

Pinellas County Schools

# SKYVIEW ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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Grade Level Student Proficiency and beyond in Preparation for Middle School.

### Provide the school's vision statement

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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

Dr. Victoria Wike

wikev@pcsb.org

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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School Administrator in charge of curriculum, assessments, and teacher leadership.

#### Leadership Team Member #2

##### Employee's Name

Cali Kulavic

kulavicc@pcsb.org

##### Position Title

MTSS Coach

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**Job Duties and Responsibilities**

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Supports staff on best teacher planning, implementation, and data review. Facilitates the process of students being supported through Tier 2 and Tier 3 growth.

**Leadership Team Member #3****Employee's Name**

Katie Hamm

hammk@pcsb.org

**Position Title**

Principal

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**Job Duties and Responsibilities**

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Instruction, Intervention, Assessment, Safety, Personnel, & MTSS.

**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.*

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Skyview's School Advisory Council members are aligned to our school demographics and are in compliance. We meet regularly. Our members comprise parents, grandparents, community members, and staff. Our SAC regularly reviews data, Title 1 components, school rules, and makes decisions regarding the SIP budget funds. Climate Surveys, Staff Input Forms, and Family suggestions are all contributed and considered when reflecting on our path.

**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)).

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Our data and SIP actions are reviewed routinely by our Administrators, Academic Coach, Teacher

Leaders, and school staff. Our community and SAC are also provided with periodic updates after Progress Monitoring Cycles 1 and 2. SIP actions are reviewed and either supported or modified for continued implementation throughout the year.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: B</b> <b>2022-23: C</b> <b>2021-22: B</b> <b>2020-21: B</b>

## 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	66	84	83	88	76	76				473
Absent 10% or more school days		21	25	20	18	15				99
One or more suspensions						4				4
Course failure in English Language Arts (ELA)			1	1	6	7				15
Course failure in Math				1						1
Level 1 on statewide ELA assessment		2	15	35	9					61
Level 1 on statewide Math assessment		10	15	28	13	15				81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	7	6					17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	8	10	5					25

#### 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		6	8	14	16	15				59

#### 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		1	1	8						10
Students retained two or more times										0



**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		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-6.053, 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

**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	1	2	2	9	12	12				38

**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	1	2		8	1					12
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

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	64	59	43	61	57	36	54	53
Grade 3 ELA Achievement	54	67	59	49	63	58	46	54	53
ELA Learning Gains	63	62	60	63	64	60			
ELA Lowest 25th Percentile	74	59	56	74	62	57			
Math Achievement*	63	69	64	55	66	62	48	61	59
Math Learning Gains	65	67	63	67	68	62			
Math Lowest 25th Percentile	64	56	51	56	58	52			
Science Achievement	57	70	58	59	69	57	57	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	67	63	64	65	61	43	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	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	562
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	59%	50%	55%	59%		57%

\* 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	52%	No		
English Language Learners	57%	No		
Asian Students	81%	No		
Black/African American Students	53%	No		
Hispanic Students	53%	No		
White Students	65%	No		
Economically Disadvantaged Students	63%	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	55%	54%	63%	74%	63%	65%	64%	57%					67%
Students With Disabilities	35%	38%	42%	54%	47%	71%	86%	43%					53%
English Language Learners	54%	38%	69%		67%	57%		47%					67%
Asian Students	74%		89%		83%	89%							70%
Black/African American Students	47%	55%	68%		47%	53%		50%					
Hispanic Students	47%	37%	63%		63%	50%		46%					65%
White Students	58%	72%	53%	65%	65%	69%	72%	65%					
Economically Disadvantaged Students	54%	55%	64%	80%	62%	62%	58%	62%					67%

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%		64%
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%		
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%

## 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	49%	65%	-16%	57%	-8%
ELA	4	66%	62%	4%	56%	10%
ELA	5	39%	61%	-22%	56%	-17%
Math	3	56%	68%	-12%	63%	-7%
Math	4	63%	68%	-5%	62%	1%
Math	5	59%	65%	-6%	57%	2%
Science	5	56%	67%	-11%	55%	1%

### III. Planning for Improvement

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#### 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?

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ELA Proficiency showed the most improvement on our 8-cell chart, by climbing 12 points to our highest ever proficiency level. We attribute that improvement to several factors:

- continued focus on primary grade students over the past three years that have now reached grades 3-5
- Reading Coach who was intentional in her efforts to improve teacher's skill in differentiating instruction within the core as well as during intervention groups
- Strategic Planning of human capital to ensure that "all hands were on deck" during ELA intervention times

##### **Lowest Performance**

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

---

We lost ground in Math Learning Gains, while making 8-point gains in Math proficiency. Intentionality on the specific needs of our students in 4th and 5th grades were not met.

##### **Greatest Decline**

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

---

Science proficiency declined two percentage points from last year. The largest reason for the decline was a low reading proficiency ability among our 5th Grade students = 39%. Science is a test that is dependent on the ability to accurately read the words and understand what is being asked.

##### **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.

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3rd Grade reading proficiency. This cell is actually an area of growth and continued work. We improved five percentage points from the prior year, and will continue to improve by focusing on early literacy, and strategic human capital for differentiated small group instruction.

##### **EWS Areas of Concern**

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

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Number of students absent 10% or more of school.

Number of students scoring at a Level 1 in Math.

### **Highest Priorities**

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

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1. Intentional planning to close gaps and accelerate student learning.
2. Transparency of student data and knowledge of what is needed for making growth known by all stakeholders.
3. Student engagement in content through active participation including writing to learn.
4. Positive culture.
5. Increased student attendance.

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to Collaborative Planning, Differentiation, Student Engagement

#### 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.

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#### Collaborative Planning:

Deepen backwards planning of the Florida's B.E.S.T. ELA, Math, and Science grade-level benchmarks as a non-negotiable for improving student outcomes.

#### Differentiation:

Cognitive Engagement with Content planned at depth of questioning, utilize appropriate formative assessments, and achieve at least one year's worth of academic growth for each student.

#### Student Engagement:

Writing to Learn as a means of solidifying content knowledge.

#### 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.

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	24-25 Levels	25-26 Goals
• Kg ELA	72%	80%
• Kg Math	74%	80%
• 1st ELA	63%	75%
• 1st Math	58%	80%
• 2nd ELA	57%	70%
• 2nd Math	52%	70%
• 3rd ELA	54%	70%
• 3-5 ELA	55%	70%
• 3-5 Math	63%	70%
• 5th Sci	57%	70%

Our goal is to meet and exceed PCS content and grade-level average proficiencies.

### **Monitoring**

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

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Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May.

Additional data monitoring will occur following each module assessment in ELA, topic test in Math, and unit assessment in Science. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

### **Person responsible for monitoring outcome**

Katie Hamm, Victoria Wike, & Cali Kulavic

### **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:**

Cognitive Engagement with Content - Learning experience is intentionally designed (planned and prepared) for students to attend to learning and interact with the content in a deep and thoughtful manner. Students will engage in deep thinking, active processing, and making sense of the content aligned to the level of the Benchmark/Standard.

#### **Rationale:**

As teachers become more skilled in implementing 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. A classroom of students identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

Writing to Learn across all content areas.

#### **Rationale:**

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and

learning is enhanced. Writing about all content forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about all content can be tantamount to teaching students how to think critically.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Backwards Planning to support intentionality of content and student differentiated needs within the time confines of the schoolyear. Specific attention is given to students that are exhibiting increased content need and those in ESSA Subgroups that are underperforming utilizing pre-and re-teach intentional small groups.

**Rationale:**

Utilize district curricular materials and pacing across content areas. During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the Benchmarks/Standards. ALDs, Learning Progressions, and Success Criteria will be used to determine student need as small and whole group lessons are planned and prepared. Exemplars, questioning, potential pre- & mis-conceptions, materials, and assessment measures are planned for.

**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**

Teacher Clarity across all content areas through daily learning targets, success criteria, and planned formatives to measure student growth.

**Person Monitoring:**

Katie Hamm, Victoria Wike, & Cali Kulavic

**By When/Frequency:**

Regularly from Aug 1, 2025-May 28, 2026

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

Teacher Clarity begins in Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives. Administrators and Coach will participate in all planning. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices. +What are students learning? +Why do students need/want to learn this? +What do students need to be able to do to show they have been successful?

**Action Step #2**

Writing to Learn

**Person Monitoring:**

Katie Hamm, Victoria Wike, and Cali Kulavic

**By When/Frequency:**

Regularly from August 1, 2025-May 28, 2026

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

\*Regularly integrate opportunities for students to write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks. \*Provide clear, direct, and explicit instruction in writing. \*Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis across all content. \*Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

**Action Step #3**

Collective Efficacy

**Person Monitoring:**

Katie Hamm, Victoria Wike, Cali Kulavic

**By When/Frequency:**

During all meetings, PD, planning, and Data Chats from August 1, 2025-May 28, 2026

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

Shared belief of teachers in their ability to positively affect students. Staff will be led and then engage in intentional differentiated planning that aligns to the learning of each and every student...meaning that together we can make a learning impact.

**Action Step #4**

Classroom culture

**Person Monitoring:**

Katie Hamm, Victoria Wike, Cali Kulavic

**By When/Frequency:**

Observational walkthroughs

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

PD will be provided for staff to review elements of PBIS and Restorative Practices that align to creating a caring, safe, and positive classroom culture where risk-taking, curiosity, and improvement on data are valued. Student data and Benchmark expectations will be known, analyzed through success criteria/learning progressions/ALDs. Goal setting for academic gaps and extension planned for in collaboration with students and family stakeholders.

**Area of Focus #2**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)**

**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.

**Collaborative Planning:**

Deepen backwards planning of the Florida's B.E.S.T. ELA, Math, and Science grade-level benchmarks as a non-negotiable for improving student outcomes.



**Differentiation:**

Cognitive Engagement with Content planned at depth of questioning, utilize appropriate formative assessments, and achieve at least one year's worth of academic growth for each student.

**Student Engagement:**

Writing to Learn as a means of solidifying content knowledge.

**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.

---

No Answer Entered

**Monitoring**

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

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Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May.

Additional data monitoring will occur following each module assessment in ELA, topic test in Math, and unit assessment in Science. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

**Person responsible for monitoring outcome**

Katie Hamm, Victoria Wike, and Cali Kulavic

**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:**

Cognitive Engagement with Content - Learning experience is intentionally designed (planned and prepared) for students to attend to learning and interact with the content in a deep and thoughtful manner. Students will engage in deep thinking, active processing, and making sense of the content aligned to the level of the Benchmark/Standard.

**Rationale:**

As teachers become more skilled in implementing 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. A classroom of students identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

**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**

Teacher Clarity

**Person Monitoring:**

Katie Hamm, Victoria Hamm, &amp; Cali Kulavic

**By When/Frequency:**

Daily from August 11, 2025 - May 28, 2026

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

Teacher Clarity begins in Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives. Administrators and Coach will participate in all planning. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices. +What are students learning? +Why do students need/want to learn this? +What do students need to be able to do to show they have been successful?

**Action Step #2**

Writing to Learn

**Person Monitoring:**

Katie Hamm, Victoria Wike, &amp; Cali Kulavic

**By When/Frequency:**

Daily walkthroughs from August 11, 2025 - May 28, 2026

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

\*Regularly integrate opportunities for students to write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks. \*Provide clear, direct, and explicit instruction in writing. \*Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis across all content. \*Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

**Action Step #3**

Collective Efficacy

**Person Monitoring:**

Katie Hamm, Victoria Wike, &amp; Cali Kulavic

**By When/Frequency:**

During all PD, PLCs, Data Chats, and Collaborative Planning Meetings from August 2025 to May 2026

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

Shared belief of teachers in their ability to positively affect students.

**Action Step #4**

Positive Classroom Culture

**Person Monitoring:**

Katie Hamm, and Victoria Wike

**By When/Frequency:**

weekly walkthroughs

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

PD will be provided for staff to review elements of PBIS and Restorative Practices that align to creating a caring, safe, and positive classroom culture where risk-taking, curiosity, and improvement on data are valued. Student data and Benchmark expectations will be known, analyzed through success criteria/learning progressions/ALDs. Goal setting for academic gaps and extension planned for in collaboration with students and family stakeholders.

**Area of Focus #3**

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.

PM3 data determined continued need in ELA proficiency across our campus to support student learning.

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**

Use of UFLI instruction to support Phonics acquisition and implementation across settings as a means of whole group instruction and small group intervention as needed.

Additionally, we will focus on writing as a learning tool across all content areas.

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

We will use Pop-Up small groups to better meet the differentiated needs of our students during whole-group lessons. Utilization of UFLI and In-Tandem for acceleration to proficiency purposes during intervention.

Additionally, we will focus on writing as a learning tool across all content areas.

**Grades K-2: Measurable Outcome(s)**

	<b>24-25 Levels</b>	<b>25-26 Goals</b>
• Kg ELA	72%	80%
• 1st ELA	63%	75%

- 2nd ELA 57% 70%

Our goal is to meet and exceed PCS content and grade-level average proficiencies.

### **Grades 3-5: Measurable Outcome(s)**

	<b>24-25 Levels</b>	<b>25-26 Goals</b>
• 3rd ELA	54%	70%
• 3-5 ELA	55%	70%

Our goal is to meet and exceed PCS content and grade-level average proficiencies.

### **Monitoring**

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

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May.

Additional data monitoring will occur following each module assessment in ELA. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

### **Person responsible for monitoring outcome**

Katie Hamm, Dr. Victoria Wike, Cali Kulavic

### **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:**

o Provide print-rich, explicit, systematic, and scaffolded instruction  
 o Teach students to decode words, analyze word parts, and recognize words  
 o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary  
 o Provide instruction in broad oral language skills  
 o Teach students how to use reading comprehension strategies  
 o 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 skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), 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 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:**

Katie Hamm, Dr. Victoria Wike, Cali Kulavic

**By When/Frequency:**

weekly walkthroughs &amp; monthly reviews

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

• School Literacy Leadership Team is 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. • School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2. • Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T. ELA benchmarks.

**Action Step #2**

Professional Learning

**Person Monitoring:**

Katie Hamm, Dr. Victoria Wike, Cali Kulavic

**By When/Frequency:**

weekly walkthroughs &amp; PM data reviews - Sept/Jan/May

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

• Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. • School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment using materials created by the University of Florida Laster Center. • School-based teams provide teachers with training that integrates the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.

## **IV. Positive Learning Environment**

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**Area of Focus #1**

Other: Academic Celebrations

**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.

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Academic Celebrations geared toward building grade level proficiency:

52 Letter Club (Kg & VPK)

Numeracy (Kg & VPK)

ELFAC Achievements (Gr 1 & 2)

Addition/Subtraction Running Record (Gr 1 & 2)

Reading Level Running Record (Gr 1-5)

Learning Gains (Gr 4-5)

Multiplication Facts – Running Record (Gr 3-5)

Percentile Gains on STAR/FAST PM3 to PM1 to PM2 (Gr Kg-5)

Dreambox Champions award...criteria – Benchmark Growth....1% monthly starting end of Sept. (Gr Kg-5)

Changemaker award...extension of character winners...improving – attendance, rdg level, attitude, ISIP (PreK-5)

### 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.

---

Positive Behaviors across campus increase time on learning, which improves student academic proficiencies.

	24-25 Levels	25-26 Goals
• Kg ELA	72%	80%
• Kg Math	74%	80%
• 1st ELA	63%	75%
• 1st Math	58%	80%
• 2nd ELA	57%	70%
• 2nd Math	52%	65%
• 3rd ELA	54%	65%
• 3-5 ELA	55%	65%
• 3-5 Math	63%	70%
• 5th Sci	57%	70%

Our goal is to meet and exceed PCS content and grade-level average proficiencies.

### 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.

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Data will be monitored and celebrated in a timely manner throughout the year as the different assessment data becomes available.

**Person responsible for monitoring outcome**

Katie Hamm, Victoria Wike, & Cali Kulavic

**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:**

Conducting Academic Celebrations appropriate for building to proficiency and beyond in each grade level.

**Rationale:**

Celebrating student growth and progress towards a goal creates a culture of success and positive relationships.

**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**

Celebrating Growth

**Person Monitoring:**

Katie Hamm, Victoria Wike, & Cali Kulavic

**By When/Frequency:**

from August 11, 2025-May 28, 2026 on-going as data become available.

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

52 Letter Club (Kg & VPK) Numeracy (Kg & VPK) ELFAC Achievements (Gr 1 & 2) Addition/ Subtraction Running Record (Gr 1 & 2) Reading Level Running Record (Gr 1-5) Learning Gains (Gr 4-5) Multiplication Facts – Running Record (Gr 3-5) Percentile Gains on STAR/FAST PM3 to PM1 to PM2 (Gr Kg-5) Dreambox Champions award...criteria – Benchmark Growth....1% monthly starting end of Sept. (Gr Kg-5) Changemaker award...extension of character winners...improving – attendance, rdg level, attitude, ISIP (PreK-5)

**Area of Focus #2**

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.

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Students must be present in order to engage in the planned hands-on, cognitively engaging learning tasks. Absences impede not only the student's ability to experience learning, but also can hinder classmates that are their learning partner.

### **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.

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We decreased the number of students with 10% Absences by 40 students from the prior year to last year. However, we still had 27% of students absent for 10% or more of the 24-25 school year. Our overall attendance rate was 92.7%.

Our attendance goals are to further reduce the number of students absent 10% or more by an additional 40 students - reflecting an improvement to 20% of students with 18 plus absences.

### **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.

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Bi-weekly CST meetings to decrease absenteeism and tardy students.

### **Person responsible for monitoring outcome**

Katie Hamm, Victoria Wike, Renee Hazen, and Cali Kulavic

### **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:**

MTSS - utilizing a Tiered approach to celebrating, supporting, and correcting positive attendance trends.

#### **Rationale:**

MTSS, tiered approach, has a long history of evidenced based 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**

Tier 1 Attendance Support

**Person Monitoring:**

Katie Hamm, Victoria Wike, Renee Hazen, Cali Kulavic

**By When/Frequency:**

bi-weekly

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

• Attendance Spirit Week – Aug/Sept • Communication with families by the TEACHERS • Magnet QR Code to scan and report absence reasons (incentive for parents with 0 PND) • Mobile website menu option • Popcorn Party for Highest ADA by Quarter • Teacher reward for 0 PNDs

**Action Step #2**

Tier 2 Attendance Support

**Person Monitoring:**

Katie Hamm, Victoria Wike, Renee Hazen, & Cali Kulavic

**By When/Frequency:**

bi-weekly

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

• Phone Calls for PND by grade level staff • 20% current students calendar to log improvements • 3 Day warning letter • PBIS Points for improvement

**Action Step #3**

Tier 3 Attendance Support

**Person Monitoring:**

Katie Hamm, Victoria Wike, Renee Hazen, & Cali Kulavic

**By When/Frequency:**

bi-weekly

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

• Pro-Active pre-school calls of 20% 24-25 SY • TIPS referral

## V. Title I Requirements (optional)

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### 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.

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SIP will be shared via:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

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

<https://www.pcsb.org/Page/16901> - SIP location

#### 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)).

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Skyview Elementary actively builds strong relationships with parents, families, and community partners through meaningful engagement activities and clear communication. We implement our approved Parent and Family Engagement Plan (PFEP) by:

- **Sharing Monthly Communications:** The *Eagle Family* (digital) Newsletter offers academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through FOCUS School Communications app, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTA:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

<https://www.pcsb.org/Page/43130>

### 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)).

---

Skyview will utilize dynamic lessons to engage students in learning. Our positive culture will empower students to stay connected in their classrooms.

We are strengthening our academic program by focusing on data-driven instruction, enrichment opportunities, and extended learning time. Key actions include:

- **Priority Focus Areas:** As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and Math.
- **Extended Learning Time:** Before- and after-school tutoring programs, including our Math

Club and STEM Club, provide intervention and enrichment to help close learning gaps and deepen understanding.

- **Small Group Instruction:** Every classroom dedicates time daily for small group reading and math instruction based on formative data, ensuring differentiation for all learners.
- **Accelerated Learning:** We offer access to enrichment programs like science fair preparation, student clubs, and gifted services to challenge high-achieving students.
- **Professional Development:** Staff receive ongoing training in standards-aligned instruction, and trauma-informed teaching to improve instructional quality.
- **Academic Celebrations:** We regularly celebrate student growth through academic assemblies, and classroom shoutouts to build motivation and confidence.

### 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)).

---

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Skyview Elementary, we coordinate with:

- **Federal Programs:** Title I funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

## 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)).

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No Answer Entered

#### 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)).

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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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

---

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

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 activities 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)).

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No Answer Entered

**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)).

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Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or 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.

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No Answer Entered

### 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).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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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