

Miami-Dade County Public Schools

DR. FREDERICA S. WILSON/SKYWAY ELEM SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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 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, 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 school wide efforts, encouraging positive school culture an 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

Gayshell Canadate

292318@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

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.

Leadership Team Member #5

Employee's Name

Julia Gilchrist

jgilchrist@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 assessment, benchmark assessment, 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

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	60	71	60	55	60	49				355
Absent 10% or more school days	0	7	6	3	2	4				22
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	0	2	2	4	4				12
Course failure in Math	0	0	3	3	2	5				13
Level 1 on statewide ELA assessment	0	0	0	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	0				16

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	7	9	7	7				36

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	3	2	1	2	1				10
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		4	3	4	2	4				17
One or more suspensions						1				1
Course failure in English Language Arts (ELA)			2	2	4	4				12
Course failure in Math			1	3	2	5				11
Level 1 on statewide ELA assessment				1	6	12				19
Level 1 on statewide Math assessment				1	8	13				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)		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)		7	3	7	3					20

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	65	59	73	63	57	76	60	53
Grade 3 ELA Achievement	66	65	59	79	63	58	78	60	53
ELA Learning Gains	75	65	60	74	64	60			
ELA Lowest 25th Percentile	90	62	56	93	62	57			
Math Achievement*	77	72	64	73	69	62	75	66	59
Math Learning Gains	81	66	63	66	65	62			
Math Lowest 25th Percentile	79	59	51	92	58	52			
Science Achievement	68	63	58	55	61	57	50	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	66	63	58	64	61	61	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	669
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	74%	67%	67%	51%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	59%	No		
English Language Learners	79%	No		
Black/African American Students	71%	No		
Hispanic Students	75%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%

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%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	58%	60%	-2%	57%	1%
ELA	4	65%	59%	6%	56%	9%
ELA	5	60%	60%	0%	56%	4%
Math	3	68%	69%	-1%	63%	5%
Math	4	63%	68%	-5%	62%	1%
Math	5	64%	62%	2%	57%	7%
Science	5	53%	56%	-3%	55%	-2%

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 5th Grade Science Statewide Assessment demonstrated the most improvement in 24-25 school year where students demonstrated 53% proficiency; an 8-percentage point increase compared to the 23-24 school year that yielded a 45% proficiency. The new actions included integrating literacy and writing skills during Science instruction, incorporating STEM lessons throughout the school year, and teachers' participation in Science-specific professional development. Additionally, the consistent implementation of recommended Science resources with fidelity played a key role in the overall success

Lowest Performance

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

Based on the Breakdown of School Grade Components by Subgroups data analysis, ELA proficiency among the ELLs was 21% which was the lowest performing group. The contributing factors to the year's low performance was a large increase of ELLs and their lack of reading readiness.

Greatest Decline

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

Third grade ELA demonstrated the greatest decline of 6 percentage points which was 58% proficiency in 24-25 compared to 64% during the 23-24 school year. Several factors may have contributed to this decline, including larger class sizes that likely made it challenging to meet diverse needs. Additionally, the lack of a second teacher-led center for Differentiated Instruction, which would have supported Tier 1 students in maintaining proficiency.

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.

Based on the 24-25 schoolwide data review, Science showed the largest proficiency gap compared to the state: Skyway scored 53% proficiency, a 2-percentage point difference compared to the state. While this remains our greatest area for growth, it also presents a valuable opportunity for continued improvement. One contributing factor is the overall limited content knowledge in science among students. Despite notable progress in the subject, disparities persist across student groups, highlighting the need for more targeted support and differentiated instruction to close the gap.

EWS Areas of Concern

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

Based on the 24-25 EWS data review, 38% of students were absent 11 or more school days.

Twenty-two students or 6% were absent more than 18 school days.

Thirty-six students or 10% of students at Skyway have two or more indicators.

Highest Priorities

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

1. Student Attendance
2. Science Proficiency
3. Faculty Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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 2025 Spring Assessment data, 53% of 5th 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 Responsibilities 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 55%) in June 2026.

Monitoring

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

The Administrative Team will guide instructional personnel in providing consistent data-driven instruction. Administration will also regularly conduct formal and informal observations, provide feedback and planning sessions, intervention monitoring, and lesson plan reviews to ensure consistent and appropriate implementation of the Gradual Release of Responsibilities Model during Science instruction.

Person responsible for monitoring outcome

Tiffany 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 Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of 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. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target 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 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

Professional Development

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, Quarterly

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

Teachers will attend Professional Development on STEM which incorporates the implementation of Gradual Release of Responsibilities Model. Implementation will be monitored through lesson plan reviews and classroom walkthroughs.

Action Step #2

Collaborative Planning

Person Monitoring:

Cindy Miel, Assistant Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, Weekly

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

Teachers will be provided opportunities to plan with Science Curriculum Support Specialist in order to establish the framework for GRRM. Implementation will be monitored through lesson plan reviews. Data chats will also take place to determine if shifts need to occur in instructional delivery to ensure proper implementation of GRRM.

Action Step #3

Science Labs

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, Biweekly

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

Teachers will conduct Science Labs across all grade levels. Implementation will be monitored through student work product reviews and classroom walkthroughs.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

According to the 24-25 FAST ELA proficiency results 61% of students in grades 3–5 demonstrated proficiency. According to the 24-25 STAR Reading Assessment results 53% of student in grades K-2 demonstrated proficiency. Based on the data and the identified contributing factors of larger class sizes, 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 53% of tested students in grades K-2nd demonstrated proficiency. Specifically, 52 % of kindergarten students and 57% of second grade students scored below level 3. Based on the data and the identified contributing factors of larger class sizes, 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 61% of tested students in grades 3RD-5TH

demonstrated proficiency. Based on the data and the identified contributing factors of larger class sizes, 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 Gradual Release of Responsibilities Model (GRRM) to address the targeted element of ELA required by RAISE, K-2nd grade ELA proficiency will increase by 2 percentage points (for a total of 55%) on FAST STAR PM3 in June 2026.

Grades 3-5: Measurable Outcome(s)

With the implementation of Gradual Release of Responsibilities Model (GRRM) to address the targeted element of ELA required by RAISE, grade 3-5 ELA proficiency will increase by 2 percentage points (for a total of 63%) on FAST ELA PM3 in June 2026.

Monitoring

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

The Administrative Team will guide instructional personnel in providing consistent data-driven instruction. Administration will also regularly conduct formal and informal observations, provide feedback and planning sessions, intervention monitoring, and lesson plan reviews to ensure consistent and appropriate implementation of the Gradual Release of Responsibilities Model.

Person responsible for monitoring outcome

Tiffany 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 Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of 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. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target 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 ELA

benchmarks.

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

Ongoing progress monitoring

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, Biweekly

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

Data points will be tracked and analyzed to determine student needs for remediation. Leadership (Tiffany James, Principal) can review data tracking tools such as student progress charts, intervention logs, and assessment results during data meetings. Classroom observations can also provide insight into how teachers adjust instruction based on data. Additionally, the team can use PowerBi and Performance Matters to track student growth over time, ensuring that progress monitoring is being used to inform instruction and close learning gaps.

Action Step #2

Data-Driven Instruction

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, biweekly

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

Data-driven Instruction will be implemented across all grade levels. Strategic instruction provides a structured approach to teaching that targets specific skills, adapts to diverse learning styles, and uses data to guide decisions. It helps maximize student engagement, close learning gaps, and improve academic outcomes by ensuring that every lesson has a clear purpose and measurable impact. The school leadership team (Tiffany James, Principal) can monitor the implementation of data-driven instruction by ensuring that grade-level teams regularly analyze student performance data to inform planning. They can schedule and attend data meetings to observe how teachers use assessment results to adjust instruction and target specific skills. Leadership can also review lesson plans and instructional materials to confirm alignment with identified student needs. Classroom walkthroughs and observations should focus on evidence of strategic instruction, such as differentiated activities and clear learning objectives. Additionally, collecting teacher feedback and student performance data over time will help assess the impact of data-driven practices on engagement and academic growth.

Action Step #3

Instructional Planning

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, weekly

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

Teachers will develop lesson plans that demonstrate the effective implementation of GRRM. The school leadership team (Tiffany James, Principal) can monitor the implementation of lesson plans that effectively use GRRM (Gradual Release of Responsibility Model) by reviewing lesson plans regularly to ensure they include all GRRM components: I Do (modeling), We Do (guided practice), and You Do (collaborative/independent practice). Classroom walkthroughs and observations should focus on how these stages are executed during instruction. Leadership can also provide feedback and support through planning meetings, encouraging teachers to reflect on and refine their use of GRRM. Collecting student work samples and assessing engagement and outcomes can further help evaluate the impact of GRRM-based instruction.

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 2024-2025 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 5 percentage points from 38% to 33% by June 2026.

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 school-wide 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 school wide 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:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Implementing Strategic Attendance Initiatives is crucial for improving student outcomes, as these efforts involve closely monitoring and reporting absences, engaging families through phone calls and home visits, and providing counseling and referrals to external support agencies. These proactive measures help identify and address barriers to attendance early, while incentives for perfect attendance foster a positive school culture and encourage consistent student engagement. Together, these strategies create a comprehensive approach to reducing absenteeism and promoting academic success.

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 Intervention

Person Monitoring:

Cindy Miel, Assistant Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, weekly

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

Identify students with 11 or more absences during the 2024-2025 school year. Provide support to parents and students based on needs (transportation, health, homelessness, custody issues etc.) The school leadership team, (Cindy Miel, Assistant Principal) will monitor implementation by generating Attendance Report from Powerbi and designate the Attendance Review Committee to coordinate support.

Action Step #2

Attendance Referrals

Person Monitoring:

Cindy Miel, Assistant Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, quarterly

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

Teachers report students who have 5 or more absences in a grading period by referring the student to Student Services with a Student Case Management Referral for counseling, referrals to outside

agencies and to parent conferences. The implementation will be monitored using the Attendance Action Plan steps while maintaining records in the Student Information System.

Action Step #3

Attendance Incentives

Person Monitoring:

Cindy Miel, Assistant Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, monthly

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

Implement Monthly incentives for students with perfect attendance including daily shoutouts and class prizes. The implementation will be tracked using the daily attendance bulletin to monitor student attendance. The leadership team (Cindy Miel, Assistant Principal) will review attendance data and incentive implementation monthly to make adjustments as needed.

Area of Focus #2

Teacher 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 2024–2025 teacher attendance report, 50% of teachers were absent for 10.5 days or more, highlighting a critical area for improvement. Frequent teacher absences can disrupt instructional continuity, diminish student engagement, and negatively affect academic performance due to inconsistent teaching and increased reliance on substitutes. Addressing this trend is essential to fostering a stable and effective learning environment that supports student success.

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 mindfulness to address the target element of Teacher Attendance, the percentage of teachers with 10.5 or more absences will decrease by 10 percentage points from 50% to 40% by June 2026.

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 use Frontline to monitor teacher attendance effectively. Regular reviews by administration can identify attendance patterns, and if needed, support can be provided. Incentive programs for good attendance can foster a positive school culture. Addressing trends in absenteeism and providing support on mindfulness can help faculty members avoid burnout.

Person responsible for monitoring outcome

Tiffany 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:

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Rationale:

Mindfulness practices can improve teacher attendance by reducing stress, preventing burnout, and enhancing emotional resilience. When teachers feel more balanced and supported through mindfulness, they are less likely to take time off due to mental or emotional fatigue. This leads to greater consistency in the classroom and a more stable learning environment for students.

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

Daily Check in

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, daily

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

Introduce Daily Check-ins: teachers pause and assess how they're feeling—physically and emotionally. This builds self-awareness and helps them respond to their needs mindfully. The school leadership team can monitor the implementation of daily teacher check-ins by establishing a consistent routine and gathering regular feedback. Teachers should understand the purpose and process of the check-ins—taking a moment each morning to reflect on their physical and emotional well-being. To track implementation, administrators (Tiffany James, Principal) can conduct brief check-ins with teachers.

Action Step #2

Wellness Wednesdays

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

Tiffany James, Principal

Aug. 11 - Sept. 26, 2025, biweekly

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

Establish a consistent monthly time to offer simple, stress-relieving activities—such as yoga, exercise, and gratitude journaling—designed to support teacher well-being and foster a positive school culture. Activities will be guided by teacher input to ensure relevance and engagement. The school leadership team (Tiffany James, Principal) can monitor the implementation of monthly stress-relief activities for teachers by setting a consistent schedule and communicating it clearly to staff. Then, gather teacher input through quick surveys to guide the selection of activities like yoga, exercise, or gratitude journaling. Attendance and participation will be tracked through sign-in sheets.

Action Step #3

Attendance Policy

Person Monitoring:

Tiffany James, Principal

By When/Frequency:

Aug. 11 - Sept. 26, 2025, monthly

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

The Principal will ensure the attendance policy is communicated clearly so that all staff understand expectations, procedures, and consequences. This clarity promotes fairness, accountability, and consistency, helping to prevent misunderstandings and support a professional, dependable work environment. The implementation will be monitored by ensuring the policies are shared at staff meetings, email, and faculty handbooks. Follow-up conversations will take place with individual faculty members.

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 is 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 parental involvement 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 data and contributing factors, we will enhance Science and ELA instruction by implementing the Gradual Release of Responsibility Model and focusing on differentiated instruction to close achievement gaps. Tier 1 students will receive enrichment opportunities, and academic programs will be further strengthened through extended learning initiatives.

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 Districts MINT program. Additionally, professional development for teachers is provided for teachers to improve instructional delivery and content knowledge based on the PD survey. 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 during our 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 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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