SKYCREST ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Inspiring Greatness through Academics, Culture and Leadership

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Anne Caparaso

Position Title
Principal

Job Duties and Responsibilities

The principal performs administrative duties involving supervising personnel, budget, staffing, curriculum and plant operations. The principal oversees the operational management and monitoring of instruction at the school.

Leadership Team Member #2

Employee's Name
Lisa Pierzchalski

Position Title
Assistant Principal

Job Duties and Responsibilities

Leads the school along side the principal with both school operations and instruction. Performs all duties of the principal in the principal's absence.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Planning committee was formed which included members of the instructional staff and support staff. Families also provided input through PTA and SAC meetings. Information from the district climate survey was also used to create the plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

SIP will be monitored monthly through SBLT and during PLCS. The SIP goals will drive the work on campus and will be adjusted if the data supports a change in the plan. Will also review after each state progress monitoring.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**79.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	16	15	21	11	13				76
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	8	13	16				37
Level 1 on statewide Math assessment	0	0	0	7	19	14				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	2	27	18	32						79
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	15	10	49	31					111

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	6	7				16

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		42	21	28	33	32				156
One or more suspensions		1	1			1				3
Course failure in ELA				7	2					9
Course failure in Math										0
Level 1 on statewide ELA assessment					35	16				51
Level 1 on statewide Math assessment					29	20				49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1		6				7

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				8						8
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59			44	54	53	38	55	56
ELA Grade 3 Achievement **	53			49	54	53			
ELA Learning Gains	72						52		50
ELA Learning Gains Lowest 25%	82						50		50
Math Achievement *	60			48	61	59	51		50
Math Learning Gains	82						68		51
Math Learning Gains Lowest 25%	82						55		59
Science Achievement *	57			48	62	54	39	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	70			45	64	59	66		66

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	623
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	52%	52%	43%		54%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	70%	No		
Black/African American Students	62%	No		
Hispanic Students	70%	No		
White Students	67%	No		
Economically Disadvantaged Students	69%	No		
	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	4	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	45%	No		
Black/African American Students	43%	No		
Hispanic Students	51%	No		
White Students	56%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	3	
English Language Learners	55%	No		
Native American Students				

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	37%	Yes	3	
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students	46%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	53%	72%	82%	60%	82%	82%	57%					70%
Students With Disabilities	42%	38%	62%		46%	69%	70%						58%
English Language Learners	52%	51%	74%	89%	57%	84%	86%	62%					76%
Black/African American Students	65%		72%		52%	76%		43%					
Hispanic Students	56%	54%	73%	86%	60%	83%	82%	59%					76%
White Students	63%	47%	67%		67%	83%		65%					77%
Economically Disadvantaged Students	58%	56%	70%	80%	59%	81%	85%	55%					73%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%	49%			48%			48%					45%
Students With Disabilities	26%				18%								55%
English Language Learners	36%	35%			46%			38%					70%
Black/African American Students	41%	55%			33%								
Hispanic Students	42%	50%			51%			41%					69%
White Students	52%	43%			52%			75%					
Economically Disadvantaged Students	43%	48%			46%			43%					71%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	38%	52%	50%	50%	68%	55%	39%						66%
English Language Learners	37%	58%	64%	51%	72%	52%	40%						66%
Students With Disabilities	12%	36%	30%	26%	60%	50%	7%						65%
Native American Students													
Asian Students													
Black/African American Students	29%	35%	35%	35%	55%	45%	23%						
Hispanic Students	42%	59%	65%	53%	68%	52%	45%						66%
Multiracial Students													
Pacific Islander Students													
White Students	35%	45%	40%	49%	76%		33%						
Economically Disadvantaged Students	39%	53%	44%	48%	66%	51%	42%						65%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

> Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

ELA proficiency showed the most improvement. There was greater focus placed on proficiency rather than just growth in all classrooms. Data based decisions were made at the school, classroom and individual student level and their was increased accountability for intervention groups.

Lowest Performance

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

Third grade ELA had the lowest performance. Factors leading to this were; this group had the highest amount of ESE and ELL students and came to third grade with significant deficiencies. There was a trend across classes that showed a lack of stamina, and gaps in foundational skills.

Greatest Decline

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

There was no component that showed decline this year.

Greatest Gap

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.

Skycrest outperformed the state in all areas of proficiency with the greatest gap being in ELA. Skycrest had 59% proficient and the state was 54% proficient.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance
ELA Level 1
Math Level 1

Highest Priorities

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

Collaborative Planning

High Level Standards Based Instruction

Intervention

Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

More than 40% of students are not proficient in core content subjects as measured by FAST and STAR. Student learning will be impacted when all instructional staff plan collaboratively for core contents using standards based resources and relevant data to develop and implement rigorous lessons for students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in all core content subjects will rise to 65% as measured by the FAST and STAR assessments in May of 2025. These scores will raise from the previous year's scores of 59% in ELA, 60% in Math, and 57% in science.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Collaborative planning will be monitored through administrative walk throughs looking for elements of common planning across grade levels. Weekly PLCs will be focused on content specific planning using state standards and district pacing guides. District and State assessment data will also be reviewed, analyzed and used in planning to make effective instructional decisions,

Person responsible for monitoring outcome
Anne Caparaso

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Common Planning-all grade levels will receive time weekly to plan lessons with their same grade level instructional staff

Rationale:
When lessons are intentionally planned with standards based material and resources to address different types of learners and different levels of understanding, student learning will increase.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
PLCs

Person Monitoring: **By When/Frequency:**
Lisa Pierzchalski   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade level and content specific PLCs will occur weekly and will include planning for upcoming lessons, using standards based resources, district pacing guides and collaboration within the team.

Action Step #2
Standards based instruction with differentiation

Person Monitoring: **By When/Frequency:**
Anne Caparaso   Weekly throughout the 2024-2025 School year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instruction will be implemented to included differentiation to address the varied levels and types of learners in the classroom. Evidence will include activities aligned to state standards with rigor and students having discussion on the focused standard using complete sentences and academic vocabulary.

Action Step #3
Collaborative Planning

Person Monitoring: **By When/Frequency:**
Anne Caparaso   Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Additional duty hours will be scheduled and paid for, to allow teachers, instructional coaches and administration time to plan and collaborate in addition to their weekly meetings. This will include planning to address current and future school improvement goals.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teach students to decode words, analyze word parts, and recognize words and reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary.

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

65% Students will in K-2 grades will score above the 40 percentile as measured by the STAR reading assessment in May of 2025.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA instructional practice will be monitored through district ELA assessments, and state progress monitoring throughout the 2024-2025 school year. Review, analysis, and reflection of data will occur during weekly, grade level PLCs.

Person responsible for monitoring outcome

Anne Caparaso

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
K-2 classrooms will use UFLI for whole group phonics instruction along with the Flamingo model during small group instruction.

Rationale:
When teachers use intentional, standards based reading practices to address deficits in reading their fluency and comprehension with increase significantly.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Small group instruction

Person Monitoring:	**By When/Frequency:**
Kirsten Kunkel	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All K-5 classrooms will utilize small group instruction to reinforce whole group lessons and fill in gaps in understanding.

Action Step #2
Standards aligned instruction

Person Monitoring:	**By When/Frequency:**
Kirsten Kunkel	Daily during ELA Block

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan implement lessons tightly aligned to the grade level specific benchmarks. This will ensure that students are instructed at a level of rigor that will allow them to master the standards.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

76 students had less than 90% attendance during the 2023-2024 school year. Tardies and early release of students were also a significant barrier to learning for many students. Students can not learn if they are not present. Interruptions caused by students coming in late and leaving early also negatively impact student learning.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2024-2025 school year 90% or more students will have an attendance rate greater than 90%. This will increase from 83% last year.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be monitored monthly during CST meetings. When students drop below the 90% attendance rate, interventions will take place.

Person responsible for monitoring outcome
Lisa Pierzchalski

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Data Analysis and monitoring-regularly collect and analyze attendance data to identify trends and patterns.

Rationale:
Regularly collect and analyze attendance data to identify trends and patterns. Use data to target specific grade levels, classrooms, or student groups that need additional support

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Class Attendance Incentives

Person Monitoring:
Amber Molinaro

By When/Frequency:
Monthly during the 2024-2025 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each month a class or classes will be highlighted for having the highest attendance rate in the school.

Action Step #2
Parental Contact

Person Monitoring:
Amber Molinaro

By When/Frequency:
Monthly during the 2024-2025 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Phone calls and/or letters will be sent home to parents of students with excessive absences as determined during CST meetings. Those families contacted will then be looked at the next month to check for improvement or a need for further intervention.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

All stakeholders can learn about the SIP and all aspects of the school on the school's website, https://www.pcsb.org/skycrest-es   A Title 1 meeting is held at the start of the school year and this information is provided to all families. The goals stated in this plan are reviewed monthly during leadership meetings, MTSS Meetings and at PTA and SAC meetings to monitor progress and gain input from all involved stakeholders.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school's Family Engagement Plan will be available to all stakeholders on the school website https://www.pcsb.org/skycrest-es
Families will be engaged multiple times during each quarter of the school year to learn about their child's academic progress as well as to be connected with the school community. Events include, parent conference night, literacy night, family bingo night and monthly informational sessions.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

The school will strengthen academics in the school by supporting and giving teachers the opportunity to collaboratively plan standards based lessons. Lessons will have a focused on being tightly aligned to standards, will use data to have differentiation to meet the varied needs in each class and provide students multiple opportunities to discuss and engage with the content.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This plan is developed and implemented in part using Title 1 funds including having a MTSS coach and reading coach on campus to support by students and teachers.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The school has a full time counselor and social worker on staff. On top of addressing on demand needs they provide groups to deal with common issues among the students such as self -esteem issues and impulsive behaviors. They support students through schoolwide initiatives such as the SAVE Club and also promote healthy living through things such as Say Hello Week and Red Ribbon Week.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

MTSS is actively used throughout the campus to ensure that students are tiered appropriately and interventions are provided as needed. A team meets weekly to discuss the process as a whole and individual students. Academics and behavior are discussed and these meetings are used to collaboratively problem solve using the knowledge of the students and data specific to the issue at hand.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional Development is provided to all staff through the district and through the school to meet the varied needs of staff. Staff have a specific day each semester geared toward PD for their specific

grade level and content. The school offers PD based on student data and observational date to address a specific need.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

The school provides preschool opportunities for 3 and 4 year olds including those students with IEPs providing them with early intervention. Parents are invited to engage and participate with the end goal being a successful transition to Kindergarten and ultimately high levels of student achievement.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The school team uses student data to review and determine effectiveness of resources being used to support student learning. The school leadership also creates a committee at the end of the school year to get feedback on what has worked and what has not worked.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Recognizing that the school has a variety of needs an MTSS coach has been hired to drive the MTSS process on the campus, supporting teachers in the analysis of data and planning to meet the needs. The school also has a large support staff to address 50% of the students being ELL. There is also a full time reading coach to help support all students' and staffs' literacy needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00