

Pinellas County Schools

SKYVIEW ELEMENTARY 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

Educate each student for grade level proficiency or beyond in preparation for Middle School.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Katie Hamm

hammk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Administrator

Leadership Team Member #2

Employee's Name

Dr. Victoria Wike

wikev@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Safety

Curriculum

Inventory & Materials

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.

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

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	94.2%
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: A 2023-24: B 2022-23: C 2021-22: B

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	51	72	82	91	69	78				443
Absent 10% or more school days	0	15	16	25	16	21				93
One or more suspensions	0	1	1	0	0	2				4
Course failure in English Language Arts (ELA)	0	0	0	1	1	4				6
Course failure in Math	0	0	0	0	0	1				1
Level 1 on statewide ELA assessment	0	0	8	28	9	21				66
Level 1 on statewide Math assessment	0	6	11	16	6	25				64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	8	2	0				11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	5	9	0	0				18

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	3	8	20	8	31				70

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	8	0	0				8
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	66	84	83	88	76	76				473
Absent 10% or more school days		21	25	20	18	15				99
One or more suspensions						4				4
Course failure in English Language Arts (ELA)			1	1	6	7				15
Course failure in Math				1						1
Level 1 on statewide ELA assessment		2	15	35	9					61
Level 1 on statewide Math assessment		10	15	28	13	15				81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	7	6					17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	8	10	5					25

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		6	8	14	16	15				59

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	1	8						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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	68	62	55	64	59	43	61	57
Grade 3 ELA Achievement	54	70	61	54	67	59	49	63	58
ELA Learning Gains	59	65	63	63	62	60	63	64	60
ELA Lowest 25th Percentile	49	63	58	74	59	56	74	62	57
Math Achievement*	59	72	66	63	69	64	55	66	62
Math Learning Gains	62	69	64	65	67	63	67	68	62
Math Lowest 25th Percentile	54	56	50	64	56	51	56	58	52
Science Achievement	72	72	62	57	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	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						58%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						465
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	62%	59%	50%	55%	59%	

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	48%	No		
English Language Learners	54%	No		
Asian Students	84%	No		
Black/African American Students	61%	No		
Hispanic Students	46%	No		
Multiracial Students	62%	No		
White Students	58%	No		
Economically Disadvantaged Students	56%	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	56%	54%	59%	49%	59%	62%	54%	72%					
Students With Disabilities	38%	40%	48%	54%	51%	56%		50%					
English Language Learners	45%	45%	55%	60%	51%	55%	43%	78%					
Asian Students	79%		76%		93%	86%		87%					
Black/African American Students	50%		79%		53%	62%							
Hispanic Students	35%	33%	43%	53%	38%	51%	44%	71%					
Multiracial Students	69%				54%								
White Students	63%	57%	60%	25%	64%	66%	54%	76%					
Economically Disadvantaged Students	50%	46%	57%	52%	53%	61%	58%	70%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%	54%	63%	74%	63%	65%	64%	57%					67%
Students With Disabilities	35%	38%	42%	54%	47%	71%	86%	43%					53%
English Language Learners	54%	38%	69%		67%	57%		47%					67%
Asian Students	74%		89%		83%	89%							70%
Black/African American Students	47%	55%	68%		47%	53%		50%					
Hispanic Students	47%	37%	63%		63%	50%		46%					65%
White Students	58%	72%	53%	65%	65%	69%	72%	65%					
Economically Disadvantaged Students	54%	55%	64%	80%	62%	62%	58%	62%					67%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	43%	49%	63%	74%	55%	67%	56%	59%		64%
Students With Disabilities	31%	31%	56%	54%	44%	74%	75%	67%		30%
English Language Learners	31%	39%	45%		65%	73%		59%		64%
Asian Students	48%	50%	64%		85%	79%				59%
Black/African American Students	26%	23%	65%	82%	41%	55%	45%	43%		
Hispanic Students	35%	47%	45%	50%	49%	66%		59%		69%
Multiracial Students	53%		82%		40%	45%				
White Students	49%	54%	68%	81%	56%	72%	60%	64%		
Economically Disadvantaged Students	41%	48%	65%	75%	52%	65%	58%	54%		64%

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	50%	68%	-18%	60%	-10%
ELA	4	40%	66%	-26%	60%	-20%
ELA	5	68%	66%	2%	61%	7%
Math	3	61%	71%	-10%	66%	-5%
Math	4	45%	72%	-27%	65%	-20%
Math	5	68%	69%	-1%	62%	6%
Science	5	71%	70%	1%	60%	11%

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?

Our 5th Grade SSA Science data showed the most growth from the previous year and as compared to the State data.

We incorporated more hands-on learning and science embedded reading passages. There was also a shift in teachers from the previous year.

Lowest Performance

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

3rd Grade ELA Proficiency cell had the largest disparity from the State data.

A contributing factor was the number of students that entered 3rd grade below grade level in reading.

Greatest Decline

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

Our ELA L25 cell dropped 25 points from the previous year.

Two factors contributed to this decline:

- 1) Students within our L25 band were not as receptive to tutoring intervention supports provided through Promise Time.
- 2) We had brand new teachers in 4th Grade ELA, that were still learning the content and scope of the grade level benchmarks.

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.

Our 5th Grade Science Cell had the greatest gap...but in a positive way. Our students out-performed the state by 15%.

EWS Areas of Concern

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

Decreasing the number of students performing at a Level 1 on Reading and Math.

Highest Priorities

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

Improving the Learning Gains for our L25 students.

Decreasing the number of students scoring at a Level 1 in Reading and Math.

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 ELA, Math, 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.

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

Differentiation: Cognitive Engagement with Content planned at depth of questioning, utilize appropriate formative assessments, and achieve at least one year's worth of academic growth for each student. Focus specifically on L25 students in Reading and Math.

Student Engagement: Writing to Learn and Student Discourse as a means of solidifying content knowledge.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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

	25-26 Levels	26-27 Goals
Kg ELA	70%	75%
Kg Math	77%	75%
1st ELA	71%	75%
1st Math	74%	80%
2nd ELA	52%	75%
2nd Math	64%	75%
3rd ELA	54%	70%
3-5 ELA	56%	70%
3-5 ELA Learning Gains		
	59%	70%

3-5 Math	59%	70%
3-5 Math Learning Gains		
	61%	70%
5th Sci	72%	75%

Monitoring

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

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May. Additional data monitoring will occur following each module assessment in ELA, topic test in Math, and unit assessment in Science. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

Person responsible for monitoring outcome

Katie Hamm, Victoria Wike

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

As teachers become more skilled in implementing this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of students identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Writing to Learn across all content areas.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been

taught– not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about all content forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about all content can be tantamount to teaching students how to think critically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Backwards planning by unit, module, and topic to best understand the Benchmarks / Standards being addressed and to ensure each lesson is planned and prepared to ensure timeliness of delivery.

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives.

Administrators will participate in all planning sessions. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices.

+What are students learning?

+Why do students need/want to learn this?

+What do students need to be able to do to show they have been successful?

+Intentional checkpoints in each lesson to monitor student progress.

+Have Benchmark clarification and content limits when planning active learning and verbal/written pre-planned question prompts.

+Use of ELA Pink Pages (K-2nd), Gold Docs (3rd-5th), B1G-M, and Science SSA Test specs as our guiding documents to drive to the depth of proficiency aligned to each Benchmark.

Action Step #2

Differentiation to support the learning needs across the continuum.

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

Teachers will collaborate with all service providers to support the unique learning levels of all students by Identifying their current level of understanding/performance and creating a plan that will guide all students to a year's worth of learning in each subject area.

+Student Data must be known.

+Goal must be set with the student.

+Plan must be created, shared, and enacted to support the learning progression of each student.

Action Step #3

Student Engagement

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly walkthroughs

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

+Regularly integrate opportunities for students to speak about and write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks.

+Provide clear, direct, and explicit instruction on how to engage with academic discourse and writing.
+Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis across all content.

+Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

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

Differentiation: Cognitive Engagement with Content planned at depth of questioning, utilize appropriate formative assessments, and achieve at least one year's worth of academic growth for each student. Focus specifically on L25 students in Reading and Math.

Student Engagement: Writing to Learn and Student Discourse as a means of solidifying content knowledge.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 25-26 PM3 testing, the following subgroups achieved this percentage of points across all 8 cells:

ESE = 47% of points

Black = 64% of points

ELL = 54% of points

Our goal is to meet and exceed PCS content and grade-level average proficiencies. We also aim to reduce and eliminate gaps across learning between our subgroups.

Monitoring

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

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May. Additional data monitoring will occur following each module assessment in ELA, topic test in Math, and unit assessment in Science. Preteach, re-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

Person responsible for monitoring outcome

Katie Hamm, Victoria Wike

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:

Backwards Planning for Tier 1 Core Instruction to support intentionality of content and student differentiated needs within the time confines of the schoolyear. Specific attention is given to students that are exhibiting increased content need and those in ESSA Subgroups that are underperforming utilizing pre-and re-teach intentional small groups.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Planning for differentiation.

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

Teachers will collaborate with all service providers to support the unique learning levels of all students by Identifying their current level of understanding/performance and creating a plan that will guide all students to a year's worth of learning in each subject area.

+Student Data must be known.

+Goal must be set with the student.

+Plan must be created, shared, and enacted to support the learning progression of each student.

Action Step #2

Student Engagement

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

+Regularly integrate opportunities for students to speak about and write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks.

+Provide clear, direct, and explicit instruction on how to engage with academic discourse and writing.

+Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis across all content.

+Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

Action Step #3

Backwards planning for student success

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives.

Administrators will participate in all planning sessions. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices.

+What are students learning?

+Why do students need/want to learn this?

+What do students need to be able to do to show they have been successful?

Action Step #4

Social Emotional Supports, Accommodations, Related Services, and SDI are delivered consistently for all ESE students as determined by the IEP and student data.

Person Monitoring:

Katie Hamm

By When/Frequency:

monthly review behavior data

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

Professional Learning for support of ESE student social emotional domains and strategies.

Academic access is provided to all domains and settings in order to reduce potential behavior disruptions.

Monitoring monthly through SBLT for ESE risk-ratio to reduce time away from instruction/learning.

Area of Focus #3

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

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

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

PM3 data determined continued need in ELA proficiency across our campus to support student learning. Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.

STAR Data for 25-26 PM3:

VPK = 93%

Kg = 70%

1st Gr = 71%

2nd Gr = 52%

FAST Data for 25-26 PM3:

3rd = 54%

4th = 41%

5th = 71%

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

Monitoring

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

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May. Additional data monitoring will occur following each module assessment in ELA. Pre-teach, re-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

Person responsible for monitoring outcome

Katie Hamm, Victoria Wike

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Data-Driven small group instruction focusing on skill gaps as measured by ELFAC, Running Records, ISIP, and STAR. Groups and needs will be re-assessed at least five times in the school year to allow for growth and modifications as needed.

Rationale:

Teachers and reading support paraprofessionals, will rely on each student's data to determine their small group needs for instruction. This strategic alignment will enable greater growth rates and improved time on necessary instruction to improve student outcomes.

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

Backwards planning by unit, module, and topic to best understand the Benchmarks / Standards being addressed and to ensure each lesson is planned and prepared to ensure timeliness of delivery.

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives.

Administrators will participate in all planning sessions. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices.

+What are students learning?

+Why do students need/want to learn this?

+What do students need to be able to do to show they have been successful?

+Intentional checkpoints in each lesson to monitor student progress.

+Have Benchmark clarification and content limits when planning active learning and verbal/written pre-planned question prompts.

+Use of ELA Pink Pages (K-2nd)

Action Step #2

Differentiation to support the learning needs across the continuum.

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

Teachers will collaborate with all service providers to support the unique learning levels of all students by Identifying their current level of understanding/performance and creating a plan that will guide all students to a year's worth of learning in each subject area.

+Student Data must be known.

+Goal must be set with the student.

+Plan must be created, shared, and enacted to support the learning progression of each student.

Action Step #3

Student Engagement

Person Monitoring:

Katie Hamm, Victoria Wike

By When/Frequency:

weekly

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

+Regularly integrate opportunities for students to speak about and write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks.

+Provide clear, direct, and explicit instruction on how to engage with academic discourse and writing.

+Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis across all content.

+Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

IV. Positive Learning Environment

Area of Focus #1

Other: Family Connection and Involvement

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.

Strong communication between families and teachers for all students in PreK-5th grades is important because it directly improves student learning, behavior, and overall well-being.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Positive communication will be made early and often. The first conference will be prioritized as a face-to-face conference to create and promote positive & collaborative relationships.

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.

Focus Communication logs and paper copies of conference forms in PIAP folders will be used to monitor and track conferences with families.

Person responsible for monitoring outcome

Katie Hamm, Victoria Wike

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:

Teachers will engage in Family Conferences at least twice per year for each student.

Rationale:

By creating lasting positive parent relationships we will build stronger networks to support student learning.

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

Family Relationships built through intentional contact.

Person Monitoring:

Katie Hamm & Victoria Wike

By When/Frequency:

quarterly

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

Personalized communication provided by the teacher related to academics, positives, and conduct to create a supportive culture for each student.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Students need to attend school in order to participate in the hands-on, vocabulary-rich environment for discourse and writing aligned to grade-level benchmarks. This area of need was identified by our current rate of student absences.

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.

As indicated on our Early Warning System Dashboard - 21% of our students were absent for more than 10% of the school year. Our goal is to reduce that number to 55 or 10% of our students in the 26-27 school year.

Monitoring

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

Teachers will monitor the students in their classrooms by speaking with the students themselves and reaching out to families. Additionally, the Child Study Team will monitor and reach out to families in order to express the importance of school attendance and how to best overcome barriers that are keeping their child out of school.

Person responsible for monitoring outcome

Renee Hazen, Katie Hamm, Victoria Wike

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:

Family connections between home and school to promote open-dialogue and positive relationships for school attendance.

Rationale:

Research says that the Home-to-School connection is the greatest indicator and improver of student absenteeism.

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 Spirit Week (August 24-28, 2026) to promote the importance of attending school.

Person Monitoring:

Renee Hazen

By When/Frequency:

August 24-28, 2026

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

step:

Students will engage in daily participation and messaging to support the importance of attending school.

Action Step #2

Pro-Active phone calls to families that had 20% or more absence rate in the 25-26 school year.

Person Monitoring:

Renee Hazen

By When/Frequency:

August 11, 2026

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

step:

Sharing the importance of improved attendance, helping to remove obstacles and overcome barriers to attending school.

Action Step #3

Celebrations for the highest Average Daily Attendance in each grade level.

Person Monitoring:

Renee Hazen

By When/Frequency:

Quarterly

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

step:

ADA will be pulled by Homerooms across all grade levels. Popcorn celebration will occur after each marking period.

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.

Our school website is: <https://skyview-es.pcsb.org/>

SIP will be shared via:

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

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)).

Our school website is: <https://skyview-es.pcsb.org/>

Through positive phone calls and conferences to ensure families are aware of their students' academic performance and social development. We also aim to improve student attendance as a result of improved relationships and communication.

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

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Skyview will utilize dynamic lessons to engage students in learning. Our positive culture will empower students to stay connected in their classrooms. We are strengthening our academic program by focusing on data-driven instruction, enrichment opportunities, and extended learning time. Key actions include:

- Priority Focus Areas: As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and Math.
- Extended Learning Time: Before- and after-school tutoring programs, including our Math and STEM Club, provide intervention and enrichment to help close learning gaps and deepen understanding.

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

VI. ATSI, TSI and CSI Resource Review

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.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

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