Skyline Elementary School

2016-17 Schoolwide Improvement Plan

Skyline Elementary School

620 SW 19TH ST, Cape Coral, FL 33991

http://sky.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Skyline Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Today's Learners
Tomorrow's Leaders

b. Provide the school's vision statement.

We will inspire each other to be leaders with our awesome attitudes and exceptional behavior.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Skyline Elementary offers many opportunities to learn about students' cultures and for building relationships between teachers and students. This includes a variety of opportunities for school community to learn about each other. Skyline began this school year getting to know parents and children through our annual Open House, held in the evening to meet the needs of our families. Skyline offers student clubs, monthly PTO and Dads' Club meetings, quarterly Renaissance celebrations, and monthly parent luncheons. As new opportunity for building relationships this school year, kindergarten teachers are hosting a curriculum night and prior to this event Skyline hosted a meet and greet for kindergarten parents. An annual Leadership Day is held to showcase Skyline's student leadership opportunities and talents. Skylines believes that these opportunities with help to foster family relationships and embrace different cultures.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Skyline Elementary creates an environment where students feel safe and respected before, during and after school. Skyline starts and ends everyday with student safety patrols in hallways, parent drop-off/pick-up, and the bus ramp. School personnel are also monitoring these areas to ensure student safety. Skyline's campus is monitored with video surveillance to ensure the safety of students, staff, and visitors. A school-wide safety plan is in place in case of emergency. The plan covers a variety of emergency situations and is on file with local first responders. All students participate in a bully prevention lesson, with a focus on empathy, facilitated by the school counselor and the art teacher each year. This lesson brings an awareness and trains students to how to be empathetic towards others. Skyline also offers students small group counseling with the school counselor, a mentoring program, Puppy Pals for reading support, and adult volunteers that support students and teachers. The school-wide initiative of the 8 Habits empowers students to feel safe and respected at school and in their community.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Skyline is a Leader in Me school and uses the Love and Logic program as a school-wide behavioral system. Specific team members are trained in these areas to assist new teachers and all staff to

ensure these programs are used with fidelity. Many teachers also currently use Class Dojo that allows for real-time feedback regarding specific student behaviors and engagement in the classroom. Parents can monitor their child's behavior through this online system. It is a classroom expectation that rules and consequences are clearly posted and parents are made aware of these. During preschool training, administration reviewed procedures and protocols for disciplinary incidents. This includes Skyline's protocols for reporting a student's behavior based on a leveled system to administration.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Skyline Elementary creates an environment that ensures the socials-emotional needs of all students are met. Skyline students begin each day with a morning television program that includes the principal sharing a short reading from a collection of words of wisdom based on a character education program. All students participate in a bully prevention lesson with the school counselor and art teacher each year. This lesson brings an awareness and trains students to how to handle bully situations with a focus on empathy. Skyline also offers students small group counseling with the school counselor, a mentoring program, Puppy Pals for reading support, and adult volunteers that support students and teachers. The school-wide initiative of the 8 Habits empowers students to feel safe and respected at school and in their community.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

N/A

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Increase the number of parents on our PTO and Dad's Club from 7 members during the 2016-2017 school year to 20 members.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Skyline maintains partnership with Cape Christian Fellowship to support our school and student achievement. This is accomplished through our mentoring program, and financial donations based on school needs. This partnership is sustained because of the open communication with both parties. Staff members reach out and attend functions held at Cape Christian Fellowship and member of the fellowship are active volunteers and mentors at Skyline. Cape Christian Fellowship hosts a annual holiday program for our neediest families to help support them during the holiday season. Skyline has also built a relationship with the Sandoval community in Cape Coral. Residences of this community mentor Skyline students and volunteer in classrooms. Yearly events such as Read Across America Day and Leadership Day allows us to include community members to spend time at our school to support student achievement. In addition to Cape Christian and the Sandoval community, Skyline receives financial support and donations based on specific needs of the school. This partners include Horace Mann Insurance, Lowe's, Home Depot, Jason's Deli, Chick-fil-A, Moe's, and Kona Ice.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Trombetti, Laura	Principal
Cann, Chris	Assistant Principal
Fenske, Renee	Instructional Media
Afflerbach, Nancy	School Counselor
Taveras, Jhonathan	Instructional Technology

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The MTSS Leadership team at Skyline meets on a as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of
more support. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
The roles of each member are as follows:
Choose appropriate members and roles below; and add any additional roles/responsibilities each may have.
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, FCAT science scores, Florida Standardized Assessments 2016, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of MTSS in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding Tier 3 interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)

• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
Provide ELL interventions at all tiers

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement through daily or weekly meetings. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Our Title II funds will be utilized to continue the Leader in ME coaching, when the funds become available.

SAI funding is used to hire a Part-Time Reading Specialist to coach our teachers and work with students. We also use SAI funds to Hire a Full-Time Science Teacher for K-5 students.

We do have one Headstart Unit with 18 children included on our campus.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Renee Fenske	Teacher
Lorry Setaro	Education Support Employee
Chris Cann	Principal
Tonia Petro	Teacher
Gail Lewis	Teacher
John Petrocy	Teacher
Jen Brockway	Education Support Employee
Monica Furlan	Parent
Jamie Dalesandro	Parent
Jen Robinett	Parent
Melissa Vicens	Parent
Luis Nieves	Parent
Leslee Salyers	Business/Community
Carlos Leon	Business/Community
Alexander Fenske	Business/Community
Cape Christian, Pastor Dennis Gingerich	Business/Community
Lorie Trombetti	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The evaluation of last year's school improvement plan, based on the current reported scores, will take place at this year's first SAC meeting in October 2016. As additional scores are released by the state, Skyline's SAC will meet to review this data and reflect on last year's SIP.

b. Development of this school improvement plan

The SAC chair, administration and members of SAC worked together to complete the School Improvement Plan. The SAC chair conferenced with the district's school development coordinator regarding Skyline's SIP. The input process begins with administration reviewing data. The cabinet meets for an administrative PLC to review data further and gather input. Next, the SIP team is formed, reviews data and sets goals. These SIP goals are shared at a faculty meeting. Grade Levels meet for a PLC to review SIP goals in order to reflect and share input with administration. After administration and SIP team review grade level minute notes updates to the SIP will be made if needed. SAC meeting will be held to review SIP goals and gather further input. Reflection is done before finalization of SIP by administration and SIP team through the PLC process. Skyline recognizes that the SIP is a living document and will be reviewed throughout the school year, with the input of faculty and SAC.

c. Preparation of the school's annual budget and plan

The budget was reviewed and discussed at the end of the year SAC meeting for the 2015-2016 school year. Mrs. Trombetti shared information on the school's annual budget that included additions to the teaching and support staff.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Measures being taken to comply.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Trombetti, Laura	Principal
Cann, Chris	Assistant Principal
Boss, Christine	Teacher, K-12
McCarthy, Colleen	Teacher, K-12
Meyer, Kim	Teacher, K-12
Fenske, Renee	Instructional Media
Petrocy, John	Teacher, K-12
Tolson, Scott	Teacher, K-12
Vicens, Melissa	Teacher, K-12
Chaffee, Jessica	Teacher, K-12
Osterhouse, Andrew	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Florida Standards are fully implemented in grades K-5 following the district's academic plans. All teachers received additional trainings for reading and math which align with district's academic plans. In addition, Skyline's schedule allows for common reading block utilizing all staff and support personnel and additional 30 minutes is provided for students needing additional academic support. Skyline has a school-wide Accelerated Reader Program that is designed to promote literacy.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Skyline teachers have common grade level planning time each day. Grade levels utilize the district's academic plans to guide their instructional planning. During this planning time, PLCs are often held with the focus of the Critical Questions of Learning. They are: What it is we expect our students to learn?, How will we know when they have learned it?, How will we respond when they don't learn?, and How will we respond when they already know it?.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Faculty will partipate in professional developement to
meet district, state and federal requirements in regards to
certification renewal.
Regular meetings of new teachers with Assistant Principal
Partnering new teachers or teachers with less than 3
years experience with veteran staff

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Weekly meetings, feedback, shared planning
Rationale: new to school and/or common curriculum

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Skyline's teachers meet the state's requirements of the Florida Standards by aligning their instruction with the district's academic plans and using the state adopted and district selected curricula.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Skyline teachers have common grade level planning time each day to collect and analyze data. During these planning times, PLCs are often held with the focus of student achievement, using the Critical Questions of Learning. They are: What it is we expect our students to learn?, How will we know when they have learned it?, How will we respond when they don't learn?, and How will we respond when they already know it?. The answers to these questions help teachers modify or supplement instruction to assist students having difficulty attaining the proficient or advanced level on state assessments.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 360

Students participating in the after-school program with be tutored in core academic subjects and some will be exposed to enrichment activities.

Strategy Rationale

Students who attend the after-school tutoring program where selected based on teacher recommendation and test scores. Additional time and practice in a small group setting will allow each student to focus on specific and individualized areas of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cann, Chris, christopherc@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected weekly and analyzed to drive future instruction.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Activities with Early Childhood include one blended VPK/Title I classroom for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits
for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the
readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with
managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal　　　**B =** Barrier　　　**S** = Strategy

`1` = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1.　　We will pass the 2016- 2017 SREF inspection with a 100% compliance.

G2.　　The school will use results of assessments to improve individual student performance and also to improve the instructional program.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. We will pass the 2016- 2017 SREF inspection with a 100% compliance. 1a

🔑 G083238

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- Too much clutter

Resources Available to Help Reduce or Eliminate the Barriers 2

- Custodial Crew

- Teachers/Paras

- Volunteers

- Student Lighthouse Team

- SREF report (inspectors)

- Maintenance Department

Plan to Monitor Progress Toward G1. 8

Teachers will schedule a time each month to declutter both classrooms and storage areas to help maintain a safe working environment and Building Supervisor will survey staff on campus conditions via emai

Person Responsible
Chris Cann

Schedule
Monthly, from 10/3/2016 to 5/19/2017

Evidence of Completion
Weekly grade level meeting minutes, walk-throughs, emails

Plan to Monitor Progress Toward G1. 8

SREF citation report in October and January

Person Responsible
Chris Cann

Schedule
Semiannually, from 10/3/2016 to 2/1/2017

Evidence of Completion
All previous citations were corrected

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional program. `1a`

🔑 G083239

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	52.0
Math Gains District Assessment	69.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal `3`

- Training is limited for data collection, tracking and planning

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 100% Highly Qualified Teachers

- Florida Standards Based Curriculum

- Technology that supports the Florida Standards

- ESOL Paras

- MTSS Team

- Administration

- Parents

- PTO/ Dad's Club

- Additional reading help in 4th and 5th grades

- Volunteers

- Mentors

- Community Resources such as Cape Christian Church

- District Personnel

- Data Meetings

- School Lighthouse Team

- Grade Level Chairs

- Professional Development at both district and School Level

- School Leadership Team

- PLCs

- After school tutoring for reading and math for targeted students

- Inclusion paras and resource teachers in all grade levels

- District Literacy and Math Leaders-PLC k-5

- Phonics Leaders k-5

- Castle and Focus Leaders k-5

- Math Coach

- Intervention Specialist

Plan to Monitor Progress Toward G2. `8`

Teachers will receive support throughout the school year collecting, entering, tracking, interpreting, and utilizing data to increase student learning through faculty meetings, PLCs, and grade level meetings.

Person Responsible
Laura Trombetti

Schedule
Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion
STAR growth reports, meeting minutes, walk-throughs, lesson plans

Plan to Monitor Progress Toward G2. `8`

Percentage of students making Learning Gains on grade 5 FCAT Science will increase from 58% to 60% during FY17.

Person Responsible
Laura Trombetti

Schedule
On 5/5/2017

Evidence of Completion
District Science Check Points, P-SELL Checks, Leadership Notebooks, Reports, FCAT Science

Plan to Monitor Progress Toward G2. `8`

Percentage of students making Learning Gains in ELA will increase from 47% to 52% during FY 17.

Person Responsible
Laura Trombetti

Schedule
On 5/12/2017

Evidence of Completion
growth reports, data walls, lesson plans, meeting minutes, FSA ELA

Plan to Monitor Progress Toward G2. `8`

Percentage of students making Learning Gains in Math will increase from 66% to 69% during FY 17.

Person Responsible
Laura Trombetti

Schedule
On 5/12/2017

Evidence of Completion
growth reports, data walls, lesson plans, meeting minutes, FSA MATH

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will pass the 2016- 2017 SREF inspection with a 100% compliance. `1`

🔍 G083238

G1.B1 Too much clutter `2`

🔍 B220609

G1.B1.S1 Storage areas and classrooms are overfilled with unused teacher and district supplies and they need to re purposed or disposed. `4`

🔍 S232908

Strategy Rationale

We need to purge old, broken, and/or out dated supplies, materials, and/or equipment to create a safe, clean, and organized working environment.

Action Step 1 `5`

Storage rooms will be cleaned and items not being used will be removed.

Person Responsible

Chris Cann

Schedule

Quarterly, from 8/1/2016 to 5/19/2017

Evidence of Completion

Walkthroughs of storage areas

Action Step 2 `5`

Teachers will be given a designated area in storage rooms to keep school related items.

Person Responsible

Chris Cann

Schedule

Annually, from 10/24/2016 to 5/19/2017

Evidence of Completion

Walkthroughs of classrooms and/or storage areas

Action Step 3 `5`

Safety Day will be held to teach and reinforce how important a safe campus is to us all.

Person Responsible

Laura Trombetti

Schedule

On 10/28/2016

Evidence of Completion

Agenda, schedule, pictures and teacher feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

SREF inspection

Person Responsible

Chris Cann

Schedule

Annually, from 9/5/2016 to 10/28/2016

Evidence of Completion

SREF inspector will walk the campus with administration and building supervisor to determine if school is in compliance with all safety codes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Storage rooms and classrooms are to be clutter-free and organized

Person Responsible

Chris Cann

Schedule

Every 3 Weeks, from 10/10/2016 to 5/19/2017

Evidence of Completion

Administration will conduct walk-throughs, reminders at faculty meetings

G1.B1.S2 Hold teachers accountable for organizing physical space (ie. classroom and storage areas)
4

🔑 S232909

Strategy Rationale

We need a safe clean campus for learning to occur. Teachers are notified about SREF citations via email/admin walk throughs.

Action Step 1 5

All aspects of the classroom and campus need to be in working order and clutter-free

Person Responsible

Chris Cann

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Administration will do monthly walk-throughs with Building Supervisor,,Help ticket completion, teacher feedback at faculty meetings

Action Step 2 5

Volunteers and Student Lighthouse Team will gather for Campus Clean-up Days

Person Responsible

Chris Cann

Schedule

Semiannually, from 8/3/2016 to 5/26/2017

Evidence of Completion

walk-throughs and pictures

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Campus will be kept clean and maintained throughout the school year

Person Responsible

Chris Cann

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Administration will walk the campus with Building Supervisor, documenting items that need attention or repaired.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Campus will be kept clean and maintained throughout the school year.

Person Responsible

Chris Cann

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Administration will walk the campus with the Building Supervisor, documenting items that need attention or reparied.

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional program. `1`

🔑 G083239

G2.B2 Training is limited for data collection, tracking and planning `2`

🔑 B220613

G2.B2.S1 District and/or school-based personel to offer hands-on training and application of data collection and analysis at faculty meetings and/or grade level meetings `4`

🔑 S232911

Strategy Rationale

We would arrange this because our teachers need continuous support throughout the year to be properly trained in order to collect and interpret data to help drive planning and instruction to increase learning.

Action Step 1 `5`

Skyline will schedule presenters from the district office and/or school-based employees to train all classroom teachers to use Castle, Focus, Performance Mattes, and Renaissance Place.

Person Responsible

Laura Trombetti

Schedule

Monthly, from 8/10/2016 to 3/31/2017

Evidence of Completion

Reports generated from each program, PLC minutes, and faculty meeting agendas

Action Step 2 `5`

PLCs will be held throughout the year to help teachers use the data they have been collecting.

Person Responsible

Laura Trombetti

Schedule

Biweekly, from 8/24/2016 to 5/17/2017

Evidence of Completion

meeting minutes, walk-throughs, data walls, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Training will be held to assist teachers collecting, entering, interpreting, and utilizing data to increase student learning

Person Responsible

Jhonathan Taveras

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Agendas, meeting minutes, reports, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Training will be held to assist teachers collecting, entering, interpreting, and utilizing data to increase student learning.

Person Responsible

Jhonathan Taveras

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

lesson plans, reports, data walls, meeting minutes

G2.B2.S2 Bi-weekly PLC meetings for help tracking and interpreting data gathered from standards based assessments `4`

🔑 S232912

Strategy Rationale

This will help teachers be proactive with planning for above grade level, on-grade level and below grade level students.

Action Step 1 `5`

PLCs will be held bi-weekly to enter, track, and utilize data to help increase student learning.

Person Responsible

Laura Trombetti

Schedule

Biweekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

PLC minutes, data walls, reports, lesson plans. agendas

Action Step 2 `5`

Grade levels will meet weekly to create lesson plans based on needs determined by data collected in PLCs.

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

lesson plans, reports, walk-throughs, meeting minutes, agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

PLC and/or grade level meetings will be held weekly to collect, enter, interpret, and utilized data in creating lesson plans and learning paths for increasing student learning.

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

data walls, lesson plans, reports, meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

PLC and/or grade level meetings will be held weekly to collect, enter, interpret, and utilized data in creating lesson plans and learning paths for increasing student learning.

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Growth reports, data walls, meeting minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 M302373	SREF inspection	Cann, Chris	9/5/2016	SREF inspector will walk the campus with administration and building supervisor to determine if school is in compliance with all safety codes.	10/28/2016 annually
G1.B1.S1.A3 A298279	Safety Day will be held to teach and reinforce how important a safe campus is to us all.	Trombetti, Laura	10/28/2016	Agenda, schedule, pictures and teacher feedback	10/28/2016 one-time
G1.MA2 M302377	SREF citation report in October and January	Cann, Chris	10/3/2016	All previous citations were corrected	2/1/2017 semiannually
G2.B2.S1.A1 A298282	Skyline will schedule presenters from the district office and/or school-based employees to train...	Trombetti, Laura	8/10/2016	Reports generated from each program, PLC minutes, and faculty meeting agendas	3/31/2017 monthly
G2.MA2 M302383	Percentage of students making Learning Gains on grade 5 FCAT Science will increase from 58% to 60%...	Trombetti, Laura	5/1/2017	District Science Check Points, P-SELL Checks, Leadership Notebooks, Reports, FCAT Science	5/5/2017 one-time
G2.MA3 M302384	Percentage of students making Learning Gains in ELA will increase from 47% to 52% during FY 17.	Trombetti, Laura	3/1/2017	growth reports, data walls, lesson plans, meeting minutes, FSA ELA	5/12/2017 one-time
G2.MA4 M302385	Percentage of students making Learning Gains in Math will increase from 66% to 69% during FY 17.	Trombetti, Laura	4/18/2017	growth reports, data walls, lesson plans, meeting minutes, FSA MATH	5/12/2017 one-time
G2.B2.S1.A2 A298283	PLCs will be held throughout the year to help teachers use the data they have been collecting.	Trombetti, Laura	8/24/2016	meeting minutes, walk-throughs, data walls, lesson plans	5/17/2017 biweekly
G1.MA1 M302376	Teachers will schedule a time each month to declutter both classrooms and storage areas to help...	Cann, Chris	10/3/2016	Weekly grade level meeting minutes, walk-throughs, emails	5/19/2017 monthly
G1.B1.S1.MA1 M302372	Storage rooms and classrooms are to be clutter-free and organized	Cann, Chris	10/10/2016	Administration will conduct walk-throughs, reminders at faculty meetings	5/19/2017 every-3-weeks
G1.B1.S1.A1 A298277	Storage rooms will be cleaned and items not being used will be removed.	Cann, Chris	8/1/2016	Walkthroughs of storage areas	5/19/2017 quarterly
G1.B1.S1.A2 A298278	Teachers will be given a designated area in storage rooms to keep school related items.	Cann, Chris	10/24/2016	Walkthroughs of classrooms and/or storage areas	5/19/2017 annually
G2.B2.S2.MA1 M302381	PLC and/or grade level meetings will be held weekly to collect, enter, interpret, and utilized data...	Trombetti, Laura	8/22/2016	data walls, lesson plans, reports, meeting minutes	5/19/2017 weekly
G2.B2.S2.A1 A298284	PLCs will be held bi-weekly to enter, track, and utilize data to help increase student learning.	Trombetti, Laura	8/29/2016	PLC minutes, data walls, reports, lesson plans. agendas	5/19/2017 biweekly
G2.B2.S2.A2 A298285	Grade levels will meet weekly to create lesson plans based on needs determined by data collected in...	Trombetti, Laura	8/29/2016	lesson plans, reports, walk-throughs, meeting minutes, agendas	5/19/2017 weekly
G2.MA1 M302382	Teachers will receive support throughout the school year collecting, entering, tracking,...	Trombetti, Laura	8/29/2016	STAR growth reports, meeting minutes, walk-throughs, lesson plans	5/26/2017 weekly
G2.B2.S1.MA1 M302378	Training will be held to assist teachers collecting, entering, interpreting, and utilizing data to...	Taveras, Jhonathan	8/3/2016	lesson plans, reports, data walls, meeting minutes	5/26/2017 monthly
G2.B2.S1.MA1 M302379	Training will be held to assist teachers collecting, entering, interpreting, and utilizing data to...	Taveras, Jhonathan	8/1/2016	Agendas, meeting minutes, reports, lesson plans	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M302374	Campus will be kept clean and maintained throughout the school year.	Cann, Chris	8/1/2016	Administration will walk the campus with the Building Supervisor, documenting items that need attention or reparied.	5/26/2017 monthly
G1.B1.S2.MA1 M302375	Campus will be kept clean and maintained throughout the school year	Cann, Chris	8/1/2016	Administration will walk the campus with Building Supervisor, documenting items that need attention or repaired.	5/26/2017 monthly
G1.B1.S2.A1 A298280	All aspects of the classroom and campus need to be in working order and clutter-free	Cann, Chris	8/1/2016	Administration will do monthly walk-throughs with Building Supervisor,,Help ticket completion, teacher feedback at faculty meetings	5/26/2017 monthly
G1.B1.S2.A2 A298281	Volunteers and Student Lighthouse Team will gather for Campus Clean-up Days	Cann, Chris	8/3/2016	walk-throughs and pictures	5/26/2017 semiannually
G2.B2.S2.MA1 M302380	PLC and/or grade level meetings will be held weekly to collect, enter, interpret, and utilized data...	Trombetti, Laura	8/29/2016	Growth reports, data walls, meeting minutes	5/26/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Storage rooms will be cleaned and items not being used will be removed.	$0.00
2	G1.B1.S1.A2	Teachers will be given a designated area in storage rooms to keep school related items.	$0.00
3	G1.B1.S1.A3	Safety Day will be held to teach and reinforce how important a safe campus is to us all.	$0.00
4	G1.B1.S2.A1	All aspects of the classroom and campus need to be in working order and clutter-free	$0.00
5	G1.B1.S2.A2	Volunteers and Student Lighthouse Team will gather for Campus Clean-up Days	$0.00
6	G2.B2.S1.A1	Skyline will schedule presenters from the district office and/or school-based employees to train all classroom teachers to use Castle, Focus, Performance Mattes, and Renaissance Place.	$0.00
7	G2.B2.S1.A2	PLCs will be held throughout the year to help teachers use the data they have been collecting.	$0.00
8	G2.B2.S2.A1	PLCs will be held bi-weekly to enter, track, and utilize data to help increase student learning.	$0.00
9	G2.B2.S2.A2	Grade levels will meet weekly to create lesson plans based on needs determined by data collected in PLCs.	$0.00
		Total:	$0.00