and location/s of frequent behavioral infractions.
- Closely monitor Out-of-School and In-School suspensions for non-violent infractions specific to defiance and classroom disruption.
- Provide opportunities for teachers and students to participate in various healthy and active programs such as walking/running clubs and daily recess.
- Provide teachers and families with Positive Discipline support and/or training.
- Collaborate with Community Discipline Discussion Committees to garner support and feedback in order to improve and/or reduce discipline disparity practices.
- Train staff in the use of culturally responsive disciplinary practices.

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?

Skycrest Elementary will ensure school-wide expectations transfer to the classrooms in the following ways:

- Provide professional development and training to all staff in the use of culturally responsive disciplinary practices.
- Train and review with staff on how to differentiate minor vs. major behavioral infractions to determine best data collection form to utilize.
- Train and review how to utilize the school-wide Behavioral Incident and Referral documentation forms.
- Train and review best practices in developing and implementing effective and positive classroom management plans.
- Provide lesson plans for all staff to help teach our Guidelines for Success and Common Area Expectations for the first seven days of school.
- Explicitly teach, model, and reinforce school-wide Guidelines for Success and Common Area Expectations to all staff and students.
- Post Guidelines for Success and Common Area Expectations with visuals through the school campus including areas of high behavioral infractions.
- Closely monitor school-wide discipline data including incident reports and referrals on a monthly basis by subgroup, grade, class, and location/s of frequent behavioral infractions.

- Closely monitor Out-of-School and In-School suspensions for non-violent infractions specific to defiance and classroom disruption.
- Identify staff members with high behavioral reports submitted to provide additional professional development in the area of student discipline, as needed.
- Instructional staff required to develop and share a classroom management plan.
- Instructional staff required to enter documentation of phone calls to parents in the Parent Contact Log in Focus.
- Provide various professional development such as Cultural Competency, Resiliency/Trauma, Positive Discipline, and Restorative Practices.

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.

Skycrest Elementary will 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 in the following ways (individually, small group, and/or whole group):

- Character Education
- Class Meetings
- Restorative Practices
- Positive Discipline
- Check-In and Check-Out system
- Individualized behavioral plans, as needed
- Recognition of behavioral and academic improvement, success and/or accomplishment- Positive Referrals
- Counseling
- Coaching and team facilitation of the four step problem solving process for behavior and/or academic supports; Problem identification, problem analysis, intervention design, and response to intervention/instruction
- Student-Centered practices
- Culturally responsive instruction
- Monitor and support personalized learning plans for each student at risk based on early warning indicators.
- Provide Coordinated Early Intervening Services (CEIS) that support students who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral supports to succeed in school.

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?

Skycrest Elementary plans to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports in the following ways:

- Initiate records review and re-evaluation, as needed.
- Initiate a Progress Monitoring Plan in collaboration with the teacher and parent at the first sign of a reading deficiency.
- Identify and evaluate students who may be in need of special education and related services to support their learning.

- Provide intensive supports to ensure interventions are being implemented for students who received evaluation consent at the end of the prior school year.
- Provide Coordinated Early Intervening Services (CEIS) that support students who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral supports to succeed in school.
- Monitor and review Tier 1 and Tier 2 implementation; student growth and/or performance data.
- Provide students in need of additional physical, social and emotional needs to Extended Learning Programs.

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).

Skycrest Elementary will monitor student progress to determine if additional supports are needed to improve student outcomes in the following ways:

- Ensure teachers have access to real-time data in order to have effective data chats and targeted support for improved learning
 - Data Source- Performance Matters Unify, School Dashboard-NWEA MAP
- Student data review of the number and percentage of students scoring proficient in Reading, Math, and Science/ at or near grade level on norm-referenced assessments (MAP and FSA)
 - Data Source- Performance Matters Unify, School Dashboard- NEWA MAP
- Student data review of the number and percentage of students scoring proficient in Reading, Math, and Science/ at or near grade level on District assessments (Modules, Pre and Post Assessments)
 - Data Source- Performance Matters Unify, School Dashboard- NEWA MAP
- Student data review of the number and percentage of students with an A, B, C average (Grades 4-5) in Reading, Math, and Science
 - Data Source- Portal Gradebooks-Focus
- Identify and monitor the number of minority students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs
 - Data Source- ELP (Extended Learning Program) invitations and enrollment data
- Student data review of the number and percentage of students with office disciplinary incident and/or referrals
 - Data Source- Portal, School Dashboard
- Student data review of absences 10% or more and tardies and look for trends of why students are not attending at our school during biweekly Child Study Team meetings. Utilize the attendance codes for this purpose.
 - Data Source- Portal (attendance codes), School Profile, absent letters, quarterly PSW problem solving
 - Develop interventions that target trends of why students are absent and monitor “pending” codes. Continue attendance incentive program.

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?

Skycrest Elementary school leadership team will ensure all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable in the following ways:

- Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.
- Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies such as oral language, storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
- Provide supplemental instruction by hourly teachers to support struggling students in literacy in grades K-5.
- Support teachers during leadership meetings and Professional Learning Communities on reviewing and analyzing student work and data based on item analysis and standards/learning targets, so that instruction may be differentiated, as needed, to meet individual student needs.
- Schedule and support teachers in collaboratively planning and professional learning communities by providing feedback about the learning from in-class observations and discussions about student work, set team and individual SMART goals, align resources and monitor data, provide coaching, and empowering teacher growth through collaboration and distributed leadership.
- Design and implement an intervention program during Extended Learning Programs for students scoring below expectations on FSA, SSA, and/or SAT-10 to support learning gains in Mathematics Literacy, and Science.

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?	
Skycrest Elementary will increase the number of teachers developing and implementing the Positive Discipline practices by 33% as measured by the decrease in the total number of disciplinary infractions by May 2018.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Monthly PBIS meetings <ul style="list-style-type: none"> ○ Monitor and analyze student behavioral data ○ Provide professional development and feedback in Restorative Practices ○ Provide professional development and feedback in Positive Discipline • School-wide implementation of Class Meetings 	Jennifer Hopkins-Flory- Guidance Counselor Amber Giesler- Social Worker
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.	
Skycrest Elementary will reduce the total number of disciplinary infractions by 46% for black students to reach a level that is representative of the black student population of 13.7% as measured by School Profile Dashboard by May 2018.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Develop and implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations/rules, guidelines for success, plan for teaching pro-social/appropriate student behavior, and positive reinforcement for behavior. 	Angelean Bing- Principal Eliza Defant- Assistant Principal Michelle Ladd- MTSS Coach Restorative Practices (RP) Team
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	

Skycrest Elementary will implement culturally responsive instructional practices in all classrooms as measured by Instructional Support Model visits.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Provided targeted professional development and coaching to teachers and site-based leaders in Restorative Practices. 	Angelean Bing- Principal Eliza Defant- Assistant Principal Michelle Ladd- MTSS Coach Restorative Practices (RP) Team



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 successes have you seen to date? What data did you review to measure your success?

<p>Skycrest Elementary will align instruction to state standards, increase academic rigor and student engagement. According to Skycrest Elementary staff observations (iObservation and District Instructional Support Model- ISM visits) the following was observed throughout the school campus (16/17):</p> <ul style="list-style-type: none"> ○ 100% Standards-based instruction toward a Learning Target ○ 92% Standards-based Task/Evidence ○ Rigor/Taxonomy level: <ul style="list-style-type: none"> ▪ Level 1: Retrieval- 17% ▪ Level 2: Comprehension- 75% ▪ Level 3: Analysis- 8% ▪ Level 4- Knowledge Utilization- 0% ○ Cognitive Engagement Monitoring- 64% ○ Student Centered Environment: <ul style="list-style-type: none"> ▪ Teacher Centered-75% ▪ Student Centered- 17% ▪ Student Centered with Rigor- 8% ○ Differentiation planned and implemented- 33% ○ On target with order of instruction/instructional framework- 92% <p>According to the 2016/17 Instructional Model Support (ISM) observation feedback, successes include a school-wide emphasis on Standards-based instruction and aligning tasks to those standards. Evidence of instruction following the District Curriculum Guides and classroom observations confirms why there are</p>
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minimal referrals. School-wide procedures are in place with students eagerly following processes and ready to learn. Community and culture are strong.

Skycrest Elementary efforts to align instruction to state standards, increase academic rigor and student engagement for the 2017/18 school year will include the following:

- Provide teacher feedback that ensures students are empowered to be autonomous in their learning environments.
- Ensure teachers use district provided, researched-based resources to plan for and deliver instruction by viewing and providing feedback of daily lesson plans during walkthroughs and observations.
- Ensure teachers know how to unpack standards in the development of learning goals and scales, learning targets and success criteria during collaborative planning and professional learning communities.
- Examine student work utilizing protocols during professional learning communities to analyze rigor.
- Schedule and provide teachers with on-going feedback to change or enhance teaching practices during walkthroughs and observations.
- Schedule and provide individual or team data chats to ensure student success and to develop SMART goals to ensure remediation and/or enrichment opportunities to all students.

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?

2016-2017 data: Proficiency levels based on FSA and SSA

ELA 2017: 40%	ELA 2016: 42%
Math 2017: 57%	Math 2016: 62%
Science 2017: 49%	Science 2016: 45%

Skycrest Elementary's key areas for improvement in aligning instruction to state standards and increasing rigor and student engagement include the following (data collected from ISM walkthrough feedback):

- Increase student-centered learning opportunities
- Challenge students with higher levels of rigor and autonomy for learning through intentional planning and differentiation
- Expand opportunities for oral language and vocabulary development across all content areas
- Build on the collaboration and sharing in Professional Learning Communities (PLCs) to include sharing strategies for differentiation
- Increase culturally responsive and relevant instruction to all instructional staff

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.

Skycrest Elementary School teachers will measure student growth in meeting the Florida State Standards in the following ways:

- Individual student tracking and goal setting (student data folders)
- Individual and class tracking and goal setting (teacher data folders)
 - Formative Assessments
 - Interim Assessments
 - NWEA MAP ELA and Mathematics (Measures of Academic Progress), Grades K-5
 - FSA (Florida State Assessment, Grades 3-5)
 - SSA (Science State Assessment, Grade 5)

- NWEA MAP Science, Grades 3-5
- ELA Module Assessments (Module B and D), Grades K-5
- Dibels- Fluency, Grades K-5
- Jan Richardson Reading Records, Grades K-5
- Meet with grade level teams quarterly to review various student data and create SMART goals.

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).

The administrative team will conduct frequent walkthroughs with focused, constructive, and timely feedback during core instruction, intervention, and Extended Learning times. In addition, student support for Tier 2 and Tier 3 will occur within the classrooms to minimize transition times and loss of instruction. The administrative team will ensure the instructional model includes rigorous and culturally relevant instruction for all students using assignments aligned to the state standards, engagement strategies, and student-centered practices during walkthroughs and observations.

Skycrest Elementary supports all students in reaching grade level proficiency and transitioning from one school level to the next. Fifth grade students going to middle school: Information is provided to all 5th grade students at our Middle School Night by our 5th grade teachers, guidance counselor, and administrators. In addition, students have the opportunity to attend various middle school discovery nights to determine which program, if applicable, will best meet their needs. Students are recommended for advanced classes based on the Florida State Assessment are recommended for advanced classes and information about this is communicated to parents by the guidance counselor. Students that are overaged or struggling in academics/motivation are also referred to the Intermediate schools for additional supports. Teachers from the middle school have visited our school to meet with students and students are highly encouraged to attend Summer Bridge at their assigned middle school.

PreK students transitioning to Kindergarten: Skycrest hosts an annual Kindergarten Round Up in January for families and parents to attend. In addition, Kindergarten teachers visit neighboring preschools to meet the teachers, inform parents about the kindergarten curriculum, and provide additional information, as needed, to the community about our school. These future students also receive Kindergarten kits.

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?	
Create a consistent Language for Learning to increase student’s level of critical and creative thinking by the school-wide implementation of Thinking Maps.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data collected and analyzed through: <ul style="list-style-type: none"> ● Classroom observation feedback ● Training/mentoring feedback ● Student assessment results- District assessments, State Assessments ● Analyzing student work samples during Professional Learning Communities (PLCs) 	Angelean Bing- Principal Eliza Defant- Assistant Principal Michelle Ladd-MTSS Coach

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?	
Increase daily explicit vocabulary instruction in all content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data collected and analyzed through: <ul style="list-style-type: none"> • Classroom observations and feedback • iStation (vocabulary) • Pre and post assessments (teacher made) • District and State assessments 	Angelean Bing- Principal Eliza Defant- Assistant Principal
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Implement strategies to improve speaking and listening skills in all content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data collected and analyzed through: <ul style="list-style-type: none"> • CPalms lessons and formative assessments • iStation (listening and oral language fluency) • Dibels (oral language fluency) • ACCESS 2.0 data • Classroom walkthroughs and observations 	Angelean Bing- Principal Eliza Defant- Assistant Principal Michelle Ladd- MTSS Coach ESOL team



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 specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Skycrest Elementary has encouraged positive working relationships among teachers, staff and administrators by continuing to maintain an open door policy. In addition, social gatherings, recognition of good attendance, birthdays, staff incentives and recognition occur monthly and throughout the school year.

Skycrest Elementary encourages a positive working relationship among teachers, staff and administrators. Results from the 2016/17 AdvancED survey from staff, parents, and students indicated the following specific lessons and/or growth areas:

- Increase professional development opportunities for staff to be trained in the evaluation, interpretation, and use of student, grade level, and school-wide data.
- Improve PLCs to monitor and adjust the curriculum, instruction, and assessment/s based on data from student assessments and examination of professional practice.
- Increase teacher leaders to facilitate collaborative planning.
- Increase the instructional rigor and ensure the level of taxonomy is taught to the level of the state standard which will provide students with more opportunities to be challenged throughout the curriculum.
- Ensure that all teachers use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
- Increase student reflection and sharing practices throughout the curriculum.

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.

Skycrest Elementary will support teacher collaboration via PLCs and/or common planning times in the following ways:

- Weekly PLCs in collaboration with the Administrative team
 - Plan and review classroom assessments
 - Plan for teaching and re-teaching of standards based on student assessment results
 - Review student data/work
 - Plan differentiated, small group instruction for remediation and/or enrichment
 - Share best practices/strategies (academic and behavior) which result in high student achievement and engagement
 - Analyze various student data and create SMART goals
- Quarterly Data Chats- ½ day TDEs (Embedded during the school day and/or stipend pay option) in collaboration with the Administrative team and MTSS Coach.
 - Provide teachers with data analysis training
 - Plan for teaching and re-teaching of standards based on student assessment results
 - Review student data/work
 - Plan differentiated, small group instruction
 - Create goals/update individual student Progress Monitoring Plans (PMPs)
 - Reflect on teaching practices and student learning
- Professional Development (Embedded during the school day and/or stipend pay option) with the collaboration of the Administrative team.
 - Increasing knowledge, planning, and practice of ELL strategies
 - Increasing knowledge, planning, and practice of ESE strategies
 - Building oral language development
 - Building vocabulary development
 - Building critical and creative thinking
 - Building relationships through Restorative Practices and Positive Discipline
 - Increasing knowledge, planning, and practice of high yield strategies utilizing the Marzano Instructional Model

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?

Skycrest Elementary’s areas of focus for professional development in the past year included the following:

- Science- Nature of Science and Investigations-Curriculum Specialist and Just in Time Science Coach
 - Evidence: State Science Assessment (SSA) scores increased from 45% proficiency to 49% proficiency. Science scores have increased consistently over the last three years.
 - Next steps: Continue efforts on teacher collaboration in planning for the review of Science Standards with meaningful feedback (teacher to student, administrator to teacher) to find consistent ways to track students’ mastery of the standards. Provide intermediate grade level teachers with the Science Question Stems for SSA.
- ELA Small Group Guided Reading- Just in Time Reading Coach support
 - Evidence: Grade level teams created SMART goals in the area of English Language Arts, many which were successful. Student reading record scores increased to reach team SMART goals.
 - Next steps- Additional training and support in Jan Richardson guided reading routine across all grade levels. Monitoring lesson plans more closely for evidence of guided reading planning.
- Marzano Instructional Framework Strategies
 - Evidence- Walkthroughs and observation data supports that teachers are moving from Developing to the Applying level of many elements in Domains 1, 2 and 3 in the Marzano Instructional Framework.
 - Next steps: Continue to provide support and professional development in planning and the implementation of various instructional and engagement strategies within the Marzano Instructional Model.

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.).

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?
Thinking Maps (instructional strategy)	July/August 2017	Instructional/ Support staff	Build student critical and creative thinking skills and to strengthen instruction to ELLs in the general education classroom.
Restorative Practices/Positive Discipline	August 2017	All staff	Build and strengthen community culture and communication.
MAP (assessment)	August 2017	Instructional/Support staff	Inform staff of NWEA MAP assessment administration,

			understanding reports, and creating/setting goals.
ELL strategies and planning support: Vocabulary and Oral Language Development	Aug 2017-May 2018	Instructional/Support staff	Build and strengthen student vocabulary and oral language development.
ESE strategies and planning support	September 2017-May 2018 (quarterly)	Instructional/Support staff	Strengthen instruction to ESE students in the general education classroom.
Data Analysis	June 2017-June 2018	Instructional/Support staff Data Team Administration	Review and analyze on-going student assessment data. Create action plans, intervention groups, and plan for differentiation.
Instructional Model- Marzano DQ 3, 4 focus	September 2017-May 2018 (quarterly)	Instructional/Support staff	Improve planning and delivery of high yield strategies that result in higher student achievement and student-centered learning opportunities.



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).

Skycrest Elementary plans to build positive relationships with families and community members. In addition, Skycrest aims to regularly engage families in their children’s learning progress (AdvancED survey standard 3.8) progress in the following ways:

- Provide different days and times for parents who work
- Provide student-led conferences
- Provide teacher-parent conferences
- Provide food, babysitting, and Spanish translators

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.

Skycrest Elementary will provide parents, families, and communities with the necessary academic tools to increase student achievement in the following ways:

- Share School Improvement Plan (SIP) goals and actions with families and the community during our School Advisory Council (SAC) and Parent Teacher Association (PTA).
- Provide teacher-parent conferences and/or student-led conferences to discuss and share academic tools to increase student learning and achievement.
- Title 1- Continue to provide instructional materials and small group instruction in literacy development.
- Provide various parent academic nights in the areas of English Language Arts, Mathematics, Science, Technology, Florida State Assessment preparation, and school transitions (Pre-K to Kindergarten and Fifth grade to Middle School).

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*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?	
Skycrest Elementary will attempt to increase parental involvement in our Parent Teacher Association (PTA) to build stronger connections and link those to student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Utilize parent surveys to offer a more compatible day and time for PTA and SAC meetings. • Provide more frequent reminders to all stakeholders to attend school functions, PTA, and SAC meetings. 	Eliza Defant- Assistant Principal PTA board members
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?	
Skycrest Elementary will increase our school’s involvement by taking part in community events and connecting to our community liaisons.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Skycrest Elementary will take part in the following initiatives to promote and build our involvement with the community:	Administration Faculty/Staff

<ul style="list-style-type: none"> • Farm Share • Canned Food Drive • Pet Food Drive • Clothing Drive • Color Run • Multicultural Festival 	Community volunteers
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?

<ul style="list-style-type: none"> • Count • Percentage • Percentage Increase • Percentage Decrease 	<ul style="list-style-type: none"> • All Students OR • Gender • Grade Level • Subgroup 	Content Area & <ul style="list-style-type: none"> • Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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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: Hansford/Bates
We will increase the number of students demonstrating proficiency in the English Language Arts (ELA) Florida State Assessment (FSA) from 40 % to 57%, as well as increase the learning gains of all students, in particular those in the lowest 25% from 52% to 57% by May 2018.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
1. Staff Professional Development: The administrative team and/or District Just-In-Time ELA Coach will model and share effective strategies of literacy instruction in the following ways: <ul style="list-style-type: none"> • On-going professional development- information learned and shared during monthly Learning Specialist meetings provided by the District. 	1. Grade level formative assessments (Pre and Post) 2. NWEA MAP assessment results 3. iStation ISIP reports – Monthly 4. Dibels assessment results 5. District Common Assessments (Module B, D)

<ul style="list-style-type: none"> • Professional development in planning and explicit teaching of content-based vocabulary terms. • Professional development in Jan Richardson Guided reading. • Professional Development in Thinking Maps (school-wide). • Professional Development in administering and analyzing data with NWEA MAP (school-wide). <p>2. Scales and Rubrics:</p> <ul style="list-style-type: none"> • Students are aware of the learning target(s) and content standard(s) or part(s) thereof being addressed and can articulate the progress they are making toward the goal. • Teachers intentionally plan lessons and tasks that align to the targeted level of rigor called for by the standard(s) being addressed. <p>3. Planning:</p> <ul style="list-style-type: none"> • Teachers utilize Jan Richardson Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students. Instruction will be implemented in all classrooms, grades K-5, with teachers meeting with at least two groups per day. • Teachers plan and deliver culturally responsive instruction of standards-based lessons/units <ul style="list-style-type: none"> ○ Teacher plans lessons to students’ assets and interests ○ Teacher provides scaffolding of the learning and self-efficacy ○ Teacher fosters positive relationships • Teachers plan assessment(s) prior to beginning a unit/lesson of study which student must demonstrate to reach proficiency and/or growth for the identified state standard/s <ul style="list-style-type: none"> ○ Teacher checks for understanding throughout lessons during informal, deliberate methods to determine students’ progression towards standard mastery. • Differentiation <ul style="list-style-type: none"> ○ Teacher intentionally plans for the differentiated needs of <i>each</i> student with considerations of the principles of Universal Design for Learning (UDL) to ensure content is accessible to the broadest range of learners. 	<ul style="list-style-type: none"> 6. Reading Record levels 7. Walkthroughs/observations-Guided Reading plans, notes, and fidelity checks. 8. Conferring Notes from teachers documenting increased levels of students’ reading as well as evidence of students taught strategies and skills. 9. PLC notes
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<ul style="list-style-type: none"> ○ Teacher provides students with voice and choice in access to content, process, and products. ● Student-Centered Learning <ul style="list-style-type: none"> ○ Teacher provides students’ opportunities to engage in accountable talk to show, tell, explain, and prove reasoning regarding the understanding of the targeted standard. ● Teacher provides students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects. ● Teacher provides opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high-utility words) as well as opportunities for students to determine the meanings of words using the context of the text. ● Teacher meets frequently with students in one-on-one conferences to support students’ individual needs. ● Teacher plans for ESOL strategies/accommodations ● Teacher plans for ESE strategies/accommodations <p>4. <u>Data Chats/Monitoring of Progress:</u></p> <ul style="list-style-type: none"> ● Teacher determines individual student learning gain points needed to demonstrate growth (4th, 5th, and retained 3rd graders) ● Teacher regularly assess (both formally and informally) and utilize data to modify and adjust instruction. <ul style="list-style-type: none"> ○ Teachers and students analyze tasks using reading and writing rubrics to determine where students are in relation to the standard and create next steps. ○ Teacher plans and implements differentiation and on-going progress monitoring with all students based on their individual needs. ● Teachers and the administrative team will monitor and analyze monthly Istation data. <p>5. <u>Support:</u></p> <ul style="list-style-type: none"> ● Administrators ● District Just-in-Time ELA Coach ● Title 1 staff ● Hourly Staff and paraprofessionals 	
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<ul style="list-style-type: none"> • ESOL staff developer • ESE teachers • ESOL teachers • Gifted teacher • Speech/Language teacher • MTSS Coach 	

Mathematics Goal	Goal Manager: Ring/Stuart/Colleary
<p>We will increase the number of students demonstrating proficiency in the Mathematics Florida State Assessment (FSA) from 57% to 65%, as well as increase the learning gains of all students, in particular those in the lowest 25% from 42% to 53% by May 2018.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>1. Staff Professional Development: : The administrative team and/or District Just-In-Time Math Coach will model and share effective strategies of Math instruction in the following ways:</p> <ul style="list-style-type: none"> • On-going professional development- information learned and shared during monthly Learning Specialist meetings provided by the District. • Professional Development in Number Talks, High Yield Number Routines, and collaborative planning (provided by the District) • Professional development provided by our Mathematics Leadership Team (grade level specific). • Professional development in planning and explicit teaching of content-based vocabulary terms. • Professional development in growth mindset and Principals to Action- Effective Mathematics Teaching Practices • Professional Development in Thinking Maps (school-wide) • Professional Development in administering and analyzing data with NWEA MAP (school-wide) <p>2. Scales and Rubrics:</p> <ul style="list-style-type: none"> • Students are aware of the learning target(s) and content standard(s) or part(s) thereof being addressed 	<ol style="list-style-type: none"> 1. Grade level formative assessments (Pre and Post) 2. NWEA MAP assessment results 3. ST math reports – Monthly 4. Walkthroughs/observations-provide feedback, with math coach support as requested. 5. Teacher professional development follow up 6. PLC notes

<p>and can articulate the progress they are making toward the goal.</p> <ul style="list-style-type: none"> • Teachers intentionally plan lessons and tasks that align to the targeted level of rigor called for by the standard(s) being addressed. <p>3. Planning:</p> <ul style="list-style-type: none"> • Teachers plan and deliver culturally responsive instruction of standards-based lessons/units <ul style="list-style-type: none"> ○ Teacher plans lessons to students’ assets and interests ○ Teacher provides scaffolding of the learning and self-efficacy ○ Teacher fosters positive relationships • Teachers plan assessment(s) prior to beginning a unit/lesson of study which student must demonstrate to reach proficiency and/or growth for the identified state standard/s <ul style="list-style-type: none"> ○ Teacher plans checks for understanding throughout lessons during informal, deliberate methods to determine students’ progression towards standard mastery. ○ Teachers plans for ongoing formative assessments (e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. ○ Teachers administer mathematics unit assessments in Unify and analyze the data by standard for their class and across the grade level. • Differentiation <ul style="list-style-type: none"> ○ Teacher intentionally plans for the differentiated needs of <i>each</i> student with considerations of the principles of Universal Design for Learning (UDL) to ensure content is accessible to the broadest range of learners. ○ Teacher provides students with voice and choice in access to content, process, and products. • Student-Centered Learning <ul style="list-style-type: none"> ○ Teacher provides students’ opportunities to engage in accountable talk to show, tell, explain, and prove reasoning regarding the understanding of the targeted standard. 	
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<ul style="list-style-type: none"> ○ Teachers use manipulatives and student discourse to develop conceptual understanding of math concepts. ● Teachers attend district and/or school-offered Collaborative Planning Hubs. ● Teacher plans for ESOL strategies/accommodations ● Teacher plans for ESE strategies/accommodations <p>4. <u>Data Chats/Monitoring of Progress:</u></p> <ul style="list-style-type: none"> ● Teacher determines individual student learning gain points needed to demonstrate growth (4th, 5th, and retained 3rd graders) ● Teacher regularly assess (both formally and informally) and utilize data to modify and adjust instruction. <ul style="list-style-type: none"> ○ Teacher analyzes formative assessments (e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. ○ Teacher monitors each student’s ST Math progress monthly. ○ Teacher utilizes unit assessments in Unify and analyze the data by standard for their class and across the grade level. ● Administrators and/or Just-in-time Math Coach provides feedback for support <p>5. <u>Support:</u></p> <ul style="list-style-type: none"> ● Administrators ● District Just-in-Time Mathematics Coach ● Title 1 staff ● ESOL staff developer ● ESE teachers ● ESOL teachers ● Gifted teacher ● Speech/Language teacher ● MTSS Coach 	

Science Goal	Goal Manager: Sellers/Elander	
We will increase the number of students demonstrating proficiency on the Science State Assessment from 49% to 64% by May 2018.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
1. Staff Professional Development: Administrators and/ or District Just-In-Time Science Coach will model and share effective strategies of Science instruction in the following ways:	1. Grade level formative assessments (Pre and Post) 2. NWEA MAP assessment results	

<ul style="list-style-type: none"> • On-going professional development- information learned and shared during monthly Learning Specialist meetings provided by the District. • Professional Development specifically in the area of Nature of Science and Physical Science (planning and delivery of instruction and hands-on investigations). • Professional Development in planning and explicit teaching of content-based vocabulary terms. • Ensure first year teachers and/or teachers new to a grade level (grades 2-5) - Science Lab Professional Development for Life, Physical, and Earth Science Labs. • Professional Development in Thinking Maps (school-wide) • Professional Development in administering and analyzing data with NWEA MAP (school-wide) <p>2. Scales and Rubrics:</p> <ul style="list-style-type: none"> • Students are aware of the learning target(s) and content standard(s) or part(s) thereof being addressed and can articulate the progress they are making toward the goal. • Teachers intentionally plan lessons and tasks that align to the targeted level of rigor called for by the standard(s) being addressed. <p>3. Planning:</p> <ul style="list-style-type: none"> • Teachers plan and deliver culturally responsive instruction of standards-based lessons/units <ul style="list-style-type: none"> ○ Teacher plans lessons to students’ assets and interests ○ Teacher provides scaffolding of the learning and self-efficacy ○ Teacher fosters positive relationships • Teachers plan assessment(s) prior to beginning a unit/lesson of study which student must demonstrate to reach proficiency and/or growth for the identified state standard/s <ul style="list-style-type: none"> ○ Teacher checks for understanding throughout lessons during informal, deliberate methods to determine students’ progression towards standard mastery. • Differentiation <ul style="list-style-type: none"> ○ Teacher intentionally plans for the differentiated needs of <i>each</i> student with considerations of the principles of Universal 	<p>3. Science Diagnostic assessment results- Fall and Spring</p> <p>4. Walkthroughs/observations</p> <p>5. Pre and post assessments from STEM Lab workshops</p>
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<p>Design for Learning (UDL) to ensure content is accessible to the broadest range of learners.</p> <ul style="list-style-type: none"> ○ Teacher provides students with voice and choice in access to content, process, and products. ● Student-Centered Learning <ul style="list-style-type: none"> ○ Teacher provides students' opportunities to engage in accountable talk to show, tell, explain, and prove reasoning regarding the understanding of the targeted standard. ● Teachers (grades 2-5) will develop and adhere to a Science Lab schedule where all 2nd, 3rd, 4th, and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection. ● Teacher posts science vocabulary words in the classroom (include pictures, drawings, or photographs). ● Teacher plans for ESOL strategies/accommodations. ● Teacher plans for ESE strategies/accommodations. <p>4. <u>Data Chats/Monitoring of Progress:</u></p> <ul style="list-style-type: none"> ● In September, 5th grade teachers will develop an instruction review routine of on-going support in 3rd and 4th grade standards (BOAST activities, games, or small group rotations). ● Teacher will analyze and share assessment data to help planning and re-teaching of science standards. ● Teacher will share student data and information with STEM teacher/s (grades 2-5), as well as the item analysis of this data. ● Administrators and the District Just-in-Time Coach will identify teachers as mentors that have exhibited a routine practice of the 10-70-20 instructional model. ● Administrators and the District Just-in-Time Coach will monitor and develop support plans for teachers not exhibiting routine practice of the 10-70-20 instructional model and provide support from school based mentors or request of the science coach. <p>5. <u>Support:</u></p> <ul style="list-style-type: none"> ● Administrators ● Just in Time Science Coach ● Title 1 staff ● ESOL staff developer ● ESE teachers ● ESOL teachers ● Gifted teacher 	
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<ul style="list-style-type: none"> • Speech/Language teacher • MTSS Coach • P.E. Teachers • Music and Art Teachers 	

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:
Actions / Activities in Support of Goal	Evidence to Measure Success
Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School	Goal Manager: Flory/Donoghue
Skycrest will work towards GOLD Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. • Target for 2017-18, is to become eligible for GOLD national recognition in 6 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition with the correct documentation. 	By April 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Kingsley/Fox Weber
Skycrest will increase the number of Black student demonstrating proficiency on the English Language Arts (ELA) FSA from 24 % to 57%, Mathematics FSA from 37% to 65%, and Science SSA from 24% to 64% by May 2018.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Increase student time engaged in learning by providing professional development of restorative practices and work closely with teachers who consistently write referral on Black students individual to support both the teacher and the students. • Ensure Black students not on track to be considered “on-grade level” participate in extended learning opportunities. • Provide mentors to struggling Black students through Girlfriends, Girls on the Run, Boy’s Club, and various role models. • Implement culturally responsive practices such as cooperative and small group settings, music, movement, and explicit vocabulary instruction. • Continue to utilize the gifted universal screener to all 1st grade students to help identify Black students for further gifted testing to expand the number of Black students in the program. • Incorporate more culturally relevant texts, resources, and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. 	<ol style="list-style-type: none"> 1. Grade level formative assessments (Pre and Post) 2. NWEA MAP assessment results 3. Walkthroughs/observations-to monitor level of instruction, use of culturally relevant text, and culturally responsive teaching strategies. 4. Review of student work 5. Monitor the number of Black students participating in the extended learning program and track their progress to ensure it is having a positive academic impact.

Subgroup Goal (ELL)	Goal Manager: Murphy/Santos
We will increase the number of ELL students demonstrating proficiency on the English Language Arts (ELA) FSA from 18% to 57%, Mathematics FSA from 46% to 65%, and Science SSA from 25% to 64% by May 2018.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Provide professional development to all instructional staff in scaffolding strategies and planning of effective lessons including EL strategies and accommodations (WIDA Can-Do and Go-To Strategies). • Administrators will monitor the use of Can-Do Name charts in instructional planning and practice of all classroom teachers to ensure that the instruction matches the needs of ELLs and the scaffolds. 	<ol style="list-style-type: none"> 1. Grade level formative assessments (Pre and Post) 2. NWEA MAP assessment results 3. Walkthroughs/observations-monitor level of instruction, planning for ELLs, Can-Do descriptors/strategies being implemented, and lesson plans which include specific strategies for ELLs.

<ul style="list-style-type: none"> • ESOL and classroom teachers collaborate and co-plan utilizing the language proficiency data, Can-Do Descriptors and the WIDA evaluation reports. • Teacher explicitly teaches and develops the language of the content area including vocabulary and/or specific language patterns, language forms, etc. • ESOL teachers attend all planning sessions with general education teachers to stay updated and aligned with grade level standards and receive coaching support to provide appropriate accommodations. • Teachers model academic, high-level English, and encourage ELs to respond and communicate their own thinking using discipline-specific language. • Teacher ensures ELs participate in multiple and meaningful structured activities and tasks that require interaction with others and the use of increasingly complex language. • ESOL teachers will utilize Thinking Maps with students. 	

Subgroup Goal (ESE)	Goal Manager: Bing and Defant
We will increase the number of ESE students demonstrating learning gains on the English Language Arts (ELA) FSA, Mathematics FSA, and Science SSA by 50% by May 2018.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • The principal or administrative designee will implement quarterly data chats with ESE educators reviewing individual caseload student data to monitor student achievement measured by meeting notes and data logs. • Implement regular ESE meetings to review student data and progress. • Make professional development accessible to support ESE educators in data driven instruction. • Host post professional development sessions to share implementation and successes. • ESE teachers will use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. • ESE teachers will collect data and monitor progress towards Individualized Education Plan (IEP) goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. 	<ol style="list-style-type: none"> 1. Grade level formative assessments (Pre and Post) 2. NWEA MAP assessment results 3. Agendas 4. Notes and action plans for next steps during data chats. 4. Professional development notes and attendance.

<ul style="list-style-type: none"> Teachers will embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. Teachers teach rules and expectations and then provide opportunities for students to show understanding by monitoring own behavior and/or by responding to positive behavior supports and interventions. Teachers will provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and Individualized Education Plan (IEP) 	

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 Kg <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			32	32	38		3-5	102	14%
Students with excessive absences / below 90 %	18	14	17	12	7	14	K-5	88	12%
Students with excessive behavior / discipline**	0	0	0	2	2	0	K-5	4	1%
Students with excessive course failures**	32	26	18	9	16	0	K-5	101	14%
Students exhibiting two or more Early Warning indicators				6	4		4-5	10	1%

*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.
97% of all students will be in attendance 90% or greater by May 2018 as measured by School Profile (total year).		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
<ul style="list-style-type: none"> Continue to conduct bi-weekly Child Study Team meetings to determine students who are identified as missing close to or more than 10% of the school days and create next steps. Send out messenger calls and information to monthly school newsletters to remind families about the importance of attending school on a daily basis. Maintain open communication between classroom teachers, front office, social worker, and administration concerning tardiness and absences. Recognize students who are 90% in attendance each grading period. Invite guidance counselor to parent-teacher conferences. Include additional information to families in the beginning of the year packets including Exclusionary Criteria, Welcoming Letter, student services contact information, and how to report absences. 		<ol style="list-style-type: none"> School Profile (Dashboard) Teacher and/or parent letters Focus- Phone call logs Conference forms

EWS – Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
We will Increase the Tier 1, 2, and 3 support for students with multiple Behavioral Incident Reports so that the number of students receiving these reports will decrease by 25% from 209 to 157 by May 2018.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
<ul style="list-style-type: none"> Continue PBIS with fidelity to increase the positive to negative ratios Provide professional development and modeling of restorative practices 		<ol style="list-style-type: none"> Behavioral Incident Reports- Number of students Behavioral Referrals Agendas and minutes PBS tracking forms and data entry

<ul style="list-style-type: none"> • Train staff to utilize levels of behavior form and handle behaviors accordingly, including utilizing behavioral incident reports and referrals. • Strengthen tier 2 and tier 3 interventions so that student in need get additional small group and individual supports that work for them. • Work with students in the classroom rather than pulling students out to assist with the implementation of FBA's and behavior plans on the spot, as well as helping teachers with refocusing and reengagement strategies. 	

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

<p>Skycrest Elementary establishes early intervention programs during intervention times throughout the school day. Title 1 support is provided to teachers and students based on the lower 25 percent (L25) student data. In addition, intervention times will be closely monitored by the administrative team with observations and bi-weekly Dibels progress monitoring. Interventions include Jan Richardson guided reading, LLI, Istation, ST Math, Soar to Success, re-teaching of standards, and I-Ready program/s.</p> <p>Skycrest Elementary provides the following extended learning programs:</p> <ol style="list-style-type: none"> 1. Promise Time – Crazy 8's Math, I Ready program 2. After school STEM – 2nd 5th grade 3. Service Learning Club 4. Spanish Club 5. Young Boys Club 6. Girls on the Run
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Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
140 students will be served through our ELP program based on data for remediation in English Language Arts (ELA) and Mathematics, of those students at least 50% will make a learning gain as measured by the ELA FSA and Mathematics by May 2018. In addition, 375 students will be serviced through our enrichment programs and 60% of those will make a learning gain in ELA, Math, and Science by May 2018 as measured by FSA and Science State Assessment (SSA).	

Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Create a rotation schedule for ELP using I-Ready, small group instruction. • Assign students to tutoring groups based on their SAT-10 and/or FSA scores. • Target student subgroups; SWD, ELL, and AA based on SAT-10, FSA scores, and attendance data. Call parent/s and personally invite them to attend. • Utilize Connect to Success for laptops as a way to encourage extended learning beyond the classroom if students are not able to attend extended learning programs. 	<ul style="list-style-type: none"> • I-Ready data; monthly • Ongoing Progress Monitoring data-Tier 1 and Tier 2 (if applicable) • ELP walkthrough data • ELP attendance data • iStation and ST Math monthly reports-measure Connect for Success computer usage

{Section 3} – Required Items / Resources



Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	52	% with advanced degrees	34.9%
% receiving effective rating or higher	94%	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	17.4%
% certified in-field**	100%	% with 6-14 years of experience	44.2%
% ESOL endorsed	60.5%	% with 15 or more years of experience	38.4%

*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.

<ul style="list-style-type: none"> • Partner with local colleges and universities to support future teachers in the profession and being to work them prior to graduation so they can be hireable in the fall by placing them with experienced teachers. In addition, we provide students with ongoing feedback and encourage them to attend professional development.

- Attend the job fair each year to meet and interview several qualified teachers, including Black and Hispanic teachers that will best fit our school and work to meet the needs of our students.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Angelean	Bing	Black	Principal
Eliza	Defant	White	Other Instructional Employee
Karen	Ring	White	Teacher
Meri	Colleary	White	Teacher
Diana	Ventura	Hispanic	Parent
Griselda	Paredes	Hispanic	Parent
Ericka	Murphy	Hispanic	Parent
Maria	Perez	Hispanic	Parent
Reyna	Cruz	Hispanic	Parent
Maria	Mendoza	Hispanic	Parent
		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
Pending approval	

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/31/2017
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Michelle Ladd
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Please state the days / intervals that your team meets below.

Dates: First and third Monday of each month (Academics and Behavior)

2017

August 7, 21
September 4, 18
October 2, 23
November 6, 27
December 4, 18

2018

January 15, 29
February 5, 26
March 5, 19
April 2, 16
May 7, 21

 **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.

Projected use of school improvement funds:

- Culturally relevant books/instructional materials for students and teachers- \$1000.00
- Teacher Stipend Pay for afterschool professional development- \$2,000.00