

Pinellas County Schools

SKYCREST 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

Inspiring Greatness through Academics, Culture and Leadership

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

Lisa Pierzchalski

pierzchalskiL@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal performs administrative duties involving supervising personnel, budget, staffing, curriculum and plant operations. The principal oversees the operational management and monitoring of instruction at the school.

Leadership Team Member #2

Employee's Name

Stephanie Wignall

wignalls@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Leads the school alongside the principal with both school operations and instruction. Performs all duties of the principal in the principal's absence.

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.

A planning committee was formed, which included members of the instructional staff and support staff. Families also provided input through PTA and SAC meetings. Information from the district climate survey was also used to create the plan.

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)).

SIP will be monitored monthly through SBLT and during PLCs. The SIP goals will drive the work on campus and will be adjusted if the data support a change in the plan. Will also review after each state's progress monitoring assessment.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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: A 2024-25: A 2023-24: A 2022-23: C 2021-22: C

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	40	50	56	90	54	84				374
Absent 10% or more school days	0	12	12	20	7	15				66
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	0	2				2
Course failure in Math	0	0	0	1	1	5				7
Level 1 on statewide ELA assessment	0	0	9	26	4	12				51
Level 1 on statewide Math assessment	0	1	7	26	4	12				50
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	0	0	0	0				0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

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	0	5	25	3	13				46

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	2	0	0				2
Students retained two or more times	0	0	0	13	1	0				14

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	64	80	71	87	78	79				459
Absent 10% or more school days		18	13	12	14	8				65
One or more suspensions		2		1		2				5
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						2				2
Level 1 on statewide ELA assessment			14	35	17	9				75
Level 1 on statewide Math assessment		8	14	19	6	12				59
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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		4	5	8	4	12				33

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				6						6
Students retained two or more times					1					1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	62	68	62	64	64	59	59	61	57
Grade 3 ELA Achievement	49	70	61	58	67	59	53	63	58
ELA Learning Gains	70	65	63	67	62	60	72	64	60
ELA Lowest 25th Percentile	65	63	58	69	59	56	82	62	57
Math Achievement*	67	72	66	72	69	64	60	66	62
Math Learning Gains	79	69	64	80	67	63	82	68	62
Math Lowest 25th Percentile	68	56	50	82	56	51	82	58	52
Science Achievement	63	72	62	83	70	58	57	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	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	523
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	72%	69%	52%	52%	43%	

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	58%	No		
English Language Learners	57%	No		
Black/African American Students	67%	No		
Hispanic Students	62%	No		
Multiracial Students	83%	No		
White Students	67%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

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

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	62%	49%	70%	65%	67%	79%	68%	63%					
Students With Disabilities	48%	33%	55%	47%	60%	79%	82%	61%					
English Language Learners	49%	34%	62%	56%	66%	81%	65%	42%					
Black/African American Students	63%		75%		56%	75%							
Hispanic Students	59%	49%	68%	59%	65%	77%	63%	57%					
Multiracial Students	83%				83%								
White Students	64%	45%	75%		74%	84%		58%					
Economically Disadvantaged Students	62%	46%	69%	67%	66%	78%	69%	69%					

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	64%	58%	67%	69%	72%	80%	82%	83%					73%
Students With Disabilities	59%	48%	80%		59%	70%							71%
English Language Learners	59%	60%	63%	61%	73%	82%	84%	71%					73%
Black/African American Students	67%		64%		67%	64%							
Hispanic Students	64%	60%	65%	59%	73%	84%	88%	77%					75%
Multiracial Students	82%				64%								
White Students	61%	52%	79%		72%	83%		100%					
Economically Disadvantaged Students	65%	56%	72%	79%	72%	81%	81%	82%					73%

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	59%	53%	72%	82%	60%	82%	82%	57%		76%
Students With Disabilities	42%	38%	62%		46%	69%	70%			58%
English Language Learners	52%	51%	74%	89%	57%	84%	86%	62%		76%
Black/African American Students	65%		72%		52%	76%		43%		
Hispanic Students	56%	54%	73%	86%	60%	83%	82%	59%		76%
White Students	63%	47%	67%		67%	83%		65%		77%
Economically Disadvantaged Students	58%	56%	70%	80%	59%	81%	85%	55%		73%

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	47%	68%	-21%	60%	-13%
ELA	4	64%	66%	-2%	60%	4%
ELA	5	62%	66%	-4%	61%	1%
Math	3	53%	71%	-18%	66%	-13%
Math	4	70%	72%	-2%	65%	5%
Math	5	65%	69%	-4%	62%	3%
Science	5	58%	70%	-12%	60%	-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?

4th and 5th grade math in proficiency and learning gains showed the most growth. Support of ESOL, interventionist and targeted small group instruction based on standard assessment data were the focus when purposeful planning.

Lowest Performance

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

Third Grade ELA was the lowest performing cell however, it did increase from last year. The trend continues to show a struggle of students adjusting from second grade to third grade, specifically in ELA. Reading across genres and figurative language continues to be a weaker area.

Greatest Decline

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

ELL Data dropped in ELA (59% to 49%) and Science (71% to 42%) from previous year. The decline in ELL student performance from the previous year may be attributed to increased language demands in grade-level standards and gaps in consistent academic vocabulary instruction across content areas. In addition, the reduction in ESOL staffing from one teacher per grade level to a smaller allocation of ESOL support has decreased the level of direct language services and co-teaching support available to students. With a high population of English Language Learners, students require sustained, explicit language instruction and consistent scaffolding to access complex academic content. These factors combined have contributed to decreased proficiency outcomes across academic areas.

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.

Overall K-2 ELA STAR data dropped to 59% compared to the district 65%.

EWS Areas of Concern

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

Attendance including tardies

Highest Priorities

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

Attendance

Targeted Intervention

Writing across contents

Strong standards-based instruction

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 Benchmark-aligned instruction

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.

Skycrest will focus on increasing ELA, Mathematics, and Science proficiency in grades 3-5 to 70%. Analysis of FAST and state assessment data showed student achievement in these areas is below the desired target. Improving core instruction, intervention, and data-driven planning will support increased student achievement and proficiency.

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.

Proficiency in all core subjects will be 70% or higher as measured by the FAST grades 3-5 assessments by May of 2027.

These scores will rise from the previous year's average proficiency of 61% in ELA and 67% in math. ELA Grade 3 proficiency will increase from 49% to 70% as measured by PM3 FAST Assessment. ELA grades 3-5 proficiency will increase from 59% to 70% as measured by PM 3 FAST Assessment. Math grades 3-5 proficiency will increase from 67% to 70% as measured by PM 3 FAST Assessment. Science grade 5 proficiency will increase from 63% to 70% as measured by PM 3 FAST Assessment.

Monitoring

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

Standards-based instruction will be monitored through administrative walkthroughs, planning in weekly PLCs, data analysis of district assessments, and state progress monitoring in September, December, and May of this year.

Person responsible for monitoring outcome

Lisa Pierzchalski

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:

Common Planning - all grade levels will receive time bi-monthly to plan lessons with their grade level instructional staff and MTSS coach. Staff in grades K-5th will also receive full-day TDEs in September and January to plan around FAST & STAR data. TDEs will include support from ISD and MTSS coaches.

Rationale:

When lessons are intentionally planned with standards-based material and have a writing component included, this increases rigor and student learning will increase.

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

PLC grade-level meetings

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Weekly

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

Grade-level and content-specific PLCs will occur weekly and will include planning for upcoming lessons using standards-based resources, district pacing guides, and collaboration within the team.

Action Step #2

Academic Discourse

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Implement structured academic discourse routines in grades 3-5 during ELA, Mathematics, and Science instruction to increase student engagement, critical thinking, and use of academic language. The ELA CHAMPS support specialist will provide coaching and modeling for teachers.

Action Step #3

Vocabulary Instruction

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Provide explicit vocabulary instruction using content-specific academic vocabulary across ELA, Mathematics, and Science. Teachers will incorporate vocabulary routines and monitor student mastery through formative assessments.

Action Step #4

Coaching Support

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Utilize MTSS support and intervention personnel to provide targeted small-group instruction focused on vocabulary development, comprehension, and standards-based skill deficits identified through ongoing data analysis and progress monitoring.

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.

Skycrest will focus on increasing 3rd grade ELA proficiency to meet and exceed the state RAISE threshold. Current FAST ELA data indicates that 49% of 3rd grade students are proficient, which is below the 51% threshold for RAISE schools. Analysis of assessment and progress monitoring data identified a need to strengthen reading comprehension, vocabulary development, and standards-based literacy instruction. Improving 3rd grade ELA achievement is critical because reading proficiency serves as the foundation for future academic success. Through targeted interventions, data-driven instruction, and ongoing progress monitoring, the school will work to increase student achievement and ensure more students demonstrate proficiency in ELA.

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.

The percentage of 3rd grade students scoring proficient in ELA on the FAST assessment will increase from 49% to at least 55% during the 2026-2027 school year, with continued progress toward meeting or exceeding the state RAISE threshold of 51% proficiency and beyond.

Monitoring

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

the desired outcome.

ELA instructional practices will be monitored through district ELA assessments and state progress monitoring during the 2026–2027 school year. Data will be reviewed, analyzed, and used for instructional reflection during weekly grade-level PLCs.

Person responsible for monitoring outcome

Stephanie Wignall

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:

K-2 classrooms will use UFLI for whole-group phonics instruction along with the Flamingo model during small-group instruction.

Rationale:

When teachers use intentional, standards-based reading practices to address deficits in reading, students' fluency and comprehension will increase significantly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Literacy Leadership

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Weekly

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

The school literacy team meets regularly to look at data to make informed decisions about professional development, learning and supports need to be in place to maximize student growth in reading

Action Step #2

Professional Learning

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Weekly

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

All reading teachers will receive professional development through the Pinellas Early Literacy Initiative (PELI) and MTSS coach. This PD will be centered on evidence-based practices grounded in the science of reading and the UFLI Flamingo Small group model to improve student outcomes.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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.

Skycrest will focus on increasing ELA proficiency in grades K-2. Current ELA data indicates 61% proficiency, demonstrating a need to strengthen foundational reading skills, vocabulary development, and language comprehension. Through high-quality core instruction, targeted interventions, and data-driven decision-making, the school will work to increase student achievement and prepare students for future success in grades 3-5.

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.

The percentage of K-2 students demonstrating proficiency in ELA will increase from 61% to 70% as measured by district assessments and progress monitoring data by the end of the 2026-2027 school year.

K proficiency in ELA will increase from 65% to 70% based on the PM 3 STAR Assessment by May 2027.

1st grade proficiency in ELA will increase from 69% to 70% based on the PM 3 STAR Assessment by May 2027.

2nd grade proficiency in ELA will increase from 55% to 70% based on the PM 3 STAR Assessment by May 2027.

Monitoring

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

Progress toward this goal will be monitored through ongoing progress monitoring assessments, classroom formative assessments, and data chats. Student data will be reviewed regularly to identify skill deficits and adjust targeted small-group instruction. Teachers, interventionists, and the MTSS team will collaborate to analyze student growth, monitor intervention effectiveness, and ensure instructional supports are meeting student needs.

Person responsible for monitoring outcome

Stephanie Wignall

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 implement evidence-based instructional practices including explicit vocabulary instruction, structured academic discourse, targeted small-group instruction, and differentiated interventions based on student data. Instruction will focus on strengthening foundational reading skills, comprehension, and language development through standards-aligned lessons and intervention supports.

Rationale:

ELA data indicates that only 61% of K-2 students are currently demonstrating proficiency. Early literacy skills are critical for future academic success, and analysis of student performance data identified a need for increased support in foundational reading skills, vocabulary development, and comprehension. Implementing targeted small-group instruction, explicit vocabulary instruction, and ongoing progress monitoring will help address skill gaps and increase student achievement toward the goal of 70% proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Academic discourse

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Implement structured academic discourse and language development routines in K-2 classrooms to increase student engagement, oral language skills, and use of academic vocabulary. The PELI Coach and ELA CHAMPS support specialist will provide modeling, coaching, and support for teachers.

Action Step #2

Vocabulary Instruction

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Provide explicit vocabulary and foundational literacy instruction aligned to grade-level standards. Teachers will incorporate evidence-based literacy practices using UFLI and monitor student progress through formative assessments and ELFAC progress monitoring data.

Action Step #3

Coaching Support & PLCs

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Utilize MTSS support, intervention personnel, and the PELI Coach to provide targeted small-group instruction focused on foundational reading skills, vocabulary development, and comprehension. Student data will be reviewed regularly to identify needs, adjust interventions, and monitor growth during collaborative planning and PLCs.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)**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.

Skycrest will focus on improving academic proficiency for English Language Learners (ELL), as the school serves the highest elementary ELL population in the county with nearly 220 students. Data from 2024–2025 to 2025–2026 shows a decline in proficiency across all academic areas. This need was identified through state assessment and progress monitoring data, which indicates a need for stronger language development supports to improve access to grade-level content.

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.

25-26 Overall Proficiency scores for grades 3-5.

ELL ELA proficiency in grades 3-5 will increase from 49% to 70% as measured by the PM 3 FAST Assessment in May 2027.

ELL Math proficiency in grades 3-5 will increase from 66% to 70% as measured by the PM 3 FAST Assessment in May 2027.

ELL Science proficiency in grades 3-5 will increase from 42% to 70% as measured by the PM 3 FAST Assessment in May 2027.

Monitoring

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

ELL academic progress will be monitored through state assessments, ACCESS for ELLs data, and ongoing progress monitoring in ELA, math, and science. Teachers will review language and content data during PLCs to adjust instruction and supports. MTSS teams, ESOL teachers and instructional coaches will track student growth, ensure implementation of language scaffolds, and monitor the effectiveness of targeted interventions through small-group instruction and classroom walkthroughs.

Person responsible for monitoring outcome

Amber Sipe

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 school will implement explicit, systematic vocabulary instruction as the primary evidence-based intervention for English Language Learners.

Rationale:

Instruction will include direct teaching of academic and content-specific vocabulary, use of visuals and language scaffolds, repeated exposure, and structured opportunities for student practice in speaking, reading, and writing. Teachers will integrate vocabulary routines across all content areas to support language development and access to grade-level standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Explicit Vocabulary Instruction

Person Monitoring:

Amber Sipe

By When/Frequency:

Monthly

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

Implement explicit academic vocabulary instruction across all content areas for ELL students using visuals, sentence frames, and repeated exposure to key terms. Teachers will provide structured opportunities for students to use new vocabulary in speaking, reading, and writing, while MTSS and instructional coaches support implementation through modeling, small-group instruction, and ongoing data review.

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.

116 students had more than 10% days absent during the 2025-2026 school year and 30 students had a 20% or more days absent during the 2025-2026 school year. Tardies and early release of students were also a significant barrier to learning for many students. Students cannot reach their fullest potential if they are not present. Interruptions caused by students coming in late and leaving early also negatively impact student learning.

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.

During the 2026-2027 school year 95% or more students will have an attendance rate greater than 90%. This will increase from 93% the previous 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.

Attendance will be monitored bi-monthly during CST meetings. If students fall below the 90% attendance rate, targeted interventions will be implemented to improve attendance and address barriers to regular school attendance.

Person responsible for monitoring outcome

Stephanie Wignall

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:

Data Analysis and monitoring-regularly collect and analyze attendance data to identify trends and patterns.

Rationale:

Regularly collect and analyze attendance data to identify trends and patterns. Use data to target specific grade levels, classrooms, or student groups that need additional support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Grade-level attendance incentives

Person Monitoring:

Stephanie Wignall

By When/Frequency:

Monthly

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

Top grade levels will be announced each week, and quarterly incentives will take place during the lunch period to celebrate success in attendance.

Action Step #2

Parent Contact

Person Monitoring:

CST Team

By When/Frequency:

Bi-monthly

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

Phone calls and/or letters will be sent home to parents of students with excessive absences as determined during CST meetings. Those families contacted will then be looked at the next month to check for improvement or a need for further intervention. Home visits will occur as needed.

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.

All stakeholders can access information about the School Improvement Plan (SIP) and other school-related updates on the school website: <https://www.pcsb.org/skycrest-es>. A Title I meeting is held at the beginning of the school year, and this information is shared with all families.

The goals outlined in the SIP are reviewed monthly during leadership and MTSS meetings, as well as during PTA and SAC meetings, to monitor progress and gather input from all stakeholders.

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)).

The school's Family Engagement Plan will be available to all stakeholders on the school website: <https://www.pcsb.org/skycrest-es>. Families will be engaged multiple times each quarter to support understanding of their child's academic progress and to strengthen connections with the school community, along with the Title 1 Compact Agreement. Events include Parent Conference Night, Literacy Night, Family Bingo Night, and additional parent informational sessions.

Multiple communication methods are used to ensure all families have access to school information and events, including weekly digital newsletters, texts, and emails, the school website, and social media. During events, families have opportunities to connect with staff and access academic resources. Event materials are also posted on the school website and weekly digital newsletters for

families who are unable to attend or who wish to review the information later. Information is provided in both English and Spanish to support accessibility for all families.

Each family event includes a survey to gather feedback on effectiveness and areas for improvement. Feedback from these surveys, along with broader stakeholder input, is used to refine and improve future events. Adjustments to scheduling, format, and content have been made based on this feedback to ensure events are meaningful, accessible, and responsive to family needs.

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)).

The school will strengthen academic instruction by supporting teachers with opportunities for collaborative, standards-based lesson planning. Lessons will be tightly aligned to standards, use data to guide differentiation to meet the diverse needs of students, and provide multiple opportunities for students to discuss and actively engage with the content.

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)).

This plan is developed and implemented in part using Title I funds, including the support of an MTSS Coach and an Instructional Staff Developer on campus to assist both students and teachers.

ESOL: Skycrest Elementary School will ensure the unique needs of English for Speakers of Other Languages (ESOL) students are met through the following strategies: (1) providing high-quality, standards-based, and culturally responsive instructional programs for ESOL students and families, (2) offering professional development for educators who support ESOL students, and (3) providing families with information in their native language to the extent possible.

IDEA (ESE): Skycrest Elementary School will hold meetings with parents and the ESE team to review policies and procedures for exceptional student education, as well as discuss individual learning needs and expectations for ESE students.

Title II (Professional Learning Department): Skycrest Elementary School will utilize district-provided professional learning opportunities to support ongoing staff development.

Community Partners: Skycrest Elementary School will continue collaboration with community partners, including the YMCA for before- and after-school care, as well as the Clearwater Library, City of Clearwater, and Hispanic Outreach.

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)).

The school employs a full-time school counselor and a part-time school social worker to support students' social, emotional, and behavioral needs. In addition to responding to individual, on-demand concerns, these staff members provide small group counseling to address common student needs such as self-esteem, emotional regulation, and impulse control.

The counselor and social worker also support students through schoolwide initiatives and programs, including the SAVE Club, which promotes positive behavior and student leadership. They further encourage healthy lifestyle choices and positive school culture through awareness activities such as Say Hello Week and Red Ribbon Week.

These services, along with ongoing prevention and intervention efforts, are designed to strengthen students' social-emotional skills and support overall well-being beyond the academic setting.

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)).

N/A

Addressing Problem Behavior and Early Intervening Services

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

MTSS is implemented schoolwide to ensure students are appropriately tiered and receive interventions based on need. A designated team meets weekly to review both the overall MTSS process and individual student cases. During these meetings, academic and behavioral data are reviewed, and staff collaborate to problem-solve using student information and relevant data related to the identified concern.

The school-based MTSS Coach supports implementation of the framework by facilitating and modeling MTSS components, providing opportunities for staff to strengthen problem-solving practices, and offering collaborative feedback. The coach also supports the development of professional learning activities based on PD feedback, implementation fidelity, and student outcome data.

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)).

Professional development is provided to all staff through both district-level and school-based offerings to support the diverse needs of educators. Each semester, staff participate in dedicated professional development days that are aligned to their specific grade level and content areas to ensure targeted instructional support.

In addition, the school provides ongoing, job-embedded professional learning opportunities that are designed based on student performance data and classroom observational data. These sessions are focused on identified schoolwide and grade-level needs, with an emphasis on improving instructional practices, strengthening standards-based instruction, and increasing student achievement. Staff also receive follow-up support to help ensure effective implementation of strategies learned during professional development.

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)).

The school provides preschool opportunities for 3- and 4-year-old students, including those with Individualized Education Programs (IEPs), to support early learning and intervention. These early childhood services are designed to address developmental needs and provide targeted support to help students build a strong foundation for future academic success.

Parents are encouraged to actively participate in their child's early learning experience through engagement opportunities and ongoing communication with staff. The goal is to ensure a smooth and successful transition to kindergarten and to promote long-term academic growth and achievement.

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.

The school team uses student performance data to review and evaluate the effectiveness of instructional resources and interventions used to support student learning. This ongoing analysis helps guide decisions about instructional practices and resource allocation to better meet student needs.

In addition, school leadership forms a committee at the end of each school year to gather feedback from staff on the effectiveness of programs, strategies, and resources. This feedback, along with student outcome data, is used to identify areas of success and areas for improvement to inform planning for the following school year.

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).

Recognizing the diverse needs of the school community, an MTSS Coach has been hired to support and strengthen the MTSS framework on campus. The coach assists teachers in analyzing student data, identifying trends, and planning targeted interventions to meet academic and behavioral needs. In addition, the school maintains a robust support staff to serve a large population of English Language Learners (approximately 50% of students). This support includes targeted instructional strategies, language development assistance, and collaboration with classroom teachers to ensure equitable access to grade-level content.

The school also employs a full-time Instructional Staff Developer who collaborates with teachers to plan instruction, model effective practices, and provide intervention support for identified students. Together, these roles help ensure that instruction is responsive, data-driven, and aligned to student needs.

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