SKYVIEW 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

Grade Level Student Proficiency and beyond in Preparation for Middle School

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

Katie Hamm

Position Title

Principal

Job Duties and Responsibilities

Effectively provide security and instruction in a safe working and learning environment.

Leadership Team Member #2

Employee's Name

Dr. Victoria Wike

Position Title

Assistant Principal

Job Duties and Responsibilities

Support the vision and mission of Skyview by ensuring safety, curriculum, materials, and instructional leadership.

Leadership Team Member #3

Employee's Name

Cali Kulevic

Position Title
Math & Science Coach

Job Duties and Responsibilities

Support the instructional development of staff and students in the content of Math & Science.

Leadership Team Member #4

Employee's Name
Kimberly Arnold

Position Title
Reading Coach

Job Duties and Responsibilities

Support the instructional development of staff and students in the content of Reading.

Leadership Team Member #5

Employee's Name
Jennifer Peers

Position Title
Conditions for Learning Coach

Job Duties and Responsibilities

Support the instructional development of staff and students in creating Conditions for Learning that are conducive for 100% success.

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.

Stakeholders contribute to the development of our instructional focus through various means: Climate Surveys, Staff Input forms, Family suggestions, and School Advisory Council through participation at meetings.

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 actions will be monitored by our school leadership team monthly and through SAC twice per year. Results will be measured through use of data collection from classroom, district, and state assessments. If any outcomes are not in-line with expected growth, we will adjust our focus and actions in order to yield the best results.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**57.4%**
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: B**

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		1	27	23	28	17				96
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)										0
Course failure in Math						1				1
Level 1 on statewide ELA assessment				8	4	7				19
Level 1 on statewide Math assessment				7	13	14				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	4	14	15						34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	8	23	13					48

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	1	2	2	9	12	12				38

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	1	2	0	8	1	0				12
Students retained two or more times	0	0	0	0	0	0				0

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	3	4	16	11	7	13				54
One or more suspensions		1	1		1					3
Course failure in ELA		6	12	3	5	9				35
Course failure in Math		10	10	4	11	5				40
Level 1 on statewide ELA assessment				28	32	18				78
Level 1 on statewide Math assessment				22	34	16				72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		7	11	20						60

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		12	17	21	42	39				131

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				5						5
Students retained two or more times										0

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 *	43			36	54	53	45	55	56
ELA Grade 3 Achievement **	49			46	54	53			
ELA Learning Gains	63						62		
ELA Learning Gains Lowest 25%	74						71		
Math Achievement *	55			48	61	59	53	51	50
Math Learning Gains	67						57		
Math Learning Gains Lowest 25%	56						47		
Science Achievement *	59			57	62	54	42	62	59
Social Studies Achievement *								65	64
Middle School Acceleration								52	52
Graduation Rate								57	50
College and Career Readiness									80
ELP Progress	54			43	64	59		59	59

*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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	530
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	50%	55%	59%		57%	58%

* 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	51%	No		
English Language Learners	54%	No		
Asian Students	64%	No		
Black/African American Students	48%	No		
Hispanic Students	53%	No		
Multiracial Students	55%	No		
White Students	63%	No		
Economically Disadvantaged Students	58%	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	24%	Yes	3	1
English Language Learners	43%	No		
Asian Students	70%	No		
Black/African American Students	24%	Yes	4	1
Hispanic Students	42%	No		
Multiracial Students	47%	No		
White Students	47%	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	38%	Yes	2	
English Language Learners	47%	No		
Native American Students				
Asian Students	71%	No		
Black/African American Students	33%	Yes	3	
Hispanic Students	48%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	52%	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	43%	49%	63%	74%	55%	67%	56%	59%					54%
Students With Disabilities	31%	31%	56%	54%	44%	74%	75%	67%					30%
English Language Learners	31%	39%	45%		65%	73%		59%					64%
Asian Students	48%	50%	64%		85%	79%							59%
Black/African American Students	26%	23%	65%	82%	41%	55%	45%	43%					
Hispanic Students	35%	47%	45%	50%	49%	66%		59%					69%
Multiracial Students	53%		82%		40%	45%							
White Students	49%	54%	68%	81%	56%	72%	60%	64%					64%
Economically Disadvantaged Students	41%	48%	65%	75%	52%	65%	58%	54%					64%

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	36%	46%			48%			57%					43%
Students With Disabilities	15%	25%			29%			27%					
English Language Learners	30%	41%			40%								62%
Asian Students	67%	71%											71%
Black/African American Students	16%				32%								
Hispanic Students	26%	56%			42%			29%					57%
Multiracial Students	41%				53%								
White Students	38%	44%			48%			59%					
Economically Disadvantaged Students	35%	47%			45%			54%					67%

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	45%		62%	71%	53%	57%	47%	42%					59%
English Language Learners	37%		62%		41%	62%		23%					59%
Students With Disabilities	13%		52%	69%	22%	38%	46%	25%					
Native American Students													
Asian Students	70%		78%	67%	72%			64%					76%
Black/African American Students	28%		56%		31%	33%		18%					
Hispanic Students	33%		53%	67%	46%	59%	47%	27%					52%
Multiracial Students	53%						59%						
Pacific Islander Students													
White Students	48%		64%	74%	58%	59%	71%	52%					
Economically Disadvantaged Students	41%		63%	75%	53%	55%	42%	35%					55%

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?

Our greatest gains were in ELA & Math proficiency. We implemented focused efforts on Tier 1 instruction.

Lowest Performance

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

Our Learning Gains in ELA and Math were lower than anticipated. It is an area that instructional staff struggled with in meeting Tier 2 needs.

Greatest Decline

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

Underperformance in 2nd Grade ELA is a concern as we move forward with those students as first-time FAST students. It can be attributed to having two new teachers in the second grade this past year and a third teacher was out on medical leave-with a long-term sub in the classroom for an extended time.

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.

ELA Proficiency fell behind the state average by 11%. Time on task and accuracy continues to be a source of focus at Skyview. We are looking at strategies to increase engagement and motivation.

EWS Areas of Concern

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

Lack of Proficiency as evidenced by scoring a Level 1 on assessments is our number one priority. Absenteeism is our next largest concern.

Highest Priorities

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

*Collaborative Planning focused on Critical Content to meet the rigorous demands on the benchmarks/standards.

*Whole and Small Group Instruction across all three Tiers including supports and extensions with inquiry and opportunity for all.

*Student Engagement through Teacher Clarity, where relevancy, discourse, and curiosity are engaged.

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.

Collaborative Planning will occur weekly, address each subject area, and be facilitated by Content-based Academic Coaches. Through supporting our instructional staff to plan more deeply, the content will be made more clear and be more accessible for our students.

Due to our underperformance based on state and district measures, we must improve our planning and delivery of content.

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.

ELA Proficiency for 22/23 = 36%; 23/24 = 43%; lagging 11% behind the state and 16% behind our district peers.

ELA Proficiency for Grade 3 = 49%; lagging 6% behind the state and 13% behind our district peers.

Math Proficiency for 22/23 = 48%; 23/24 = 55%; lagging 3% behind the state and 9% behind our district peers.

Science Proficiency for 22/23 = 57%, 23/24 = 59%; besting the state by 6%, but lagging our district peers by 5%.

Our comprehensive goal across all three content areas is to reach at least 60% Proficiency.

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 supported and attended by Content Embedded Coaches as well as

Administrators weekly.

Administrators will monitor and confer with our School Leadership Team for any adjustments noted to improve outcomes. Data will be monitored by the School Leadership Team to inform on how the implementation is being translated into student data measures.

Person responsible for monitoring outcome
Katie Hamm

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:
• Identifying critical content by establishing learning goals for each lesson • Teacher clarity • Explicit and systematic instruction • *Cognitive Engagement with Content

Rationale:
As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity.

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
Planning with Coaches and Team

Person Monitoring:	**By When/Frequency:**
Katie Hamm	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers, coaches, and administrators engage in Collaborative Planning to engage in backwards planning, deepen understanding of the benchmarks/standards, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks through the use of state and district resources (such as the BEST ELA/Math Benchmarks, FSASS Science Standards, PCS Gold Documents, Power Benchmarks, & Pop Up Padlets, B1G-M, and other content resources) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Administrator will monitor weekly through attendance and progress checks with School Leadership Team.

Action Step #2
Use of Resources

Person Monitoring:
Katie Hamm

By When/Frequency:
Weekly/daily/by unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/ benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to planning, materials management, and use of collaborative structures for high-level engagement tasks.

Action Step #3
Planning for engagement

Person Monitoring:
Katie Hamm

By When/Frequency:
weekly/daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan for active learning opportunities to increase joy and satisfaction in learning for each student by being interesting/relevant to students while ensuring materials management and pacing/scheduling are aligned to meet academic needs.

Action Step #4
Material preparations

Person Monitoring:
Teachers - Katie Hamm

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use materials and assign tasks that are intriguing to students and seem relevant to students as determined by getting to know their students' interests.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

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.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content–what the student needs to learn or how the student will get access to the information; (2) process–activities in which the student engages in order to make sense of or master

the content; (3) products–culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment–the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Data indicates we are in need of improved outcomes for students across all Tier levels.

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.

ELA Proficiency for 22/23 = 36%; 23/24 = 43%; lagging 11% behind the state and 16% behind our district peers.

ELA Proficiency for Grade 3 = 49%; lagging 6% behind the state and 13% behind our district peers.

Math Proficiency for 22/23 = 48%; 23/24 = 55%; lagging 3% behind the state and 9% behind our district peers.

Science Proficiency for 22/23 = 57%, 23/24 = 59%; besting the state by 6%, but lagging our district peers by 5%.

Our comprehensive goal across all three content areas is to reach at least 60% Proficiency.

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.

Differentiation will be monitored through Administration walk-through observations, Coaches completing Coaching Cycles, planning, and evidence in student outcomes.

Person responsible for monitoring outcome
Katie Hamm

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:
• Teacher Clarity • Explicit and systematic instruction • Scaffolded instruction • *Formative assessment & corrective feedback • *Cognitive Engagement with Content • *Academic Discourse • *Writing to Learn • *Close Reading & Annotation Strategies

Rationale:
Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/ concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

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
Comprehensive Planning

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction, small groups, and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts/problems/tasks for students above benchmark. These "pop-up" small group supports include consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark and beyond as well as small group instruction based on data.

Action Step #2
Data Analysis

Person Monitoring:	**By When/Frequency:**
Victoria Wike	Monthly/following each PM cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early

Action Step #3
School Leadership accountability

Person Monitoring:
Katie Hamm

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal setting around improving student outcomes for each student including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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.

Create a **student-centered classroom** environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Based on student needs in proficiency the investment in supporting a student-centered classroom should lead to increased engagement and participation.

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.

ELA Proficiency for 22/23 = 36%; 23/24 = 43%; lagging 11% behind the state and 16% behind our district peers.

ELA Proficiency for Grade 3 = 49%; lagging 6% behind the state and 13% behind our district peers.

Math Proficiency for 22/23 = 48%; 23/24 = 55%; lagging 3% behind the state and 9% behind our district peers.

Science Proficiency for 22/23 = 57%, 23/24 = 59%; besting the state by 6%, but lagging our district peers by 5%.

Our comprehensive goal across all three content areas is to reach at least 60% Proficiency.

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.

Student Centered Instruction will be monitored through Administration walk-through observations, Coaches completing Coaching Cycles, planning, and evidence in student engagement and outcomes.

Person responsible for monitoring outcome

Katie Hamm

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:
• Collaborative learning • *Academic discourse • Positive relationships • Deep motivation & approach • Learning Intentions

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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
Teacher Clarity with enthusiasm

Person Monitoring:	By When/Frequency:
Katie Hamm / Teachers	Weekly in planning & Daily in delivery

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.

Action Step #2
Student Engagement

Person Monitoring:	**By When/Frequency:**
Katie Hamm / Teachers	Weekly in planning / Daily in teaching

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback) to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing.

Action Step #3
Student Discourse

Person Monitoring:	**By When/Frequency:**
Katie Hamm / Teachers	Weekly in Planning / Daily in Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions/academic discourse, problem solving activities, and/or collaborative study groups.

Action Step #4
Classroom Culture Engagement

Person Monitoring:	**By When/Frequency:**
Katie Hamm / Teachers	Weekly in Planning / Daily in Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content–what the student needs to learn or how the student will get access to the information; (2) process–activities in which the student engages in order to make sense of or master the content; (3) products–culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment–the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Data indicates we are in need of improved outcomes for SWD students across all Tier levels.

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.

ELA Proficiency for 23/24 = 33% (still pending); lagging 10% behind our non-ESE students.

Math Proficiency for 23/24 = 43% (still pending); lagging 12% behind our non-ESE students.

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.

Differentiation will be monitored through Administration walk-through observations, Coaches completing Coaching Cycles, planning, and evidence in student outcomes.

Person responsible for monitoring outcome
Katie Hamm

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:
• Teacher Clarity • Explicit and systematic instruction • Scaffolded instruction • *Formative assessment & corrective feedback • *Cognitive Engagement with Content • *Academic Discourse • *Writing to Learn • *Close Reading & Annotation Strategies

Rationale:
Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/ concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
Comprehensive Planning

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all ESE students during core instruction, small groups, and independence, as well as extensions/more advanced texts/problems/tasks for students above benchmark. These "pop-up" small group supports include consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark and beyond as well as small group instruction based on data.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Create a **student-centered classroom** environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Based on student needs in proficiency the investment in supporting a student-centered classroom should lead to increased engagement and participation.

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.

ELA Proficiency for 23/24 = 27%; lagging 16% behind our non-black students.

Math Proficiency for 23/24 = 42%; lagging 13% behind our non-black students.

Science Proficiency for 23/24 = 40%; lagging 19% behind our non-black students.

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.

Student Centered Instruction will be monitored through Administration walk-through observations, Coaches completing Coaching Cycles, planning, and evidence in student engagement and outcomes.

Person responsible for monitoring outcome
Katie Hamm

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:
Collaborative learning • *Academic discourse • Positive relationships • Deep motivation & approach • Learning Intentions

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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
Teacher Clarity with Enthusiasm

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Weekly in Planning / Daily in Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.

Action Step #2
Student Engagement

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Weekly in Planning / Daily in Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback) to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing.

Action Step #3
Student Discourse

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Weekly in Planning / Daily in Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions/academic discourse, problem solving activities, and/or collaborative study groups.

Action Step #4
Classroom Culture Engagement

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Weekly in Planning / Daily in Implementation

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued.

Area of Focus #6

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

Focus on Phonics and Phonemic Awareness instruction.

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.

Strategically and consistently focus on implementing Flamingo small-group model and UFLI Phonics instruction with fidelity. Ensure equitable use of resources including instructional supports, professional development, cycles of coaching, and feedback so acceleration can occur rapidly.

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

Continue focusing on Collaborative Planning, Differentiation, and Student Engagement.

Grades K-2: Measurable Outcome(s)

All classrooms will score at least 50% proficient as measured by the PM3 FAST / STAR assessment.

Grades 3-5: Measurable Outcome(s)

All classrooms will score at least 50% proficient as measured by the PM3 FAST / STAR assessment.

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.

Instructional planning and delivery will be monitored through Administrative and coaching walkthroughs and Coaching Cycles. Student progress will be measured by monthly ISIP growth, and development across PM1, PM2, and ultimately PM3 as measured by FAST / STAR assessments. On-going data will drive small group instruction and differentiation of the Instructional Practices utilized for growth.

Person responsible for monitoring outcome

Katie Hamm

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:

Provide print rich, explicit, systematic, and scaffolded instruction Teach students to decode words, analyze word parts, and recognize words Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary Provide instruction in broad oral language skills Teach students how to use reading comprehension strategies Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

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.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Katie Hamm	by May 29, 2025 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection.

Action Step #2

Literacy Coaching

Person Monitoring:	**By When/Frequency:**
Kimberly Arnold, Katie Hamm, Victoria Wike	by May 29, 2025 / on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Positive Behavior and Intervention System will support the engagement and content-based tasks of our students in grades PreK-5th. PBIS will also improve the morale, culture, and safety of our school.

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.

20% (119 out of 596) of our students received an Office Referral in the 23-24 school year. We intend to reduce that number to 10% or fewer through the use of improved PBIS supports.

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.

School Leadership Team will monitor student progress of behavior and Office Discipline Referrals. The data will be reviewed monthly with any needed adjustments being put into place to modify and improve outcomes.

Person responsible for monitoring outcome
Katie Hamm

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:

Clarity of Expectations in common areas and classroom PBIS rewards Teacher clarity Explicit and systematic instruction Cognitive Engagement with Content

Rationale:
Focusing on framework for conduct provides clarity for students to be able to meet expectations. As teachers become more skilled in classroom strategies, they will see remarkable changes in students' attitudes and attentiveness to content.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action Step #1
Promote positive trends across campus

Person Monitoring:	**By When/Frequency:**
Katie Hamm	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Action Step #2
PBIS rewards

Person Monitoring:	**By When/Frequency:**
Jenn Peers	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS incentives and celebrations are provided monthly to students meeting success criteria.

Action Step #3
Share Resources and Strategies

Person Monitoring:	**By When/Frequency:**
Katie Hamm / Jenn Peers / Victoria Wike	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teaching strategies and resources will be shared with staff to support their "toolbox" of skills to positively interact with all students, families, and staff.

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.

https://www.pcsb.org/Page/16901

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))

https://www.pcsb.org/skyview-es

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))

Our Title 1 Plan will fund three school-based instructional coaches working with all students and staff. They are focused on ELA, Math, and Conditions for Learning to support our primary areas for learning needs.

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))

No Answer Entered

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))

School-based Counselor, Social Worker, and Psychologist to support the mental health needs of our students across all learning settings.

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))

No Answer Entered

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)).

Tiered supports are in place for ESE, 504, and behavioral concerns as the needs are demonstrated by our students.

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)).

Staff will participate in PD designed to dig deeply into benchmarks/standards and to analyze student data outcomes as a way of determining next steps in planning to support the learning of each student.

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))

We host PreK 3 blended classroom, as well as, three units of VPK to support the transition from home to school of our youngest learners.

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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