Miami-Dade County Public Schools

DR. FREDERICA S. WILSON/SKYWAY ELEM SCHOOL



2026-27 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

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Dr. Frederica S. Wilson/Skyway Elementary School strives to ensure excellence and remain at the forefront of our students' educational experiences. 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, 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

Tiffany C. James

tiffanycjames@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Cindy Miel

ms_miel@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Serves as an educational leader and assists the principal in the planning, coordination, and directing of school programs. Assists with the development and monitoring of the school improvement plan.

Leadership Team Member #3

Employee's Name
Audrey Barnes

abarnes@dadeschools.net

Position Title
Teacher

Job Duties and Responsibilities

Key instructional leader, contributing to decision-making, supporting professional development, and representing the perspectives of classroom educators. Their role helps bridge communication between staff and administration, promotes collaboration, and supports the implementation of school-wide goals and initiatives.

Leadership Team Member #4

Employee's Name
Lisa Jones

302635@dadeschools.net

Position Title
Teacher

Job Duties and Responsibilities

Key instructional leader, contributing to decision-making, supporting professional development, and representing the perspectives of classroom educators. Their role helps bridge communication between staff and administration, promotes collaboration, and supports the implementation of school-wide goals and initiatives.

Leadership Team Member #5

Employee's Name

Lydia Paul

251548@dadeschools.net

Position Title
Teacher

Job Duties and Responsibilities

Key instructional leader, contributing to decision-making, supporting professional development, and representing the perspectives of classroom educators. Their role helps bridge communication between staff and administration, promotes collaboration, and supports the implementation of school-wide goals and initiatives.

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.

As a small school within our community, the development of our School Improvement Plan (SIP) was a collaborative effort that involved a diverse group of stakeholders, including the school leadership team, teachers, staff, parents, families, and local business and community leaders. Their input was instrumental in ensuring that the SIP accurately reflects the needs, priorities, and strengths of our school community. We placed a strong emphasis on fostering meaningful relationships with all stakeholders, and to support this, we employ various communication strategies to keep everyone aligned with our vision. Effective communication is achieved through the establishment of well-structured protocols that ensure students, parents, stakeholders, and the broader community are kept informed about the positive developments at the school. These strategies include regular meetings, an updated website, emails, phone calls, ClassDojo, newsletters, and other printed and digital materials.

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)).

The School Improvement Plan (SIP) will be regularly monitored through a combination of ongoing assessments, data reviews, and feedback from both staff and stakeholders. We will track student progress toward meeting state academic standards through regular progress monitoring assessments, benchmark assessments, and classroom observations. Data from these assessments will be analyzed frequently to identify areas of strength and areas where students, particularly those in the greatest achievement gap, may need additional support.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	32	44	51	51	49	42				269
Absent 10% or more school days	0	9	3	5	5	4				26
One or more suspensions	0	0	0	1	1	2				4
Course failure in English Language Arts (ELA)	0	4	1	10	0	1				16
Course failure in Math	0	0	0	5	6	1				12
Level 1 on statewide ELA assessment	0	0	0	8	5	2				15
Level 1 on statewide Math assessment	0	0	0	3	5	0				8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	4	7	17	13	12				56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	2	2	5	0				15

Current Year 2026-27

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	3	15	8	5				36

Current Year 2026-27

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	3	1	0				4
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School Enrollment	60	71	60	55	60	49				355
Absent 10% or more school days		7	6	3	2	4				22
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)			2	2	4	4				12
Course failure in Math			3	3	2	5				13
Level 1 on statewide ELA assessment				6	4	3				13
Level 1 on statewide Math assessment				5	5	5				15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	10	11	15	11	9				64
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	3	3	5	2					16

Prior Year (2025-26) 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	5	7	9	7	7				36

Prior Year (2025-26) 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	3	2	1	2	1				10
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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	67	62	70	65	59	73	63	57
Grade 3 ELA Achievement	71	67	61	66	65	59	79	63	58
ELA Learning Gains	64	66	63	75	65	60	74	64	60
ELA Lowest 25th Percentile	74	61	58	90	62	56	93	62	57
Math Achievement*	81	74	66	77	72	64	73	69	62
Math Learning Gains	72	65	64	81	66	63	66	65	62
Math Lowest 25th Percentile	65	55	50	79	59	51	92	58	52
Science Achievement	62	63	62	68	63	58	55	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		64	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
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	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	74%	74%	67%	67%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	56%	No		
English Language Learners	71%	No		
Black/African American Students	71%	No		
Hispanic Students	70%	No		
Economically Disadvantaged Students	70%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	73%	71%	64%	74%	81%	72%	65%	62%					
Students With Disabilities	44%		63%		59%	74%		40%					
English Language Learners	69%	50%	81%		83%	86%		55%					
Black/African American Students	75%	83%	59%		81%	66%	64%	68%					
Hispanic Students	69%	56%	72%	82%	80%	78%		53%					
Economically Disadvantaged Students	72%	70%	66%	79%	78%	70%	64%	60%					

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	70%	66%	75%	90%	77%	81%	79%	68%					63%
Students With Disabilities	55%		62%		64%	62%		53%					
English Language Learners	66%		91%	94%	79%	85%	77%						63%
Black/African American Students	77%	73%	60%		80%	77%		59%					
Hispanic Students	62%	58%	86%	95%	74%	84%	82%	75%					63%
Economically Disadvantaged Students	68%	64%	70%	83%	75%	77%	73%	70%					59%

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	61%	64%	-3%	60%	1%
ELA	4	59%	64%	-5%	60%	-1%
ELA	5	83%	65%	18%	61%	22%
Math	3	82%	72%	10%	66%	16%
Math	4	71%	71%	0%	65%	6%
Math	5	81%	67%	14%	62%	19%
Science	5	60%	59%	1%	60%	0%

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 area showing the most improvement was third grade ELA proficiency, which increased from 66% to 71%, an increase of 5 percentage points. This growth was the result of consistent Tier 1 instruction, targeted interventions that began early in the school year, along with additional tutoring provided to selected students after PM2 data analysis. Ongoing progress monitoring played a key role, with proficiency projections regularly reviewed using PM1, PM2, iReady, and biweekly assessment data. These intentional efforts allowed instructional adjustments to occur in a timely manner, better meeting student needs and leading to improved outcomes.

Lowest Performance

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

The lowest-performing area was math learning gains within the lowest quartile (L25), which was 58%. This data indicates that our most struggling students are not yet making the level of progress needed to close achievement gaps. Contributing factors include gaps in foundational skills and the need for more targeted and consistent interventions. Additionally, a number of these students are English Language Learners (ELLs) who are able to complete grade-level computations but struggle significantly with word problems, particularly multi-step tasks that require stronger language comprehension. Moving forward, we will focus on strengthening differentiated instruction, explicitly teaching problem-solving strategies, and providing more intentional supports to ensure these students demonstrate measurable learning gains.

Greatest Decline

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

The greatest decline was seen in math learning gains within the lowest quartile, which dropped from 79% to 58%, a decrease of 21 percentage points. This decline highlights the need for more targeted and consistent support for our most struggling students. One contributing factor was that many

students were of English Language Learners who are still acquiring the language. While many of these students can complete computations, they struggle with multi-step word problems. Moving forward, we will address this by providing more explicit instruction in problem-solving, strengthening math vocabulary, and increasing targeted small-group support, along with closer progress monitoring to ensure improvement.

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.

In all content areas, Skyway Elementary outperformed the state in proficiency. The greatest gap was in mathematics, where the state proficiency is approximately 64% compared to Skyway's 80%. This reflects a positive gap of 16 percentage points and an increase of 3 percentage points from the previous school year. This success is attributed to our consistent use of data to monitor student progress, differentiate instruction, and provide targeted tutoring to students in need. These practices have allowed us to maintain high levels of performance and continue improving math achievement.

EWS Areas of Concern

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

The most concerning EWS indicator is **students with attendance below 90% of school days** in the primary grades. Chronic absenteeism at this level significantly limits students' exposure to instruction and disrupts the continuity needed to build foundational skills. At this early stage, consistent attendance is critical because students are developing essential literacy and numeracy skills that serve as the foundation for all future learning. This can contribute to lower overall student achievement and may hinder school improvement efforts, particularly in areas related to reading proficiency and long-term academic growth.

Highest Priorities

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

Our highest priorities for the upcoming school year include improving math learning gains, particularly for the lowest quartile, which decreased from 79% to 58%, as well as increasing overall math learning gains from 70% back toward the previous 81%. Additionally, we will focus on strengthening ELA learning gains, which declined from 75% to 65%. Another key priority is continuing to improve schoolwide attendance, as consistent attendance directly impacts student achievement. These

priorities will guide our focus on targeted interventions, data-driven instruction, and ongoing monitoring to support student growth.

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

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 2026 Spring Assessment data, 58% of fifth-grade students demonstrated proficiency on the 5th grade Statewide Science Assessment. Based on the data and the contributing factors of low overall science content knowledge, we will implement the targeted element of Science.

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.

With the implementation of Gradual Release of Responsibility Model (GRRM) to address the targeted element of Science, grade 5 Science proficiency on the Science Statewide Assessment will increase by 2 percentage points (for a total of 60% proficiency) in June 2027.

Monitoring

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

The Administrative Team will support instructional personnel in delivering consistent, data-driven Science instruction through the effective implementation of the Gradual Release of Responsibility (GRR) Model. Administrators will monitor implementation through regular formal and informal classroom observations, lesson plan reviews, collaborative planning sessions, and intervention monitoring. Ongoing feedback and coaching will be provided to ensure instructional practices reflect the progression from teacher modeling to guided practice, collaborative learning, and independent application, resulting in high-quality Science instruction and improved student outcomes.

Person responsible for monitoring outcome

Tiffany C. James, Principal

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:
The Gradual Release of Responsibility Model (GRRM) is an instructional framework that shifts the cognitive load from teacher to student through a structured sequence of instruction: I Do (teacher modeling), We Do (guided practice), and You Do (independent practice). This model ensures students are explicitly taught, supported through practice, and ultimately able to apply skills independently.

Rationale:
The evidence-based intervention of Gradual Release of Responsibility Model (GRRM) was chosen as it provides support in mastering new skills to meet the desired outcomes of our statewide Science benchmarks.

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

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

Action Steps to Implement:

Action step(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
Common Planning

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in collaborative common planning sessions with the Science Coach to develop and refine Science lessons aligned to the Gradual Release of Responsibility Model (GRRM). These planning opportunities will focus on designing standards-based instruction that incorporates teacher modeling, guided practice, collaborative learning, and independent application. Implementation of the GRRM framework will be monitored through lesson plan reviews, classroom observations, and ongoing coaching support.

Action Step #2
Data Chats

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers, administrators, and the Science Coach will engage in regular data chats to analyze formative and summative assessment data, monitor student progress, and identify trends in Science achievement. Findings from data analysis will be used to determine the effectiveness of GRRM implementation, identify areas of need, and make instructional adjustments to improve student outcomes and ensure mastery of Science standards.

Action Step #3
STEM Science Labs

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize STEM-focused Science laboratory experiences to support the implementation of the Gradual Release of Responsibility Model (GRRM). Through hands-on investigations, inquiry-based learning, and collaborative problem-solving activities, students will engage in the progression from teacher modeling and guided practice to collaborative exploration and independent application of scientific concepts. Implementation will be monitored through classroom observations, lesson plan reviews, student work samples, and coaching feedback to ensure students are actively engaged in rigorous, standards-based Science learning.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale
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 the 2026 Spring Assessment data, 73% of students in the lowest quartile in ELA achieved learning gains on the FAST Reading Assessment. Based on the data and the contributing factors to low student performance in ELA, we will implement the targeted element of differentiation to increase student achievement and ensure continued growth among students in the lowest quartile. This is the feeder pattern goal.

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.

With the implementation of Ongoing Progress Monitoring (OPM) to address the targeted element of Differentiation, the lowest quartile earning learning gains on the FAST Reading will increase by 2 percentage points (for a total of 75% L25 ELA learning gains) in June 2027.

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

To ensure continuous growth for students in the lowest quartile of ELA achievement, the leadership team will implement a systematic progress-monitoring process focused on the effective use of differentiation. Teachers will utilize assessment data from district assessments, i-Ready, classroom

formative assessments, and student work samples to identify individual learning needs and create differentiated instructional groups.

Person responsible for monitoring outcome
Tiffany C. James, Principal

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:
Ongoing Progress Monitoring (OPM) is a systematic process of regularly assessing student performance on targeted skills to evaluate growth over time and inform instructional decisions. It ensures that instruction and interventions are responsive, timely, and aligned to student needs, particularly within Tier 1 and Tier 2 supports.

Rationale:
Ongoing progress monitoring was selected as the evidence-based intervention because it provides timely and actionable data that informs instructional decision-making and ensures that differentiated supports are meeting the needs of lowest quartile students.

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
Lesson Planning and Instructional Delivery

Person Monitoring:	**By When/Frequency:**
Cindy Miel, Assistant Principal	Sept. 25, 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor lesson plans and classroom instruction to ensure differentiation is evident through tiered assignments, flexible grouping, targeted small-group instruction, and scaffolded supports.

Action Step #2
Data Chats

Person Monitoring:	**By When/Frequency:**
Cindy Miel, Assistant Principal	Sept. 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct data chats with teachers to review the progress of students in the lowest quartile and adjust

differentiated instructional strategies based on student performance.

Action Step #3
Classroom Walkthroughs

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct classroom walkthroughs using a differentiation look-for tool aligned to the school's SIP target element to determine its impact on progress of students in the lowest quartile.

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.

According to the 2025-2026 FAST ELA proficiency results, 69% of students in third through fifth grade demonstrated proficiency. According to the 25-26 STAR Reading Assessment results 50% of students Kindergarten through second grade demonstrated proficiency. Based on the data and the identified contributing factors of increased enrollment of ELLs, gaps within foundational skills (phonemic awareness, phonics, fluency, high frequency word identification, and vocabulary) and decreased time in Teacher Led Center (TLC) for Tier 1 students we will implement the targeted element of ELA.

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

According to end-of-year STAR Reading Assessment results, 50% of tested students in Kindergarten through second grade demonstrated proficiency. Specifically, 52% of kindergarten students scored below level 3. Based on the data and the identified contributing factors of increased enrollment of ELLs, gaps within foundational skills (phonemic awareness, phonics, fluency, high frequency word identification, and vocabulary) and decreased time in Teacher Led Center (TLC) for Tier 1 students, we will implement the targeted element of ELA required by RAISE.

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

According to end-of-year FAST Reading Assessment results, 69% of tested students in third through fifth grade demonstrated proficiency. Based on the data and the identified contributing factors of increased enrollment of ELLs, gaps within foundational skills (phonemic awareness, phonics, fluency, high frequency word identification, and vocabulary) and decreased time in Teacher Led Center (TLC) for Tier 1 students, we will implement the targeted element of ELA required by RAISE.

Grades K-2: Measurable Outcome(s)

With the implementation of Anchor Charts to address the targeted element of ELA required by RAISE, Kindergarten through second grade ELA proficiency will increase by 2 percentage points (for a total of 52%) on FAST STAR PM3 in June 2027.

Grades 3-5: Measurable Outcome(s)

With the implementation of Anchor Charts to address the targeted element of ELA required by RAISE, third through fifth grade ELA proficiency will increase by 2 percentage points (for a total of 71%) on FAST ELA PM3 in June 2027.

Monitoring

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

The implementation and impact of the ELA Area of Focus will be monitored through a comprehensive progress-monitoring system designed to ensure fidelity of implementation and measure student growth toward the established proficiency goals. School leadership and teachers will monitor the implementation of anchor charts.

Person responsible for monitoring outcome

Tiffany C. James, Principal

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:

Anchor Charts are visual instructional tools that capture and organize learning, strategies, processes, skills, and key concepts. Co-created by teachers and students, anchor charts serve as ongoing references that reinforce prior learning, support comprehension, and promote student independence as new skills are introduced and practiced.

Rationale:
Through consistent use of anchor charts across classrooms, students receive repeated exposure to essential literacy skills and academic language, leading to improved comprehension, stronger engagement, and increased reading achievement. As a result, anchor charts support the school's goal of increasing reading proficiency by providing a sustainable, student-centered tool that enhances instruction and reinforces learning over time.

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
Develop and Utilize Standards-Aligned Anchor Charts

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaboratively create and display anchor charts aligned to grade-level reading standards and learning targets. Anchor charts will model key reading strategies. Teachers will explicitly reference anchor charts during whole-group, small-group, and independent reading activities. Walkthrough data, lesson plans, and classroom observations will be used to monitor the development of anchor charts.

Action Step #2
Engage Students in the Creation and Use of Anchor Charts

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and students will co-create anchor charts during lessons to capture key concepts, vocabulary, and thinking processes.
Students will regularly use anchor charts as instructional references when completing reading tasks, discussing texts, and responding to comprehension questions. Opportunities will be provided for students to interact with and revisit anchor charts to reinforce learning and build independence.
Walkthrough data and student work samples will be used to monitor the impact of student engagement in the creation of anchor charts.

Action Step #3
Monitor Implementation and Impact of Anchor Charts

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrative and instructional leadership teams will conduct classroom walkthroughs to monitor the

effective use of anchor charts during reading instruction. Teachers will analyze student work samples, reading assessments, and formative data to evaluate the impact of anchor charts on reading comprehension and proficiency. Student assessment data will be used to monitor the impact of anchor charts.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to the 2025-2026 Student Attendance record, 38% of the students had 11 or more absences. This area was identified as crucial to improve the education of students with the belief that students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

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.

With the implementation of attendance initiatives to address the target element of Student Attendance, the percentage of students with 11 or more absences will decrease by 3 percentage points from 38% to 35% by June 2027.

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 administrative team will monitor schoolwide attendance to ensure that we are on track to meet the measurable outcome. Teachers will monitor student attendance and follow-up with a phone call after the third consecutive absence according to the schoolwide attendance plan.

Person responsible for monitoring outcome

Cindy Miel, Assistant Principal

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:
Attendance Initiatives are proactive, multi-tiered strategies designed to improve student attendance and reduce chronic absenteeism. These initiatives involve monitoring attendance data, communicating with families, providing supports and interventions, addressing barriers to attendance, and recognizing positive attendance behaviors. Schools implement a combination of prevention, intervention, and incentive-based practices to promote consistent student engagement and access to learning.

Rationale:
By improving attendance rates and reducing chronic absenteeism, the school increases instructional time, strengthens student engagement, and creates greater opportunities for academic success. As a result, Attendance Initiatives support the school's improvement goals by ensuring students are present, connected, and prepared to achieve at higher levels.

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
Attendance Monitoring

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Form a school-based team that includes administrators, counselors, and teachers, that will meet to review attendance trends and identify concerns. Staff members are assigned specific attendance-monitoring responsibilities such as monitoring daily attendance, identifying students, and identifying attendance patterns.

Action Step #2
Strengthen Family Communication

Person Monitoring:
Cindy Miel, Assistant Principal

By When/Frequency:
Sept. 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Communicate attendance expectations at the beginning of the year, send regular attendance reminders through phone calls, text messages, and social media, and provide families with attendance resources and information in home languages.

Action Step #3
Build a Positive Attendance Culture

Person Monitoring:

By When/Frequency:

Cindy Miel, Assistant Principal Sept. 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Display attendance goals and progress throughout the school and incentivize perfect attendance. Reinforce the connection between attendance and academic success during assemblies and classroom meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The SIP is shared and disseminated at the Annual Title I Meeting as well as the EESAC meetings which include parents, teachers and business leaders. The SIP is also disseminated at Faculty meetings. Copies of the SIP are located in the parent resource center and are posted on the school website: 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Dr. Frederica S. Wilson/ Skyway Elementary builds positive relationships with all stakeholders through school events such as the Meet and Greet, Open House, the Annual Title I Meeting, EESAC Meetings, and parent and family engagement activities throughout the school year. Our school's website, social media, and school marquee also provide updates to help promote involvement for parents, families and the community. Our monthly newsletter communication informs stakeholders about our events. Included in this communication are reminders about how to access parent and student resources on Schoology and the portal. 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Based on the analysis of student performance data and identified contributing factors, the school will strengthen its academic program by implementing targeted strategies to increase student proficiency in both Reading and Science. Instruction will be enhanced through differentiated teaching practices, data-driven interventions, and evidence-based instructional strategies designed to meet the diverse needs of all learners.

To improve reading achievement, teachers will provide targeted in-school interventions and differentiated instruction based on student needs. Anchor charts will be used consistently across classrooms to reinforce key reading concepts, comprehension strategies, vocabulary, and academic language. These visual tools will support student understanding, encourage independence, and provide ongoing reference points that promote mastery of reading skills. Students requiring additional support will receive interventions during the school day, while extended learning opportunities will provide additional time for targeted instruction and skill development.

To increase science proficiency, teachers will implement the Gradual Release of Responsibility model to ensure students move from teacher-guided instruction to independent application of scientific concepts and practices. Science instruction will emphasize hands-on investigations, inquiry-based learning, and opportunities for students to engage in higher-order thinking. Students will also participate in enrichment activities designed to deepen their understanding of science standards and foster critical thinking, problem-solving, and collaboration skills.

The school will increase both the amount and quality of learning time by providing extended learning opportunities during and after the school day. These opportunities will offer targeted intervention, acceleration, and enrichment aligned to student needs and academic goals. Through these combined efforts, the school will provide an enriched and accelerated curriculum that supports student engagement, strengthens academic achievement, and increases overall proficiency in Reading and Science.

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, in coordination with all stakeholders, will continue to develop and modify the SIP throughout the school year with input from EESAC members including parents, teachers, and business leaders. This will assist in providing feedback and suggestions.

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)).

Dr. Frederica S. Wilson/Skyway supports the social-emotional needs of all students by fostering a nurturing environment that includes counseling, mental health services, mentoring, and other support as needed to promote development both in and beyond the classroom. A school counselor, social worker, and district mental health specialist are available to provide these essential services.

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)).

Dr. Frederica S. Wilson/Skyway hosts career day and partners with the feeder pattern middle and high schools to provide students with opportunities to explore other educational and postsecondary programs.

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)).

Dr. Frederica S. Wilson/Skyway follows the Multi-Tiered System of Supports (MTSS) to address problem behaviors and early intervention. Additionally, a Positive Behavior Intervention System (PBIS) is used to reinforce positive behavior and correct negative behaviors.

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)).

Dr. Frederica S. Wilson/Skyway Elementary School provides coaching and mentoring for new and beginning teachers through the District's MINT program. Additionally, professional development is provided for teachers to improve instructional delivery and content knowledge based on professional development needs identified through staff surveys. The principal strives to build a positive school 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Preschool children transition from early childhood education programs to Kindergarten at Dr. Frederica S. Wilson/Skyway Elementary School through our annual Transition to Kindergarten initiatives which include student/parent orientation, and an opening of schools meet and greet. The Pre-K Program offers a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten.

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 (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.

N/A

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).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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