SKYCREST ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

caparasoa@pcsb.org

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
Stephanie Wignall

wignalls@pcsb.org

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	64	80	71	87	78	79				459
Absent 10% or more school days		18	13	12	14	8				65
One or more suspensions		2		1		2				5
Course failure in English Language Arts (ELA)	0	0	0	0	0	1				1
Course failure in Math	0	0	0	0	0	2				2
Level 1 on statewide ELA assessment			14	35	17	9				75
Level 1 on statewide Math assessment		8	14	19	6	12				59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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		4	5	8	4	12				33

Current Year 2025-26

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	6	0	0				6
Students retained two or more times				1						1

Prior Year (2024-25) 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		16	15	21	11	13				76
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				8	13	16				37
Level 1 on statewide Math assessment				7	19	14				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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				3	6	7				16

Prior Year (2024-25) 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				9						9
Students retained two or more times				2						2

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	59	59	61	57	54	54	53
Grade 3 ELA Achievement	58	67	59	53	63	58	49	54	53
ELA Learning Gains	67	62	60	72	64	60			
ELA Lowest 25th Percentile	69	59	56	82	62	57			
Math Achievement*	72	69	64	60	66	62	48	48	59
Math Learning Gains	80	67	63	82	68	62			
Math Lowest 25th Percentile	82	56	51	82	58	52			
Science Achievement	83	70	58	57	69	57	48	62	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	73	67	63	76	65	61	45	64	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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	648
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	69%	52%	52%	43%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	65%	No		
English Language Learners	70%	No		
Black/African American Students	66%	No		
Hispanic Students	72%	No		
Multiracial Students	73%	No		
White Students	75%	No		
Economically Disadvantaged Students	73%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	58%	67%	69%	72%	80%	82%	83%					73%
Students With Disabilities	59%	48%	80%		59%	70%							71%
English Language Learners	59%	60%	63%	61%	73%	82%	84%	71%					73%
Black/African American Students	67%		64%		67%	64%							
Hispanic Students	64%	60%	65%	59%	73%	84%	88%	77%					75%
Multiracial Students	82%				64%								
White Students	61%	52%	79%		72%	83%		100%					
Economically Disadvantaged Students	65%	56%	72%	79%	72%	81%	81%	82%					73%

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%					76%
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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	65%	-10%	57%	-2%
ELA	4	67%	62%	5%	56%	11%
ELA	5	60%	61%	-1%	56%	4%
Math	3	63%	68%	-5%	63%	0%
Math	4	64%	68%	-4%	62%	2%
Math	5	75%	65%	10%	57%	18%
Science	5	79%	67%	12%	55%	24%

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?

Fifth grade science showed the most improvement things year. Teachers focused on this group of students to include science intervention, small group instruction, explicit vocabulary instruction and more hands-on science.

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 was the lowest performing cell however it did increase from last year. The trend continues to show a struggle of students adjusting from second grade to third grade, specifically in ELA. Reading across genres and figurative language continue to be weaker areas.

Greatest Decline

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

The greatest decline was ELA L25 Learning Gains. This cell dropped from 81% to 69%. Contributing to this was an insufficient amount of differentiation and intervention to close the gap for some of the lower quartile students in fourth and fifth grades.

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.

First Grade math shows the greatest gap when compared with the state of Florida. The state of Florida had 61% proficient and Skycrest had 54% proficient. This gap can mostly be attributed to the heavy focus on literacy in first grade including coaches and there not being math coach.

EWS Areas of Concern

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

Attendance is an area of concern

Highest Priorities

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

Attendance

Targeted Intervention

Writing across contents

Strong standards-based instruction

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

More than 30% of students are not proficient in core content subjects as measured by FAST and STAR. Student achievement will increase when all staff using benchmark aligned instruction as a means to increase rigor and ultimately student understanding.

Measurable Outcome

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 subjects will be 70% or higher as measured by the FAST and STAR assessments in May of 2026. These scores will rise from previous year average proficiency of 63% in ELA and 63% in math. 5th grade science proficiency will increase from 83% to 85%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Standards based instruction will be monitored through administrative walk throughs, planning in weekly PLCs, through data analysis of district assessments and the state progress monitoring in September, December and May.

Person responsible for monitoring outcome
Anne Caparaso

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 have a writing component included, this increases rigor and 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PLCS

Person Monitoring:	**By When/Frequency:**
Stephanie Wignall	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
Data Analysis

Person Monitoring:	**By When/Frequency:**
Amber Sipe	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and staff will analyze their class data regularly to ensure students are meeting the state benchmarks and adjust instruction accordingly

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)

Area of Focus Description and Rationale

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.

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Targeted small group instruction will be used to teach students foundational reading skills and reading comprehension skills using evidence-based strategies and action steps to 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)

70% of students in K-2 grades will score above the 50 percentile as measured by the STAR reading assessment in May of 2026.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ELA instructional practice will be monitored through district ELA assessments, and state progress monitoring throughout the 2025-2026 school year. Review, analysis, and reflection of data will occur during weekly, grade level PLCs.

Person responsible for monitoring outcome

Stephanie Wignall

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Stephanie Wignall	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Literacy team meets regularly to look at data to make informed decisions about professional learning and supports need to be in place to maximize student growth in reading

Action Step #2
Professional Learning

Person Monitoring:	**By When/Frequency:**
Stephanie Wignall	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All K-2 reading teachers will receive professional development through their Pinellas Early Literacy Initiative coach. This PD will be centered on evidence-based practices grounded i the science of reading and the UFLC Flamingo Small group model to improve student outcomes.

IV. Positive Learning 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.

65 students had more than 10% days absent during the 2024-2025 school year. Tardies and early release of students were also a significant barrier to learning for many students. Students cannot reach their fullest potential 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 2025-2026 school year 90% or more students will have an attendance rate greater than 90% This will increase from 86% the previous 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. We students drop below the 90% attendance rate, interventions will take place.

Person responsible for monitoring outcome
Stephanie Wignall

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Grade level attendance incentives

Person Monitoring:	By When/Frequency:
Amber Molinaro	Weekly / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Top grade levels will be announced each week and quarterly incentives will take place during the lunch period to celebrate success in attendance.

Action Step #2

Parental Contact

Person Monitoring:
Amber Molinaro

By When/Frequency:
Monthly During CST meetings

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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. In addition, we will use multiple forms of communication (weekly calls and emails, website, social media), to ensure that all families have access to all school events. During events families have access to staff and academic information. That information is then posted on the school website for families who would like to review the information or for those that missed the events. Information is also presented in both English and Spanish. Each family event includes a

survey to gain insight on what works and what we can improve. We use the information from these surveys as well as from the stakeholder surveys to make all events meaningful and accessible to families. We have adjusted the time and days along with what is included on our family events based on survey results.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 an Instructional Staff Developer on campus to support by students and teachers.
ESOL-Skycrest Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.
IDEA (ESE)-Skycrest Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.
 Title II (Professional Learning dept.)-Skycrest Elementary School will take advantage of any support provided by the district in regards professional learning.
Community Partners-Skycrest Elementary School will continue coordination with the YMCA occurs to provide before and after school care. Clearwater Library, City of Clearwater, and Hispanic Outreach

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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. The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching ac⬦vi⬦es based on PD feedback, implementation fidelity; and student outcomes.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 data 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 Instructional Staff developer to help plan with teachers and provide intervention to targeted students.

VII. Budget to Support Areas of Focus

| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No** |

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