Skyview Elementary School

2020-21 Schoolwide Improvement Plan

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Skyview Elementary School

8601 60TH ST N, Pinellas Park, FL 33782

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

Demographics

Principal: Suzanne Hester

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (57%) 2016-17: B (54%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Hester, Suzanne	Principal	Instructional Leader
Hamm, Katie	Assistant Principal	Instructional Co-Leader, Evaluation and Monitoring for Teacher Growth and Student Success, Assessment Administrator
Ballard, Dawn	Teacher, PreK	PreK teacher and PreK Team Leader
Harris, Elaine	Teacher, PreK	VPK teacher and PreK Team Leader
Kukoleck, Haley	Teacher, K-12	Kindergarten Teacher and K Team Leader
Sheehan, Mary Lynn	Teacher, K-12	Kindergarten Teacher and K Team Leader
Schanck, Chris	Teacher, K-12	First grade teacher and team leader
Malcolm, Chad	Teacher, K-12	Second Grade teacher and team leader
Brawner, Barbara	Teacher, K-12	Third Grade teacher and team leader
Baer, Tammy	Teacher, K-12	Third grade teacher and team leader
Bradwell, Daisy	Teacher, K-12	Fourth grade teacher, team leader, pro education facilitator
Zell, Kathy	Teacher, K-12	Fourth grade teacher and team leader
Bradwell, Tom	Other	Media and Technology Specialist
Ouimette, Laura	Other	Speech and Language Pathologist, SBLT Leader/Facilitator
	Teacher, K-12	PE Teacher and Arts Team Leader
Allen, Andrea	Teacher, ESE	VE Resource Teacher and ESE Team Leader
Meditz, Mistie	Teacher, K-12	ESOL Teacher and Team Leader, Multicultural Leader, Science Lab Leader, STEM Facilitator
Balaj, Nancy	School Counselor	School Counselor
Morin, Millicent	Teacher, K-12	First Grade Teacher and Team Leader

Name	Title	Job Duties and Responsibilities
Lopez, Daniel	Teacher, K-12	Second Grade Teacher and Team Leader
De Caro, Noel	Teacher, K-12	Fifth Grade Teacher and Team Leader
Beardsley, Mark	Teacher, K-12	Fifth Grade Teacher and Team Leader

Demographic Information

Principal start date

Sunday 7/1/2012, Suzanne Hester

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: B (54%)
	2017-18: B (57%)
	2016-17: B (54%)
	2015-16: C (50%)

2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	98	88	84	95	90	0	0	0	0	0	0	0	553
Attendance below 90 percent	30	29	26	20	22	21	0	0	0	0	0	0	0	148
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	10	6	12	17	20	0	0	0	0	0	0	0	65
Course failure in Math	0	8	2	6	6	10	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	11	0	0	0	0	0	0	0	13

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/15/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	54%	57%	46%	53%	55%
ELA Learning Gains	55%	59%	58%	49%	53%	57%
ELA Lowest 25th Percentile	60%	54%	53%	52%	47%	52%
Math Achievement	58%	61%	63%	57%	62%	61%
Math Learning Gains	63%	61%	62%	69%	61%	61%
Math Lowest 25th Percentile	41%	48%	51%	54%	48%	51%
Science Achievement	53%	53%	53%	52%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	56%	-10%	58%	-12%
	2018	42%	53%	-11%	57%	-15%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	50%	56%	-6%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2019	43%	54%	-11%	56%	-13%
	2018	49%	50%	-1%	55%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	38	56	41	59	50	18				
ELL	46	64	90	58	67	46	65				
ASN	72	72		81	76		92				
BLK	22	36		30	64						
HSP	46	58	69	57	56	46	53				
MUL	56			63							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	45	52	64	57	64	39	45				
FRL	42	50	60	51	56	29	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	46	53	36	65	58					
ELL	31	67	82	44	75						
ASN	76	80		78	79		60				
BLK	24	42	50	38	54		27				
HSP	37	53	64	51	71	50	70				
MUL	47	53		41	60		60				
WHT	49	49	48	62	70	69	67				
FRL	44	53	57	56	69	56	59				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	53	58	23	47	43	15				
ELL	37	41		43	73						
ASN	75	53		75	88						
BLK	22	35	31	31	59	53	14				
HSP	52	56	50	61	76		57				
MUL	42	53		54	80						
WHT	44	49	59	58	63	43	57				
FRL	42	49	54	50	69	60	43				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

FSA ELA: 47% 2019, ELA MAP Winter 2020 data K-5; 47% at 50 percentile
Contributing Factors for 2019 and 2020 school years:
Inconsistent Explicit,Systematic Grade Level:
1. literacy instruction aligned to FL Standards; frequent deliberate practice and mastery-oriented feedback, in reading and writing strategies across core content areas
2. intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency and reading comprehension
3. instruction in writing aligned to FL Standards including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and mastery-oriented feedback from instructional staff
Trends...Need to Increase:
4. availability and use of diverse, high-quality print/digital materials that reflect the reading and development levels, and interests, of students
5. scaffolding instructional approaches, including individual and small group instruction and discussion
6. opportunities for students to use language with peers and adults in order to develop language skills, including developing academic vocabulary speaking, listening and reading and writing
Trends...Need to Improve:
7. use of diagnostic assessments and formative assessment processes to identify a student's learning needs, to inform instruction, and to monitor the students' progress toward mastery of FL Standards and the effects of instruction while teaching students how to set learning goals and track their progress toward mastery, utilizing reading response journals, writing folders, and data folders (reading logs included) as evidence of progress.
8. use of strategies to enhance students' motivation to read and write and students' engagement in self-directed learning

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

FSA 2019 Lowest 25% Math gains dropped from 58% to 41% in grades 4-5. The Winter Math MAP data 2020; 45% at 50 percentile K-5. Factors contributing to Decline:
1. Learning Goals were stated rather than Learning Goals Communicate Learning Expectations
2. Tasks were Routine rather than planned Reasoning Tasks
3. Representations were ABOUT rather than THROUGH representations students receive new mathematical insights
4. Mathematical Discourse was Show-and-Tell rather than Share-and-Compare...help students share, listen, honor, and critique each other's ideas, thinking and strategically sequences and uses student responses to highlight mathematical ideas and language.
5. Purposeful Questions with Expected Answers were provided rather than Purposeful Questions (which will include ALL students thinking of answers) that Illuminate and Deepen Student Understanding...making mathematics visible while solidifying and extending student thinking
6. Procedural Fluency was Replicating Procedures rather than Selecting Efficient Strategies giving students TIME to THINK about different ways to approach a problem, use their own strategies and methods and be able to defend why a strategy is a good choice through discussion, illustrating or writing
7. Productive Struggle was Mathematics-Made-Easy rather than Productive Struggle is Mathematics-Takes-Time...teaching students how to build a Growth Mindset; becoming self-reliant/autonomous LEARNERS through sustained effort and perseverance.
8. Evidence of Student Thinking was Valuing Correct Answers rather than Valuing Student Thinking as teacher coaches/facilitates through identifying strategies or representations that are important to look for as evidence of student understanding.

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

FSA ELA Achievement 47% 2020; MAP Winter 2020 data K-5 47% at 50 percentile.
Contributing Factors to this Gap compared to State Average:
Inconsistent Explicit,Systematic Grade Level:
1. literacy instruction aligned to FL Standards; frequent deliberate practice and mastery-oriented feedback, in reading and writing strategies across core content areas
2. intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency and reading comprehension
3. instruction in writing aligned to FL Standards including opportunities for students to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff
Trends..Need to Increase:
4. availability and use of diverse, high-quality print/digital materials that reflect the reading and developmental levels, and interests, of students
5. scaffolding instructional approaches, including individual and small group instruction and discussion
6. opportunities for students to use language with peers and adults in order to develop language skills, including developing academic vocabulary when speaking and listening and reading and writing
Trends...Need to Improve:
7. use of diagnostic assessments and formative assessment processes to identify a student's learning needs, to inform instruction, and to monitor the student's progress toward mastery of ELA FL Standards and the effects of instruction while teaching students how to set learning goals and track their progress toward mastery, utilizing reading response journals, writing folders, and data folders (reading logs included) as evidence of progress.

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

Lowest 25% ELA gains from 52% to 60% 2019. MAP Winter 2020 data: 3rd grade: 41% at 61 percentile versus 36% in 2019 at 61 percentile and 3rd grade MAP 2020 data 59% at 50th percentile. New actions for 2019 and 2020 school year
1. School-wide emphasis on students reading independently in class with teacher conferring giving actionable feedback.
2. School-wide emphasis on reading at home for homework every night. Every Eagle reads for 30 minutes or more and students in grades 3-5 take Reading Counts quizzes for accountability of books read.
3. Use of iReady to practice and review reading content knowledge and skills limiting use of computer time to 40 minutes per child.
4. iReady reading data and other formative data (Running Records, module assessments, etc.) used to group students for small group instruction differentiating teaching and learning based on specific reading strategies students need to accelerate reading proficiency.
5. Literacy integrated throughout the ARTS providing grade level collaboration with the ARTS teachers and monthly grade level district Newsletters informing the ARTS teachers the FL Standards being taught each month.
6. Extended Learning Monday- Thursday after school for L25 students in grades 3-5 and/or reluctant learners. Students were faded out of ELP when data indicated student had attained grade level proficiency to provide room for additional students needing grade level acceleration based on current student data and teacher observation.
7. Five Parent Academy Nights informing parents of importance of their child reading and providing home supports.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. SWD students scoring a Level 1 in either ELA or Math; 2019 FSA ELA Achievement 16% and on ELA MAP Winter 2020 data: 15% at 61 percentile and Math MAP Winter 2020 data: 11% at 61 percentile (K-5th)
2. Black/African American student 2019 FSA ELA Achievement 22% and on ELA MAP Winter 2020 data: 15% at 61 percentile and Math MAP Winter data: 11% at 61 percentile (K-5th)
Grade level PLC teams reviewed SWD and Black students qualitative/quantitative data and decided on the following strategies to improve SWD and Black student achievement:
1. Students have access to math manipulatives and tools
2. Students know how to use math tools appropriately
3. Students are engaged in collaborative activities/games driven by the Learning Target
4. Classroom teachers collaborate with ESE and ESOL Ambassadors to support through scaffolding each and every ESE and EL student's grade level proficiency achievement
5. Teachers and students use precise academic language in conversation and writing
6. Student engagement is increased through the use of the 6 M's:...meaning, models, monitoring (teacher)
mouth, movement, music (students)
7. Consistent Guided Reading instruction in preparation for the next grade level
8. Allow time for perseverance and retrieval in problem solving and independent work
9. Meta-cognitive strategies-name them, model them, use them
10. Attention to lesson closure-at close of lesson, Teacher/Student Review critical content linked to Learning Target/FL Standard

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

1. Explicit, systematic grade level Literacy instruction aligned to FL Standards and frequent deliberate practice and mastery-oriented feedback, in reading and writing strategies across content areas
2. Explicit, systematic grade level intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency and reading comprehension using meta-cognitive strategies
3. Explicit, systematic grade level instruction in writing aligned to FL Standards including opportunities for students to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and mastery-oriented feedback from instructional staff
4. A shift in math practice from stating FL Standard/ Learning Target to communicating learning expectations with grade level appropriate, challenging and attainable goals to increase student engagement, teaching students how to build a Growth Mindset; becoming self-reliant/autonomous LEARNERS through sustained effort and persistence to achieve math learning goal success.
5. The MTSS Team consisting of Administrators, School Counselor, Speech and Language Pathologist, Psychologist, and Social Worker will analyze and review student academic and behavior data supporting Tier 2 and Tier 3 student grade level acceleration and emotional and social student concerns, focusing on the implementation of the School Improvement Plan, collaboration among staff members and providing professional development as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current level of performance is 47% as evidenced in FSA ELA 2019, and ELA MAP Winter 2020 data K-5; 47% at 50th percentile. We expect our performance level to be 70% or beyond by ELA FSA 2021. The problem/gap is occurring because of the need to design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy instruction, aligned to ELA FL Standards, district curriculum resources and culturally relevant for each and every student with frequent deliberate practice and mastery-oriented feedback, in reading and writing strategies across core content areas.
Measurable Outcome:	The percent of ALL students achieving ELA proficiency will increase from 47% to 70% or beyond as measured by ELA FSA 2021.
Person responsible for monitoring outcome:	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy:	The Evidence-based Strategy is to design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy instruction, aligned to ELA FL Standards, district curriculum resources and culturally relevant for each and every student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Literacy Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Literacy Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Literacy Learners.
Rationale for Evidence-based Strategy:	If teachers design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy instruction, aligned to ELA FL Standards, district curriculum resources and culturally relevant for each and every student, Pre-K through 5th grade; using multiple means of Engagement for students to work with purpose and motivation, multiple means of Representation for students to become resourceful and knowledgeable and multiple means of Action and Expression for students to become strategic, goal-directed Literacy Learners, then the percent of ALL students achieving ELA proficiency will increase from 47% to 70% or beyond as measured by ELA FSA 2021.

Action Steps to Implement

1. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy instruction aligned to ELA FL Standards and district curriculum resources, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every student's learning needs to achieve grade level proficiency.

Deliver (face-to-face, virtual or blended model) Explicit, Systematic Grade Level:
2. literacy instruction aligned to ELA FL Standards using the "gradual release of responsibility" model of teaching. Incorporating meta-cognitive comprehension strategies and the five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons with frequent deliberate practice, in reading and writing strategies across content areas.
3. intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency and reading comprehension

Person Responsible	Suzanne Hester (hesters@pcsb.org)

4. instruction in writing aligned to ELA FL Standards including opportunities for students to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and mastery-oriented feedback from instructional staff

5. Ensure availability and use of diverse, high-quality print/digital materials that reflect the reading and developmental levels, and interests, of students
6. Ensure instructional supports/scaffolding are in place for all students during core instruction, small groups and independence, including supports/scaffolding for students with exceptional needs, English Language Learners, as well as extensions/more advanced texts for students above proficiency.
7. Provide opportunities for students to use language with peers and adults in order to develop language skills, including developing academic vocabulary when speaking and listening and reading and writing.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

8. Use diagnostic assessments and formative assessment processes to identify a student's learning needs, to inform instruction, and to monitor the student's progress toward mastery of FL Standards and the effects of instruction while teaching students how to set learning goals and track their progress toward mastery, utilizing
reading response journals, writing folders, and data folders (reading logs included) as evidence of progress.
9. Use strategies to enhance students' motivation to read and write and students' engagement in self-directed learning.
10. Prioritize teachers' collaboration in planning, instruction and assessing students' progress. Utilize Walk-through tools to provide weekly mastery-oriented feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student Literacy achievement with the entire staff.
11. Link literacy instruction to core content FL Standards, including the ability to navigate, understand, and write about complex print and digital subject matter

Person Responsible   Suzanne Hester (hesters@pcsb.org)

12. Empower the MTSS Team consisting of Administrators, School Counselor, Speech and Language Pathologist, Psychologist, and Social Worker to support Tier 2 and Tier 3 student grade level Literacy acceleration focusing on the implementation of the SIP ELA actions, collaboration among staff members and providing PD as needed.
13. Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate PD sessions alongside administrators, coach colleagues in literacy practices using classrooms or videos for observation and feedback, curriculum and vertical SIP meetings.
14. Empower grade level teams to determine reading incentives based on student reading logs and responses to reading, i.e. Reading Counts, reading response journals.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

15. Enrich Literacy fluency, strategies and comprehension through Battle of Books Club.
16. Provide Extended Learning TIME one hour after school twice a week for identified third and fourth grade L25 students based on their Fall 2020 MAP data. The program will shift from a homework help session to a rotation of purposeful literature lessons using picture books in a variety of genres, which will progress in level and complexity throughout the year. Tutors will teach reading skills and incorporate a vocabulary routine, as well as other interactive activities that align to the standards and promote a high interest in reading . Fifth grade teachers will provide one hour after school twice a week focusing on L25 students and students who need just in time acceleration to master grade level standards.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our current level of Math performance is 58% as evidenced in FSA Math 2019, and Winter Math MAP data 45% at 50 percentile K-5. We expect our Math performance level to be 70% or beyond by Math FSA 2021. The problem/gap is occurring because we need to make Shifts in Teaching and Classroom Practices from stating FL Standards/ Learning Targets to communicating Learning Expectations with grade level appropriate, challenging and attainable goals to increase student engagement; teaching students how to build a Growth Mindset, becoming self-reliant/autonomous LEARNERS through sustained effort and perseverance.
Measurable Outcome:	The percent of ALL students achieving Math proficiency will increase from 58% to 70% or beyond as measured by Math FSA 2021.
Person responsible for monitoring outcome:	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy:	The Evidence-based Strategy is to design high-quality, research-based, comprehensive Math Unit instruction, aligned to grade level FL Standards, district curriculum resources and culturally relevant for each and every student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Math Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Math Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Math Learners.
Rationale for Evidence-based Strategy:	If teachers design and plan high-quality, research-based, comprehensive Math Unit instruction, aligned to grade level FL Standards, district curriculum resources and culturally relevant for each and every student, Pre-K through 5th grade; using multiple means of Engagement for students to work with purpose and motivation, multiple means of Representation for students to become resourceful and knowledgeable and multiple means of Action and Expression for students to become strategic, goal-directed Math Learners then the percent of ALL students achieving Math proficiency will increase from 58% to 70% or beyond as measured by Math FSA 2021.

Action Steps to Implement

1. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality, research-based, comprehensive Math Unit instruction, aligned to grade level FL Standards and district curriculum resources, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every student's learning needs to achieve grade level proficiency.
2. Shifts in teacher and classroom math practices from stating FL Standards/ Learning Targets to communicating learning expectations with grade level appropriate, challenging and attainable goals to increase student engagement, teaching students how to build a Growth Mindset; becoming self-reliant/ autonomous LEARNERS through sustained effort and persistence to achieve math learning goal success. Teach students how to set math learning goals and track progress toward mastery, utilizing math journals and data folders as evidence of progress.
3. Facilitate mathematics-focused, consistent and sustained PD through monthly curriculum meetings and monthly grade level PLCs.

Person Responsible	Suzanne Hester (hesters@pcsb.org)

4. Schedule and facilitate ongoing mathematics unit designing and planning unit sessions (instruction delivered face-to-face, virtual or blended model) by grade level, using district-provided curriculum resources and protocol. Utilize prerequisite and differentiated/scaffolding resources, just in time and based

on diagnosed need.

5. Provide feedback both in-and outside the Marzano framework to all mathematics teachers a minimum of once every two weeks. Incorporate positive notes, fact to face meetings and open-ended questioning.

6. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc.

7. Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Number Routines, iReady, and other standards-aligned resources. Support this work through curriculum and vertical SIP meetings, PLCs, feedback, and/or use of classroom video.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

8. Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use student work to guide analysis of student learning in grade level PLCs.

9. Ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics (Focus, Coherence, and Rigor) and promote strong alignment between standard, target and task.

10. The MTSS Team consisting of Administrators, School Counselor, Speech and Language Pathologist, Psychologist, and Social Worker will support Tier 2 and Tier 3 student grade level Math acceleration focusing on the implementation of the SIP Math actions, collaboration among staff members and providing PD as needed.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of performance is 53% as evidenced in science SSA grade. We expect our performance level to be 70% or beyond by Science SSA 2021. The problem/gap is occurring because we need to design and plan high-quality research-based explicit, systematic, grade level comprehensive Science instruction, aligned to Standards, district curriculum resources, embedded with Literacy and Nature of Science teaching and learning strategies and culturally relevant for each and every student.
Measurable Outcome:	The percent of ALL students achieving Science proficiency will increase from 53% to 70% or beyond as measured by Science SSA 2021.
Person responsible for monitoring outcome:	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy:	The Evidence-based Strategy is to design and plan high-quality, research-based explicit, systematic, grade level comprehensive Science instruction, aligned to Standards, district curriculum resources (Continuity Guides for grades 1-5) embedded with Literacy and Nature of Science teaching and learning strategies and culturally relevant for each and every student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Science Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Science Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Science Learners.
Rationale for Evidence-based Strategy:	If teachers design and plan high-quality research-based explicit, systematic, grade level comprehensive Science instruction, aligned to Standards, district curriculum resources (Continuity Guides for grades 1-5) embedded with Literacy and Nature of Science teaching and learning strategies and culturally relevant for each and every student, Pre-K through 5th grade; using multiple means of Engagement for students to work with purpose and motivation, multiple means of Representation for students to become resourceful and knowledgeable and multiple means of Action and Expression for students to become strategic, goal-directed Science Learners, then the percent of ALL students achieving Science proficiency will increase from 47% to 70% or beyond as measured by Science SSA 2021.

Action Steps to Implement

1. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality, research-based, comprehensive Science Units of Study, aligned to grade level Standards, district curriculum resources (Continuity Guides for grades 1-5) embedded with Literacy and Nature of Science teaching and learning strategies, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every student's learning needs to achieve grade level proficiency.
2. Design and plan high-quality research-based explicit, systematic, grade level comprehensive Science instruction (delivered face-to-face, virtual or blended model) aligned to Standards, district curriculum resources (Continuity Guides for grades 1-5) embedded with Literacy and Nature of Science teaching and learning strategies and culturally relevant for each and every student.

Person Responsible	Suzanne Hester (hesters@pcsb.org)

3. Utilize systemic documents (SLAGS) to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards.
4. Facilitate science professional development through monthly curriculum and vertical SIP meetings and

monthly PLCs. Fourth and Fifth Grade teachers attend preschool Science JJ Boot Camp Training learning how to enrich 4th and 5th grade science units using practice and review science content resources.
5. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
6. Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.

Person Responsible Suzanne Hester (hesters@pcsb.org)

7. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content. Teach students how to set science learning goals and track progress toward mastery, utilizing science journals, science experiments, and data folders as evidence of progress.
8. Support the 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5.
9. Implement and monitor science academic gaming based on data with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.
10. Provide STEMS for science enrichment for students in grades 2-5 after school.

Person Responsible Suzanne Hester (hesters@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	The ESSA Federal Index Data for Black students is 38%. Our 2019 Black student performance based on FSA is 24% ELA Achievement, 38% Mathematics Achievement and 27% Science Achievement. Currently our ELA MAP Winter data for 2020 Black students is 15% at 61 percentile and Math MAP Winter data for 2020 is 11% at 61 percentile. We expect our performance to be 70% or beyond by FSA 2021 in ELA, Math and Science. The problem/gap is occurring because of the need to Bridge the Gap with Equity for each and every Black student by designing and planing high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction aligned to Standards, district curriculum resources and culturally relevant for Black students with frequent deliberate practice and mastery-oriented feedback, in reading and writing strategies across core content areas.
Measurable Outcome:	The ESSA Federal Index Data for Black/African American students will increase from 38% to 41% or beyond. The percent of each and every Black student achieving ELA, Math and Science proficiency will increase from 24% to 70% in ELA, from 38% to 70% in Mathematics, and from 27% to 70% in Science as measured by ELA, Math FSA 2021 and SSA 2021.
Person responsible for monitoring outcome:	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy:	The Evidence-based Strategy is to design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black Learners.
Rationale for Evidence-based Strategy:	If teachers design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black student, Pre-K through 5th grade; using multiple means of Engagement for Black students to work with purpose and motivation, multiple means of Representation for Black students to become resourceful and knowledgeable and multiple means of Action and Expression for Black students to become strategic, goal-directed Learners, then the percent of Black students achieving ELA, Math and Science proficiency will increase to 70% or beyond as measured by ELA and Math FSA and SSA 2021.

Action Steps to Implement

1. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction aligned to FL Standards and district curriculum resources, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every Black student's learning needs to achieve grade level proficiency.

2. Facilitate in collaboration with site-based district Equity Coach, Equity with Excellence for ALL on-going professional development during monthly PLCs learning how to acquire an equity mindset, how to design and plan Culturally Relevant teaching and learning, and implement Restorative Practices/ PBIS,

Person Responsible Suzanne Hester (hesters@pcsb.org)

3. Design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction (delivered face-to-face, virtual or blended model) aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines of Providing Multiple Means of Engagement for purposeful, motivated Black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black Learners teaching Black students how to build a Growth Mindset; becoming self-reliant/autonomous LEARNERS through sustained effort and persistence to achieve learning goal success. Teach Black students how to set learning goals and track progress toward mastery, utilizing core content journals, writing folders, and data folders (reading logs included) as evidence of progress.

Person Responsible Suzanne Hester (hesters@pcsb.org)

4. Accelerate Black student mastery of Standards by scaffolding critical grade level Standard instruction through Active Engagement where teachers are fully involved in helping Black students construct knowledge, through Inter-Subjectivity...teachers know their Black students preferences for learning, provide options to access content and skills in engaging ways, through utilizing scaffolding techniques that are helpful, relevant and customized for each Black student, through Ongoing Diagnosis, consistently providing Black students with mastery-oriented feedback and through Transfer of Responsibility where Black students successfully complete work independently.

Person Responsible Suzanne Hester (hesters@pcsb.org)

5. The MTSS Team consisting of Administrators, School Counselor, Speech and Language Pathologist, Psychologist, and Social Worker will support Black student Tier 2 and Tier 3 grade level Literacy, Math and Science acceleration focusing on the implementation of the SIP ELA, Math and Science actions, collaboration among staff members and providing PD as needed.

Person Responsible Suzanne Hester (hesters@pcsb.org)

6. Provide Extended Learning TIME one hour after school twice a week for identified third and fourth grade Black L25 students based on their Fall 2020 MAP data. The program will shift from a homework help session to a rotation of purposeful literature lessons using picture books in a variety of genres, which will progress in level and complexity throughout the year. Tutors will teach reading skills and incorporate a vocabulary routine, as well as other interactive activities that align to the standards and promote a high interest in reading. Fifth grade teachers will provide one hour after school twice a week focusing on Black L25 students and Black students who need just in time acceleration to master grade level standards.

Person Responsible Suzanne Hester (hesters@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The ESSA Federal Index Data for SWD is 40%. The 2019 FSA SWD performance was ELA 23% and Math 36%. The current 2020 Reading MAP Winter data for SWD (K-5th) is 15% at 61 percentile and Math MAP (K-5th) is 11%. We expect our performance to be 70% or beyond by FSA 2021 in ELA, Math and Science. The problem/gap is occurring because of the need to Bridge the Gap with Equity for each and every Student With Disability by the Classroom teacher and VE Resource Teacher collaboratively designing and planing high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction aligned to Standards, district curriculum resources, culturally relevant for Students with Disabilities, and frequent, deliberate practice and mastery-oriented feedback, in reading and writing strategies across core content areas.
Measurable Outcome:	The ESSA Federal Index Data for SWD will increase from 40% to 41% or beyond. The percent of each and every Student with Disability achieving ELA proficiency will increase from 23% to 70% or beyond and Math proficiency from 36% to 70% or beyond as measured by ELA and Math FSA 2021.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The Evidence-based Strategy is the Classroom teacher and the VE Resource Teacher collaboratively to design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Student with Disability, K-5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated SWD Learners, Providing Multiple Means of Representation for resourceful, knowledgeable SWD Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed SWD Learners.
Rationale for Evidence-based Strategy:	If Classroom and VE teachers collaboratively design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy and Math instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Student with Disability, Pre-K through 5th grade; using multiple means of Engagement for Students with Disabilities to work with purpose and motivation, multiple means of Representation for Students with Disabilities to become resourceful and knowledgeable and multiple means of Action and Expression for Students with Disabilities to become strategic, goal-directed Learners, then the percent of Students with Disabilities achieving ELA, and Math proficiency will increase to 70% or beyond as measured by ELA and Math FSA 2021.
Action Steps to Implement	

1. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction aligned to FL Standards and district curriculum resources, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every Student with Disability's learning needs to achieve grade level proficiency.
2. Facilitate Equity with Excellence for ALL on-going professional development through the implementation of cohesive practices in every classroom by increasing staff Equity Champions, deepening PBIS/ Restorative Practices and learning more about how to know and meet the academic, social-emotional and behavioral needs of each and every Student with Disability.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

3. Collaborating with Classroom and VE Resource Teachers to design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction (delivered face-to-face, virtual or blended model) aligned to FL Standards, district curriculum resources and culturally relevant for each and every Student with Disability, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines of Providing Multiple Means of Engagement for purposeful, motivated SWD Learners, Providing Multiple Means of Representation for resourceful, knowledgeable SWD Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed SWD Learners teaching Students with Disabilities how to build a Growth Mindset; becoming self-reliant/ autonomous LEARNERS through sustained effort and persistence to achieve learning goal success. Teaching Students with Disabilities how to set learning goals and track progress toward mastery, utilizing core content journals, writing folders, and data folders (reading logs included) as evidence of progress.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

4. Scaffolding critical grade level Standard instruction to accelerate SWD mastery of Standards through Active Engagement where teachers are fully involved in helping Students with Disabilities construct knowledge, through Inter-Subjectivity...teachers know their Students with Disability's preferences for learning, provide options to access content and skills in engaging ways, through utilizing scaffolding techniques that are helpful, relevant and customized for each Student with Disability, through Ongoing Diagnosis, consistently providing Students with Disabilities with mastery-oriented feedback and through Transfer of Responsibility where Students with Disabilities successfully complete work independently.
5. ESE Ambassadors (VE Resource Teachers and Medical Behavior Assistants) Administrators, School Counselor, Speech and Language Pathologist, Psychologist, and Social Worker will support Students with Disability's acceleration in all content areas utilizing a "push-in" model, collaborating with Classroom teachers and providing supplementary aids including annotated texts and assistive technology to make rigorous texts, materials, content and activities accessible to Students with Disabilities.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

6. Provide Extended Learning TIME one hour after school twice a week for identified third and fourth grade L25 Students with Disabilities based on their Fall 2020 MAP data. The program will shift from a homework help session to a rotation of purposeful literature lessons using picture books in a variety of genres, which will progress in level and complexity throughout the year. Tutors will teach reading skills and incorporate a vocabulary routine, as well as other interactive activities that align to the standards and promote a high interest in reading. Fifth grade teachers will provide one hour after school twice a week focusing on L25 Students with Disabilities and Students with Disabilities who need just in time acceleration to master grade level standards.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

#6. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current attendance level is, out of 621 students 8% (52 students) are absent 20% or more, 24% (148 students) are absent 10% or more and 5% (31 students) have perfect attendance for the 2019-2020 school year. Lowest subgroups daily average attendance: Black and Multiracial each at 91%, Asian students have the highest daily average attendance at 96% and White students are 94% daily average attendance. The problem/ gap: Child Study Team needs to strengthen collaboration with students' teachers (primary Guiding, Encouraging, Mentoring, GEM) building caring relationships where the academic, social-emotional and behavioral needs of each and every student are known and met creating a learning environment where students feel they belong and are welcomed. Child Study Team needs to assign an additional GEM/staff member/volunteer for students who are absent (10-20%) and on the school-wide Title One Compact Parent Conference Day teachers review the Title One Student-Parent-Teacher Compact Pledge to have their child at school and on time each and every day and School Counselor needs to continue monthly Eagle Nest Pass perfect attendance celebrations increasing the number of perfect student attendance from 31 to 100 students.
Measurable Outcome:	School-wide weekly average attendance 93.3%; we will increase to 96% or higher. The number of students absent 10% or more is 148; we will decrease to 50 students. The number of students absent 20% or more is 52; we will decrease to 15 students. Thirty-one students have perfect attendance; we will increase to 100 students as measured by weekly Focus attendance data 2021.
Person responsible for monitoring outcome:	Katie Hamm (hammk@pcsb.org)
Evidence-based Strategy:	1. Child Study Team strengthens collaboration with students' teachers focusing on students absent 10-20% or more; problem solving on what supports are needed at home and school to improve attendance. 2. Building caring relationships in Learning Community where each and every Eagle student feels they belong through GEM (Guiding, Encouraging, Mentoring) Program and utilizing UDL Principles and Guidelines personalizing each and every student's teaching and learning, so students look forward to attending school each and every day to become autonomous, self-reliant Eagle Learners. 3. Child Study Team Communicates not only with teacher but also with parents when student attendance data indicates students are missing three days of school in a row, learning how the Child Study Team can support the student and family to improve attendance.
Rationale for Evidence-based Strategy:	If the Child Study Team strengthens collaboration with students' teachers and parents, focusing on students who are absent 10-20% or more; problem solving on what supports are needed at home and school to improve attendance, teachers building caring relationships where the academic, social-emotional and behavioral needs of each and every Eagle student are known and met, creating a learning environment where students feel they belong and are welcomed, utilizing UDL Guidelines and Principles to personalize each and every student's teaching and learning, so students look forward to attending school each and every day to become autonomous, self-reliant Eagle Learners, assigning an additional GEM staff member/volunteer for students who are missing 10% or more of school, meeting with parents at school-wide Title One Parent Conference day
Action Steps to Implement	

1. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality research-based explicit, systematic, grade level comprehensive core content instruction aligned to FL Standards and district curriculum resources, using UDL Principles and Guidelines to personalize each and every student's learning needs to achieve grade level proficiency and to increase students' desire to attend school each and every day.
2. Facilitate weekly Child Study Team meetings to review and analyze students absent 10-20% or more, problem solving how to support student improved attendance at home and school.
3. Communicate (Child Study Team) with primary GEM (Guiding, Encouraging, Mentor), classroom teacher and student's parent when students have missed three days in-a-row. Communication can be phone, email, text and /or home visits. Child Study Team will determine if an additional GEM is needed for truant students.

Person Responsible Katie Hamm (hammk@pcsb.org)

4. Facilitate collaboration with Child Study Team and grade level teams during PLCs sharing information on how to support students who are missing 10-20% of school, monitoring the supports weekly for a rapid decrease in absences for those designated students.
5. Review Title One Parent Compact on school-wide Parent Conference Day with Student-Teacher-Parent ensuring all stakeholders understand the importance of being at school and on time each and every day.
6. Increase the number of perfect attendance from 31 to 100 students through Eagle Nest Pass monthly perfect attendance celebrations facilitated by School Counselor.

Person Responsible Katie Hamm (hammk@pcsb.org)

#7. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is Bronze as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We are currently waiting to hear if our application of Silver will be approved this summer of 2020. We are working toward Gold, if our Silver application is approved. We will then accomplish one domain in Gold for the 2021 school year, if we remove our Vending Machines or replace all of the unhealthy snacks and drinks in the Vending Machines with approved Healthy Schools Program healthy snacks and drinks, modeling for our students that our Eagle Team Staff enjoy healthy snacks and drinks and provide Healthy Snack criteria to parents for student birthday celebrations, we will achieve one domain in Gold, as measured by the Alliance for a Healthier Generation, Healthy Schools Program Framework, 2021.
Measurable Outcome:	We will accomplish one domain in Gold as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework, 2021.
Person responsible for monitoring outcome:	Haley Kukoleck (kukoleckh@pcsb.org)
Evidence-based Strategy:	1.Healthy School Team attends district-supported professional development 2. Develop, communicate and implement with all stakeholders our Healthy School Program Action Plan aligned to Healthy Schools Program Assessment and Inventory 3. Communicate to staff the importance of modeling for our students that our staff enjoys healthy snack and drink choices when selecting snacks from Vending Machines that only provide healthy snacks and drinks. 4. Communicates to parents healthy snack criteria for birthday celebrations at school with classmates. 5. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy:	If our Healthy School Team attends district-supported professional development, develops, communicates and implements with all stakeholders our Healthy School Program Action Plan, aligned to Healthy Schools Program Assessment and Inventory, communicates to staff the importance of modeling for our students that our staff enjoys healthy snack and drink choices when selecting snacks from Vending Machines that only provide healthy snacks and drinks, communicates to parents healthy snack criteria for birthday celebrations at school with classmates and enhancing staff capacity to support students through purposeful activation and transfer strategies, then we will achieve one domain in Gold as measured by the Alliance for a Healthier Generation, 2021.

Action Steps to Implement

1. Facilitate Healthy School Team attending district-supported professional development
2. Develop, communicate and implement with all stakeholders our Healthy school Program Action Plan, aligned to Healthy Schools Program Assessment and Inventory
3. Communicate to staff the importance of modeling for our students that our staff enjoys healthy snack and drink choices when selecting snacks from Vending Machines that only provide healthy snack and drink choices.
4. Communicate to parents healthy snack criteria for birthday celebrations at school with classmates.
5. Enhance staff capacity to support students through purposeful activation and transfer strategies.

Person Responsible	Haley Kukoleck (kukoleckh@pcsb.org)

#8. Other specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale:	Our current level of performance is 20 total Office-Discipline Referrals with one in-school suspension and two out-of-school suspensions for the 2019-2020 school year. Out of 621 total students, Asians received 0%, Blacks received 35% (7), Hispanic 5% (1), Multiracial 5% (1) and White students 55% (11). The Black risk factor is 3.53 to 0.28 Non-black students. The problem is occurring because we need to improve Tier 1, PBIS/Restorative Practices where every teacher and school-based staff member engages in strategies and supports so that the academic, social-emotional and behavioral needs of each and every student are known and met, with a specific focus on Black students' academic and behavioral success.
Measurable Outcome:	The number of each and every Black and Non-black student achieving PBIS/Restorative Practice Tier 1 success, following Eagle Guidelines for Success, will increase to 100% with Office-Discipline Referrals decreasing from 20 to 10 or less and zero in and out-of-school suspensions as measured by Office-Discipline Referrals for the 2020-2021 school year.
Person responsible for monitoring outcome:	Katie Hamm (hammk@pcsb.org)
Evidence-based Strategy:	1. Administrators, Restorative Facilitator, SBLT and school-based Equity Champions will provide pre-school and monthly PLC training to deepen our staff's on-going implementation of acquiring an Equity Mindset, utilizing PBIS/Restorative Practices throughout the Campus and in Classrooms and Culturally Relevant Teaching and Learning to impact a Positive School Culture and Climate where the known academic social-emotional and behavioral needs of Black and Non-black students are met. 2. Instructional staff will design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction (delivered face-to-face, virtual or blended model) aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black and Non-black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black/Non-black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black/Non-black Learners
Rationale for Evidence-based Strategy:	If Administration, Restorative Facilitator, SBLT and site-based Equity Champions deepen our staff's on-going implementation of acquiring an Equity Mindset, utilizing PBIS/Restorative Practices throughout the Campus and in Classrooms and Culturally Relevant Teaching and Learning to impact a Positive School Culture and Climate, the Instructional staff will design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black and Non-black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black/Non-black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black/Non-black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black/Non-black Learners; and the SBLT members in collaboration with classroom teachers, engage in equity problem-solving processes
Action Steps to Implement	

1. Facilitate (Administrators, Restorative Facilitator, SBLT and school-based Equity Champions) pre-school and monthly PLC training to deepen staff's on-going implementation of acquiring an Equity Mindset, utilizing PBIS/Restorative Practices throughout the Campus and in Classrooms and Culturally Relevant Teaching and Learning to impact a Positive School Culture and Climate where the known academic social-emotional and behavioral needs of Black and Non-black students are met.
2. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction (delivered face-to-face, virtual or blended model) aligned to FL Standards and district curriculum resources, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every Black and Non-black student's learning needs to achieve grade level proficiency.

Person Responsible Katie Hamm (hammk@pcsb.org)

3. Design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black and Non-black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black/Non-black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black/Non-black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black/Non-black Learners.

Person Responsible Katie Hamm (hammk@pcsb.org)

4. Empower SBLT members in collaboration with site-based district Equity Coach and classroom teachers, to engage in equity problem-solving processes and equity-based grading, to ensure that the academic social-emotional and behavioral needs of each and every Black/Non-black student are known and met.
5. Ensure ALL Eagle Team Staff members implement Tier 1 PBIS/Restorative strategies and supports so the academic, social-emotional and behavioral needs of each and every Black/Non-black student are known and met.
6. Facilitate a Student Council where students will learn about their school-wide civic responsibilities and voice their ideas on how to improve our positive school culture.
7. Provide weekly, monthly and quarterly classroom and school-wide Eagle student celebrations of academic and behavioral success.

Person Responsible Katie Hamm (hammk@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	The ESSA Federal Index Data for Black students is 38%. Our 2019 Black student performance based on FSA is 24% ELA Achievement, 38% Mathematics Achievement and 27% Science Achievement. Currently our ELA MAP Winter data for 2020 Black students is 15% at 61 percentile and Math MAP Winter data for 2020 is 11% at 61 percentile. Out of 621 total students, Office- Discipline Referrals for the 2019-2020 school year were Asians 0%, Blacks received 35% (7), Hispanic 5% (1), Multiracial 5% (1) and White students 55% (11). The Black at risk factor is 3.53 to 0.28 Non-black students. The Black student low grade level proficiency and at risk behavior is occurring because of the need to Close the Black Equity Gap for each and every Black student by designing and planing high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction aligned to Standards, district curriculum resources and culturally relevant for Black students with frequent deliberate practice and mastery-oriented feedback, in reading and writing strategies across core content areas, to improve Tier 1 PBIS/Restorative Practices where every teacher and school-based staff member implements strategies and supports so that the academic, social-emotional and behavioral needs of each and every Black student are known and met and to increase the number of Skyview staff members who are Equity Champions.
Measurable Outcome:	The ESSA Federal Index Data for Black/African American students will increase from 38% to 41% or beyond. The percent of each and every Black student achieving ELA, Math and Science proficiency will increase from 24% to 70% in ELA, from 38% to 70% in Mathematics, and from 27% to 70% in Science as measured by ELA, Math FSA 2021 and SSA 2021. The Black Office-Discipline Referrals will decrease from 7 to 3 greatly reducing a Black risk factor as measured by Office-Discipline Referrals, 2021. The number of Skyview Equity Champions will increase from three to ten as measured by Equity Champion Certificates, 2021; Closing the Black Equity academic and behavior Gap, 2021.
Person responsible for monitoring outcome:	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy:	1. Administrators, Restorative Facilitator, SBLT and school-based Equity Champions will provide pre-school and monthly PLC training to deepen staff's on-going implementation of acquiring an Equity Mindset, utilizing and deepening PBIS/Restorative Practices throughout the Campus and in Classrooms, Culturally Relevant Teaching and Learning, and Equity-based grading to Close the Black Equity Gap where the known academic social-emotional and behavioral needs of Black students are met. 2. Instructional staff will design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black Learners.
Rationale for Evidence-based Strategy:	If Administration, Restorative Facilitator, SBLT and site-based Equity Champions deepen staff's on-going implementation of acquiring an Equity Mindset, implementing PBIS/ Restorative Practices throughout the Campus and in Classrooms and Culturally Relevant Teaching and Learning, the Instructional staff will design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction, aligned to FL Standards, district curriculum resources and culturally relevant for

each and every Black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black Learners, the SBLT members in collaboration with site-based district Equity Coach and classroom teachers, engage in Black equity problem-solving processes and equity-based grading, increase the number of staff Equity Champions

Action Steps to Implement

1. Facilitate (Administrators, Restorative Facilitator, SBLT and school-based Equity Champions) pre-school and monthly PLC training to deepen staff's on-going implementation of acquiring an Equity Mindset, utilizing and implementing PBIS/Restorative Practices throughout the Campus and in Classrooms and Culturally Relevant Teaching and Learning to Close the Black Equity Gap where the known academic social-emotional and behavioral needs of Black students are met.
2. Facilitate UDL Now! book study at PLCs learning how to design and plan high-quality research-based explicit, systematic, grade level comprehensive Literacy, Math and Science instruction aligned to FL Standards and district curriculum resources, using UDL Principles and Guidelines and meta-cognitive strategies to personalize each and every Black student's learning needs to achieve grade level proficiency.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

3. Design and plan high-quality, research-based explicit, systematic, grade level comprehensive Literacy, Math, and Science instruction (delivered face-to-face, virtual or blended model) aligned to FL Standards, district curriculum resources and culturally relevant for each and every Black student, Pre-K through 5th grade; using Universal Design for Learning Principles and Guidelines and meta-cognitive strategies of Providing Multiple Means of Engagement for purposeful, motivated Black Learners, Providing Multiple Means of Representation for resourceful, knowledgeable Black Learners and Providing Multiple Means of Action and Expression for strategic, goal-directed Black Learners teaching Black students how to build a Growth Mindset; becoming self-reliant/autonomous LEARNERS through sustained effort and persistence to achieve learning goal success. Teach Black students how to set learning goals and track progress toward mastery, utilizing core content journals, writing folders, and data folders (reading logs included) as evidence of progress.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

4. Empower SBLT members in collaboration with site-based district Equity Coach, and classroom teachers, to engage in equity problem-solving processes and equity-based grading, to ensure that the academic social-emotional and behavioral needs of each and every Black student are known and met.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

5. Accelerate Black student mastery of Standards by scaffolding critical grade level Standard instruction through Active Engagement where teachers are fully involved in helping Black students construct knowledge, through Inter-Subjectivity...teachers know their Black students preferences for learning, provide options to access content and skills in engaging ways, through utilizing scaffolding techniques that are helpful, relevant and customized for each Black student, through Ongoing Diagnosis, consistently providing Black students with mastery-oriented feedback and through Transfer of Responsibility where Black students successfully complete work independently.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

6. Increase the number of Equity Champions through district PD.

7. Increase the number of Black families attending grade level Parent Academies through SAC members reaching out to personally invite and connect with Black families.

Person Responsible Suzanne Hester (hesters@pcsb.org)

8. Provide Extended Learning TIME one hour after school two times a week for identified third and fourth grade Black L25 students based on their Fall 2020 MAP data. The program will shift from a homework help session to a rotation of purposeful literature lessons using picture books in a variety of genres, which will progress in level and complexity throughout the year. Tutors will teach reading skills and incorporate a vocabulary routine, as well as other interactive activities that align to the standards and promote a high interest in reading. Fifth grade teachers will provide one hour after school twice a week focusing on Black L25 students and Black students who need just in time acceleration to master grade level standards.

Person Responsible Suzanne Hester (hesters@pcsb.org)

#10. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our 2019 level of EL performance is 31% and 44% as evidenced in FSA ELA and FSA Math respectively. The problem/gap is occurring because need to implement rigorous ESOL grade level core instruction aligned to FL Standards and WIDA English Language Development Standards and assessments for English Language Learners while building equitable inclusive Learning Communities where each and every EL achieves grade level proficiency in academics.
Measurable Outcome:	The percent of EL's achieving ELA proficiency will increase from 31% to 70% or beyond and Math from 44% to 70% or beyond as measured by ELA and Math FSA 2021.
Person responsible for monitoring outcome:	Suzanne Hester (hesters@pcsb.org)
Evidence-based Strategy:	1.Every teacher and school-based support staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every EL are known and met. 2. Implement high-leverage rigorous Culturally Relevant teaching and learning (Equity with Excellence for ALL) aligned to grade level FL Standards at the appropriate taxonomy level of the FL Standards. 3. EL Ambassadors in collaboration with classroom teachers plan EL teaching and learning, scaffolding critical content of standards for mastery of grade level FL Standards and WIDA English language development standards.
Rationale for Evidence-based Strategy:	If each teacher in collaboration with EL Ambassador plans and delivers lessons that meet the needs of EL students based on English language proficiency levels, and length of time in U.S.schools to ensure academic success of each EL student in their class and establish meaningful communication with families and a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the families, then the percent of EL students achieving ELA proficiency will increase from 31% to 70% or beyond and in Math from 44% to 70% or beyond as measured by ELA and Math FSA, 2021.

Action Steps to Implement

1. Develop an effective process to distribute information on language proficiency levels and length of time in US schools information for each student coded LY to each teacher who works with the student.
2. Develop an effective process of monitoring the WIDA Can Do Descriptors and Model Performance Indicators (MPIs) that are utilized in each classroom with LY students, to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback
3. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPIs to support classroom differentiated (scaffolding content and skills) planning and instruction, based on ELs' language proficiency levels.

Person Responsible	Suzanne Hester (hesters@pcsb.org)

4. Provide regular opportunities for ESOL Ambassadors and classroom teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction (delivered face-to-face, virtual or blended model).
5. Utilize Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support the development of their practice in supporting ELs.

6. Implement the EL Grading Policy school-wide and monitor the grading reports to ensure fidelity and timely interventions.

7. Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed about (e.g.dialect, community practices, etc.).

Person Responsible   Suzanne Hester (hesters@pcsb.org)

8. Develop a school-wide plan to build a positive relationship with EL families, community, culture and increase involvement.

9. Plan for meaningful and ongoing communication with families via the website, newsletter, parent letters, school call-outs, etc. and ensure communication is available in languages spoken by ELs; Utilize LionBridge Interpretation phone services.

10. Provide parents with the following resources for communication:

+ Names, emails, phone numbers and availability of the school's bilingual staff

+ Pinellas County Schools en Espanol Facebook page

+ Spanish Helpline

+PCS ESOL Website (www.pcsb.org/esol)

11. Utilize district resources for parent conferences/academic engagement (e.g. EL Elementary at a Glance)

12. Provide Multi-Cultural Club opportunities for ELs to showcase and learn about other cultures through school-wide presentations, practicing and deepening speaking, listening, reading and writing skills.

Person Responsible   Suzanne Hester (hesters@pcsb.org)

#11. Other specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale:	Our Opportunities for Family and Community Engagement Growth as evidenced by Title One Parent Survey states: 1. 61% of our parents agreed with the statement "I often review the parent compact so I know what I am expected to do 2. 68% of parents stated "I know about Extended Learning opportunities at my child's school." 3. 32% total Direct Parent Involvement Average (volunteer at school, attend events such as Parent Academy Nights, Pizza for Parents on Fridays, Walk-to-School, etc. We expect our Family and Community Engagement to improve in all three areas 20% or more as measured by Title One Parent Survey 2021. The problem is occurring because parents state they need support to be successful implementing the Title One Compact Pledge to help their child achieve grade level proficiency or beyond, Parents of ESE and ESOL children need support to understand how to support their child to achieve grade level proficiency or beyond, parents need a variety of times during the day and evening to attend trainings and their children's activities and parents need a platform to ask questions, state concerns and give feedback regarding Title I Parent and Family Engagement Plan and Budget.
Measurable Outcome:	The percent of Family and Community Engagement will increase by 20% points or more as measured by Title One Parent Survey, 2021 resulting in all students achieving 70% or higher grade level FL Standard proficiency in Literacy, Math and Science as measured by ELA and Math MAP Winter Diagnostic, 2021, ELA and Math FSA, 2021 and Science NGSS, 2021.
Person responsible for monitoring outcome:	Tammy Baer (baert@pcsb.org)
Evidence-based Strategy:	1. Effectively communicate with families about their child's learning progress toward mastery of grade level FL Standards in Literacy, Math and Science as well as communicate school processes and practices 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners. 5. Provide a platform for parents to ask questions, state concerns and give feedback regarding Title Parent and Family engagement Plan and Budget
Rationale for Evidence-based Strategy:	If we effectively communicate with families about their students' learning progress toward grade level FL Standard proficiency in Literacy, Math and Science and school processes/practices, provide academic tools to families in support of their students' achievement at home, purposefully involve families with opportunities for them to advocate for their students and intentionally build positive relationships with families and community partners, and provide a platform for parents to ask questions, state concerns and give feedback regarding Title Parent and Family engagement Plan and Budget, then the percent of Family Engagement Growth will increase by 20% of more as measured by Title One Survey for the 2021school year.

Action Steps to Implement

1. Schedule school-wide title One virtual Parent Conference Day on October 26, 2020 to review and understand Title One Compact Pledge and to learn how to support their child's grade level FL Standards progress toward proficiency in Literacy, Math and Science
2. Plan six virtual or face-t-face Parent Academies throughout the school year to learn how to successfully

support their child's grade level FL Standard learning proficiency or beyond utilizing the Title One Compact Pledge
3. Facilitate ESOL and ESE Ambassadors quarterly virtual meetings with parents of ESOL and ESE students to discuss how to support their child's grade level FL Standard proficiency or beyond utilizing translators.
4. Provide flexible and varied times for virtual/face-to-face activities, events and parent trainings.

Person Responsible Tammy Baer (baert@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our positive school culture and environment is built on our Values of Cultivating a High Achieving Team of Eagle LEARNERS through Commitment: Equity with Excellence for ALL, Collaboration: Eagle LEARNING and Cooperation: Eagle TEAMING where we Out Learn our Eagle students through rigorous grade level FL Standard teaching and Learning, Out Love our Eagle students through collaboratively designing and planning student engaging instruction that is culturally relevant for each and every Eagle student and Out Last our Eagle students through creating caring relationships and dynamic Learning Communities where Eagle students become responsible, self-reliant LEARNERS. Our school focus is Skyview Eagles Earning Excellence...Where Children are Empowered through Literacy. The initiatives for a positive school culture and environment will be innovative at the beginning of the school year and possibly longer as we utilize a variety of virtual platforms for the safety of students, staff and families. Our Eagle Team Staff receives a weekly Eagle Team Huddle with current student academic, attendance and behavior data, the weekly professional development plan for next steps toward mastery of grade level FL Standards and school events/activities to enhance student learning. Parents receive weekly call-outs and emails in English, Spanish and Asian languages informing families of school activities/events for the upcoming week and how they can support their child at home and school. School website, Peach Jar, monthly school-wide Newsletters, classroom Newsletters and student agendas provide a two-way communication between home and school with a focus on each and every Eagle student earning grade level FL Standard mastery by the

end of the school year. Six virtual/face-to-face Parent Academies are planned for the school year, facilitated by grade level teachers, informing parents (bilingual translators are present) how to support their child's acquisition of grade level FL Standards, culminating with a student grade level musical. Eagle Guidelines for Success are posted throughout the school; all Eagle Team Staff and students know the guidelines by heart and follow them for a positive school culture and learning environment. When students need help in following the Eagle Guidelines for Success, (a conflict or social/emotional problem) there is an Eagle Team Staff member ready and available with a rapid Restorative Practice response. Eagle Team members are trained in helping students work through conflicts and social/emotional problems utilizing affective Restorative Questions helping students resolve problems and successfully return to class. Eagle Guidelines for Success celebrations occur weekly and monthly. Quarterly, Eagle Honor Medals are awarded to students for academic success and Principal List and Honor Roll students are honored, joined by their parents for fun events, recognizing their academic excellence. Fifth Grade DARE program is vital for our Fifth Grade students' social/emotional growth in preparation for Middle School.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$3,125.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			4171 - Skyview Elementary School	School Improvement Funds	625.0	$3,125.00
			Notes: Scholastic and Time for Kids Magazines for 2020-2021 School Year for 625 students K-5th Grade @ $5.00 per student			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
7	III.A.	Areas of Focus: Other: Healthy Schools				$0.00
8	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				$0.00
9	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$0.00
10	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$0.00
11	III.A.	Areas of Focus: Other: Family and Community Engagement				$0.00
					Total:	$3,125.00