DR. FREDERICA S. WILSON/SKYWAY ELEM SCHOOL

2024-25 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 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Dr. Frederica S. Wilson/Skyway Elementary School, strives to ensure excellence remain at the forefront of our student's educational experience. Our stakeholders will continue innovative opportunities that will give our students the best chance at success and infinite possibilities.

Provide the school's vision statement

Dr. Frederica S. Wilson/Skyway Elementary School is more than a school. It is a caring, loving, learning laboratory for children who reach for the stars by reading, believing, achieving, and succeeding academically.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
James, Tiffany

Position Title
Principal

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture an addressing students academic and social-emotional needs.

Leadership Team Member #2

Employee's Name
Solano, Yvette

Position Title
Assistant Principal

Job Duties and Responsibilities

Serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to the administration of the school.

Leadership Team Member #3

Employee's Name
Jones, Lisa

Position Title
Instructional Coach

Job Duties and Responsibilities

Support teachers in planning, delivering, and assessing quality instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, materials, and learning activities that support learning targets and objectives.

Leadership Team Member #4

Employee's Name
Canadate, Gayshell

Position Title
Teacher, K-12

Job Duties and Responsibilities

Provide individual counseling and group guidance to help students cope effectively personally, socially, academically, and family concerns. Consult with parents, teacher, administrators, and supporting agencies concerning the needs of students.

Leadership Team Member #5

Employee's Name
Aupont, Yashira

Position Title
Teacher, K-12

Job Duties and Responsibilities

Provide individual counseling and group guidance to help students cope effectively personally, socially, academically, and family concerns. Consult with parents, teacher, administrators, and supporting agencies concerning the needs of students.

Leadership Team Member #6

Employee's Name

Gilchrist, Julia

Position Title
Teacher, K-12

Job Duties and Responsibilities

Provide individual counseling and group guidance to help students cope effectively personally, socially, academically, and family concerns. Consult with parents, teacher, administrators, and supporting agencies concerning the needs of students.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

As a small school in our community, we need to focus on having a relationship with all of our stakeholders. In order to build that relationship we need to practice multiple ways to communicate to keep everyone on board and in line with our vision. Communication with stakeholders is the establishment of well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes but not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/ marquis, monthly newsletters, and other printed/digital materials.

SIP Monitoring

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

The SIP will be regularly monitored for effective implementation with the use of Data Chats, walkthroughs, and monitor bi-weekly feedback. The students will have access to the Sky Mobile and be partake in various activities that will be goal-oriented.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**99.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	4	3	4	2	4	0	0	0	17
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	2	2	4	4	0	0	0	12
Course failure in Math	0	0	1	3	2	5	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	1	6	12	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	1	8	13	0	0	0	22
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	11	16	13						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	7	3	7	3					20

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	5	9	10	14	0	0	0	43

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	30	36	39	41	32	21				199
One or more suspensions		6	5	4	3	3				21
Course failure in ELA										0
Course failure in Math		3	1	5	3	1				13
Level 1 on statewide ELA assessment				6	5	5				16
Level 1 on statewide Math assessment				4	5	5				14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		10	7	13						45

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3	1	7	6	4				21

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		4		6						10
Students retained two or more times						1				1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	73	63	57	76	60	53	65	62	56
ELA Grade 3 Achievement **	79	63	58	78	60	53			
ELA Learning Gains	74	64	60				81		
ELA Learning Gains Lowest 25%	93	62	57				77		
Math Achievement *	73	69	62	75	66	59	73	58	50
Math Learning Gains	66	65	62				80		
Math Learning Gains Lowest 25%	92	58	52				62		
Science Achievement *	55	61	57	50	58	54	46	64	59
Social Studies Achievement *								71	64
Middle School Acceleration								63	52
Graduation Rate								53	50
College and Career Readiness									80
ELP Progress	58	64	61	61	63	59	52		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	663
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	67%	67%	51%		54%	54%

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

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	59%	No		
English Language Learners	72%	No		
Black/African American Students	67%	No		
Hispanic Students	73%	No		
Economically Disadvantaged Students	73%	No		

		2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	47%	No		
English Language Learners	61%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	69%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	68%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	70%	No		
Native American Students				
Asian Students				
Black/African American Students	70%	No		

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Hispanic Students	64%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	79%	74%	93%	73%	66%	92%	55%					58%
Students With Disabilities	60%		74%		53%	48%							
English Language Learners	76%		79%		76%	71%							58%
Black/African American Students	69%	78%	69%		78%	62%		43%					
Hispanic Students	81%	80%	78%		67%	74%							56%
Economically Disadvantaged Students	76%	80%	73%	90%	74%	65%		60%					62%

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	76%	78%			75%			50%					61%
Students With Disabilities	61%	64%			54%			7%					50%
English Language Learners	56%				72%								54%
Black/African American Students	77%	82%			69%			47%					
Hispanic Students	75%	75%			81%			50%					57%
Economically Disadvantaged Students	80%	81%			75%			53%					53%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	65%		81%	77%	73%	80%	62%	46%					52%
English Language Learners	72%		100%		61%	67%							52%
Students With Disabilities	39%		63%	73%	67%	81%	62%						45%
Native American Students													
Asian Students													
Black/African American Students	63%		75%		77%	84%		53%					
Hispanic Students	68%		88%		68%	75%		36%					47%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	65%		80%	77%	71%	79%	58%	44%					52%

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	64%	56%	8%	55%	9%
Ela	4	58%	55%	3%	53%	5%
Ela	5	52%	56%	-4%	55%	-3%
Math	3	62%	65%	-3%	60%	2%
Math	4	58%	62%	-4%	58%	0%
Math	5	55%	59%	-4%	56%	-1%
Science	5	45%	53%	-8%	53%	-8%

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?

The greatest component that showed the most improvement is Science with 58%. Science increased by 8% as compared to ELA and mathematics declining by 2%. New actions that took place was ensuring literacy and writing was incorporated in Science instruction. The teacher incorporated STEM lessons throughout the school year. The teacher attended Science Professional Development. Recommended Science resources were implemented with fidelity.

Lowest Performance

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

ELA Proficiency (2024) 74.36%   (2023) 76.00%   -1.64%
Math Proficiency (2024) 73.42% (2023) 76.00 % -1.58%
Science Proficiency (2024) 58% (2023) 50% 8%

The contributing factor that may have impacted last year's low performance is an increase in enrollment of ELL students at our school. Also, the Mathematics coach was unable to provide continuous support to select grade levels due to the fact support was provided to the fifth grade self-contained class.

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 for FAST PM3 proficiency is ELA. Looking at several data points and FAST proficiency we declined in Mathematics. A few students maintained their proficiency levels, but also dropped their scale scores. Factors that may have contributed to the decline was that the Mathematics Coach pushing in to fifth grade daily, 5th grade self-contained with 35 students, select grade levels did not have an additional second teacher-led center for Differentiated Instruction to push the higher performing students.

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.

The greatest gap with regard to proficiency is Science. Science proficiency is 58% as compared to ELA (74%) and Mathematics proficiency (73%). This year we had a new self-contained fifth grade teacher with 35 students. The teacher needed additional support to plan for all subject areas.

EWS Areas of Concern

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

The areas that the school can work on is intervention strategies for students with 10 or more absences. Also, providing intervention strategies for students who received a Level 1 on the FAST and STAR PM3 assessments.

Highest Priorities

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

We will strive to continue to improve and close the achievement gap in Science. We will also improve our proficiency percentages in both ELA and Mathematics.

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 Science

Area of Focus Description and Rationale

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

This area was identified to increase proficiency in Science. Science increased from a 46% to 55% According to the 2024 FAST PM3 data, 55% of our 5th grade students were proficient in Science. Based on this data and the identified contributing factors of high numbers of Level 1 and 2 ELL students, student engagement was identified as a critical need from the data reviewed to ensure that the teachers use a variety of strategies to engage students in higher order learning tasks. In addition, to engage students in authentic learning and real life applications.

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.

If we successfully implement a variety of collaborative strategies for student engagement, an additional 16% (for a total of 71%) of the fifth grade students will score at grade level or above of the Science FAST PM3.

Monitoring

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

Student engagement will be monitored through classroom observation such as student curiosity, interest, and attention throughout the instructional block (actively participating, asking questions, raising hands, and following directions).

Person responsible for monitoring outcome
Yvette Solano

Evidence-based Intervention:

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

Section 8101(21)(B)).

Description of Intervention #1:
Our students are low level readers, in order to keep students engaged in what they are learning, we have chosen to focus on the Gradual Release Model. The (GRRM) is a particular style of teaching which is structured pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally. The model is composed of four different components such as: *(I Do): Clear expectations and demonstrations of instruction modeled by the teacher. *(We Do): The teacher provides strategic guided practice and feedback. *(They Do): Students talk with peers to solve and to answer questions. *(You Do): The students practice and demonstrate mastery of the learning target independently.

Rationale:
The evidenced based strategy being implemented for Student Engagement is student Gradual Release Model, the Five E lesson plan format as well as evidenced in the classroom.

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

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

Action Steps to Implement:

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

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

Action Step #1
Collaboration among teachers

Person Monitoring:	**By When/Frequency:**
Lisa Jones	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Starting in September 2024, teachers and coaches will select one school-wide collaborative strategy during Collaborative Planning to implement during the instructional block, as a result you will see students actively engaged in the lesson.

Action Step #2
Walk-Throughs

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Beginning in September 2024, Administration will conduct weekly walkthroughs using the Gradual Release Model Framework to provide teachers with feedback on instructional delivery and student engagement, through lesson plans, anchor charts, and student work.

Action Step #3

Coaching Support

Person Monitoring:
Lisa Jones

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Beginning September 2024, Academic Coaches will provide teachers with on-going coaching support through collaborative planning and modeled lessons on how to effectively implement the GRRM daily in classroom instruction.

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

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

This area was identified as a critical need due to the decrease in scores. The ELA scores decreased from 76% in 2023 to 73.36% in 2024. This area was identified to increase proficiency in ELA.

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

Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to (i.e., differentiated by) children's observed and assessed needs in specific aspects of literacy, including both writing and reading development.

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

Small-group instruction can provide activities like think aloud, learning games, graphic organizers, and writing conferences. Think aloud can model the thought process for solving a task, while learning games can help students practice skills. Graphic organizers can help students organize information, and writing conferences can support students as they write.

Grades K-2: Measurable Outcome(s)

As a result of implementing Differentiated Instruction, 78% of our students will meet grade level proficiency criteria by FAST PM 3.

Grades 3-5: Measurable Outcome(s)

As a result of implementing Differentiated Instruction, 78% of our students will meet grade level proficiency criteria by FAST PM 3.

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.

The use of standards based instruction will be monitored through administrative classroom walkthroughs to ensure quality instruction is taking place. Administration will also review weekly lesson plans and student work products to ensure instruction is effectively aligned to the developmental needs of all learners.

Person responsible for monitoring outcome

Yvette Solano

Evidence-based Intervention:

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

Description of Intervention #1:
As a Title I school with students that perform lower than state average. Our students need the content to be taught through the Clarifying and Visualizing Strategy. Clarifying is making the meaning of the text clear to the reader. This reading strategy is used throughout reading. Students can be taught to ask questions, reread, restate, and visualize making the text more comprehendible. Visualizing is the reading strategy that helps your students create a picture in their head of what they're reading. It's almost as if your students are making videos or movies in their heads, all built from their background knowledge, their imagination, and the content of the text. "

Rationale:
Establishing and implementing specific evidence based strategies will ensure that teachers are planning for instruction that meets the needs of all learners. Clarifying and visualizing are strategies that can help readers better understand and comprehend what they are reading. Research has also shown these strategies hold high expectations for students and have a significant positive impact on student results.

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

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

Action Steps to Implement:

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

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

Action Step #1
Common Planning

Person Monitoring:	By When/Frequency:
Yvette Solano	Bi-Weekly

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

By September 2024 ,collaboration during common planning time with teachers will allow them to share best practices. A member of administrative team will be part of the meeting.

Action Step #2
Formative Assessments

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Bi-Weekly

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

By September 2024 the use of formative assessments will be utilized to track student growth and monitor how students are improving over time. The data results from these assessments can be tracked in PowerBi by the administrative team.

Action Step #3
Student Accountability

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Weekly

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

By September 2024 students are involved in the process of monitoring differentiated instruction. This will allow them be become accountable for their academic progress. This will be monitored by classroom teachers.

Action Step #4
Data Analysis

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Bi-Weekly

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

By October 2024 the use of data to guide instruction. Data can be gathered about students' academic skills, learning styles, interests, backgrounds, and motivations. This can be monitored by administrative team.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

This area was identified as a critical need due to the decrease in scores. The Mathematics scores decreased from 76% in 2023 to 73.43% in 2024. It is necessary to plan and understand the demands of the new Mathematics standards.

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.

If we successfully implement Standard Aligned instruction, then 78% of our students in 3rd-5th grade will meet grade level proficiency criteria by FAST PM3.

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.

The use of standards based instruction will be monitored through administrative classroom walkthroughs to ensure quality instruction is taking place. Administration will also review weekly lesson plans and student work products to ensure instruction is effectively aligned to the developmental needs of all learners.

Person responsible for monitoring outcome

Lisa Jones

Evidence-based Intervention:

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

Description of Intervention #1:
In order to increase in our level of proficiency, we are going to focus on ensuring that Tier 1 instruction is standard-based and that TIer 2 remediation is focused on addressing the deficient standards. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:
With new standards in Math, we need to focus on ensuring that teachers are teaching to the depth of the standards so that students can master on grade level content by May 2025. Differentiated instruction (DI) is a teaching approach that recognizes and accommodates students' diverse needs and interests. It's based on the idea that students learn differently and have different interests, readiness levels, and ways of engaging with learning. DI can benefit all students in a number of ways.

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

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

Action Steps to Implement:

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

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

Action Step #1
Data Chats

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Quartelyc

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By October 15, the coach and teachers will have Data Chats to analyze and discuss results from PM1 and AP1 and plan for next steps to increase students mastery.

Action Step #2
Content Meetings

Person Monitoring:	**By When/Frequency:**
Lisa Jones	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 2024, a schedule will be created for coaches to facilitate monthly content meetings focusing on Standard Aligned Best Practices that can be implemented in daily classroom instruction to increase student knowledge of standards,

Action Step #3
Common Planning

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By August 2024, a common planning schedule will be created for teachers and Coaches to analyze standards and plan for student mastery.

Action Step #4
Standard-Based Questioning

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By October, teachers will have a system in place to check for understanding on a daily basis using standard based questioning. By the completion of the lesson students will complete Daily End Products and Independent practice questions to showcase their understanding of the standard.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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

According to student enrollment data found on PowerBI, we have decided to increase student enrollment for the new school year. We have decided to focus on community involvement to positively drive the way parents, businesses, and students think about our school effectively communicating with all stakeholders.

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.

If we successfully increase community involvement through family engagement, then by the end of the 2024-2025 school year, our student enrollment will have increased by 20% from the 2023-2024 school 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.

Quarterly data collection on student enrollment, parent satisfaction surveys, and school reviews will be collected to see the impact on the focus on positive marketing and recruitment through communication with all stakeholders by administration team.

Person responsible for monitoring outcome
Yvette Solano, Assistant Principal

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

Description of Intervention #1:
As a small school in our community, we need to focus on evidence-based strategy of Communicate with stakeholders. In order to build that relationship, we need to practice multiple ways to communicate to keep everyone on board and in line with our vision. Communicating with stakeholders with well-designed communication protocols which keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but not limited to, recurring meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters, and other printed/digital materials. When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When a school

leader ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings, uncertainty, and hostility.

Rationale:
Our school will focus on the evidence based strategy of Communicate with Stakeholders. This strategy will keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but is not limited to, recurring informative parent meetings, an up-to-date website, e-mails, phone calls, message board/marquis, consistent ClassDojo messages, and other printed/digital materials being sent home.

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

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

Action Steps to Implement:

Action Step #1
Building Community Relationships

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 2024, we will visit the local churches, local businesses, and daycare centers to build new relationships with at least three daycares and promote what the school is doing by allowing them to visit our campus and become involved with our school.

Action Step #2
Community Partnerships

Person Monitoring:	**By When/Frequency:**
Tiffany James	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 2024, we will increase the amount of community partnerships by inviting businesses in the community to our STEM Showcases and Career Day Extravaganza.

Action Step #3
ClassDojo

Person Monitoring:	**By When/Frequency:**
Yvette Solano	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 2024, all parents will be invited to join ClassDojo and the school will have at least 95% participation rate, as a result, all parents will be connected to what is taking place in the school and be more involved in their child's school.

Action Step #4
Marketing and Recruitment Plan

Person Monitoring:	**By When/Frequency:**

Tiffany James   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By September 2024, the leadership team will create a schoolwide marketing and recruitment plan to communicate with the community about al the good things taking place at Skyway. As a result, stakeholders will begin to have a positive outlook about Skyway and student enrollment will increase.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

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

The methods that Dr, Federica S. Wilson/Skyway will use to disseminate our SIP will begin with inviting students and parents to an Open House night. We will break down the plan into simpler terms using a Power Point presentation using accessible language for the many acronyms found in this plan. Translations will also be provided We will also present this at our PTA and EESAC meetings to further our outreach to stakeholders. Our staff will be invited to this as well, or they will be able to access this year's SIP on our school's webpage: https://www.skywayelementary.org/

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

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

Our school's mission to provide the best learning path for students has many working parts. Our monthly newsletters communication goes out to parents and teachers to keep them informed of events on a monthly basis. Included in this communication are reminders about how to access resources on our Schoology pages to keep up to date with their child's progress. We also send flyers home on a regular basis to increase participation in after-school activities to keep our students engaged in learning and extracurricular activities such as Robotics Club, tutoring, and a variety of community involvement activities. Our plan for 2024-2025 is to expand these celebrations with more focused booths to spotlight our academic programs. https://www.skywayelementary.org/

Plans to Strengthen the Academic Program

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

 One Area of Focus we will focus on to strengthen our academic program is addressing our students who are reading well below grade level.. The implementation of interventionists who will provide small group instruction for targeted groups such as SWD and ELL students on to instruction received in ELA and Interventions. We will also use these resources to accelerate curriculum by pulling small groups who have mastered the curriculum and would benefit from the challenge of enrichment.

How Plan is Developed

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

 The school leadership team facilitates common planning with teachers to build teacher capacity through the coaching cycle and analyze data to inform instructional decisions. The MTSS team monitors core instruction and interventions to increase student achievement. Title I and Title III dollars are provided to ensure students requiring additional remediation are assisted through after-school tutoring. The Migrant liaison provides services and support to students and parents by coordinating with Title I. District support is provided through the ELL department to improve the education of immigrant and English Language Learners. The District Upstart program provides resources (clothing, school supplies, social services referrals) for students identified as homeless.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Dr, Frederica S Wilson/Skyway ensures the social-emotional needs of all students by providing a nurturing and affectionate environment. We have a school counselor, a social worker, and a district mental health specialist. Each of these resources provides support to all of our students as needed

Preparing for Postsecondary Opportunities and the Workforce

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

n/a

Addressing Problem Behavior and Early Intervening Services

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

We have an MTSS team that meets weekly to discuss, plan, and monitor our students' needs. Some students are eventually assessed and placed in the ESE program, while others need additional supports such as small groups to address their academic needs, or interventions that are supported by our interventionists. Parents are involved early on, and we maintain communication during each of the MTSS process.

Professional Learning and Other Activities

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

Dr, Frederica S Wilson/Skyway Elementary School recruits teachers by attending the recruitment fair. The school retains teachers by providing professional development in all areas based upon needs identified from deliberate practice plans. Coaches work directly with each classroom teacher to meet the needs of staff members on an individual basis. The principal strives to build a positive

climate where teachers feel valued and respected. This climate is achieved through opportunities for fellowship and celebrations of success.

Strategies to Assist Preschool Children

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

 The Pre-K Program offers the students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming pre-kindergartners are invited to attend "Meet and Greet" before the first day of school. The goal is to enhance cognitive, social, emotional, physical and intellectual development. The students are all screened with a developmental skills checklist. The checklist assesses motor skills, creative skills, language arts and mathematic skills. The teachers prepare students academically by implementing organizational skills such as notetaking and various study skills.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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