

Pinellas County Schools

Skycrest Elementary School



2022-23 Schoolwide Improvement Plan

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Skycrest Elementary School

10 N CORONA AVE, Clearwater, FL 33765

<http://www.skycrest-es.pinellas.k12.fl.us>

Demographics

Principal: Eliza Defant

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (50%) 2020-21: (40%) 2018-19: C (51%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Skycrest students, staff and families will learn and apply the 7 habits of highly effective people. Success will be achieved through safe , equitable, rigorous, and engaging lessons to meet the academic needs of each scholar.

Provide the school's vision statement.

To develop the leadership skills for all scholars to achieve success in a global society

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Caparaso, Anne	Principal	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.
Pierzchalski, Lisa	Assistant Principal	Leads the school along side the principal both operational and instruction. Performs all duties of the principal in the principals absence.

Demographic Information

Principal start date

Friday 7/1/2022, Eliza Defant

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

568

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data**Early Warning Systems**

Using prior year's 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	9	10	11	12	
Number of students enrolled	95	82	91	100	79	88	0	0	0	0	0	0	0	535
Attendance below 90 percent	42	21	28	33	32	31	0	0	0	0	0	0	0	187
One or more suspensions	1	1	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	9	0	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	35	16	24	0	0	0	0	0	0	0	75
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	20	21	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	6	8	0	0	0	0	0	0	0	15

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	9	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 7/7/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	89	103	94	104	98	0	0	0	0	0	0	0	577
Attendance below 90 percent	17	16	24	23	18	21	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	21	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	4	1	11	8	20	7	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	29	21	35	21	20	0	0	0	0	0	0	0	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	9	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	89	103	94	104	98	0	0	0	0	0	0	0	577
Attendance below 90 percent	17	16	24	23	18	21	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	21	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	4	1	11	8	20	7	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	29	21	35	21	20	0	0	0	0	0	0	0	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	9	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%			36%			46%	54%	57%
ELA Learning Gains	52%			45%			54%	59%	58%
ELA Lowest 25th Percentile	50%			42%			45%	54%	53%
Math Achievement	50%			46%			57%	61%	63%
Math Learning Gains	68%			48%			63%	61%	62%
Math Lowest 25th Percentile	55%			31%			48%	48%	51%
Science Achievement	39%			35%			44%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	56%	-16%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	52%	56%	-4%	58%	-6%
Cohort Comparison		-40%				
05	2022					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	62%	-11%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	59%	64%	-5%	64%	-5%
Cohort Comparison		-51%				
05	2022					
	2019	60%	60%	0%	60%	0%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	54%	-8%	53%	-7%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	32	42	21	25	20	15				
ELL	34	56	53	50	54	31	34				
BLK	13	7		20	15		7				
HSP	38	53	50	53	55	35	36				
WHT	45	45		47	53		53				
FRL	34	48	40	46	49	32	35				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	48	50	30	47	43	6				
ELL	42	58	50	60	68	46	43				
BLK	30	37	42	36	34		24				
HSP	44	57	48	61	69	43	48				
MUL	58			58							
WHT	59	58		55	67	83	50				
FRL	46	55	43	56	61	49	46				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

More than half of all students are not proficient in math or ELA. There was growth based on MAP and FSA throughout the 2021-2022 school year across grade levels however proficiency levels are not being met.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall proficiency in both math and ELA is the greatest need. First and third grade scores are below the rest of the school in both math and ELA. Black and students with disabilities are scoring significantly below other students in the school.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students had significant gaps due to online learning the previous year and ongoing attendance issues have contributed to the need for improvement. An increase in differentiation in classrooms will address these needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2nd Grade ELA improved 8 percentage points from 42% to 50% proficient on MAP Fall to Winter administrations.

Kindergarten made a 10 percentage point improvement in math proficiency on the winter and spring MAP assessments. On FSA 4th graders improved significantly gaining 16 percentage points in math and 19 in ELA for proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Kindergarten, students were identified and specifically given interventions based on their deficiencies with ELA. For 4th grade, admin did data chats with teachers and pinpointed what students they could move with ELA and writing. Small groups were then designed to meet those students needs. Focus on writing was the push for spring semester.

What strategies will need to be implemented in order to accelerate learning?

Students will need to be exposed to rigorous standards based lessons where the teacher's provide differentiation for both students who struggle and students who having success. Students taking ownership in their learning will motivate students and increase achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be provided for all staff, students and families using The Leader In Me framework. Professional development focused on the co-teach model will be provided by a staff developer contracted from the University of Central Florida.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Standards based instruction using the BEST standards will be monitored by the admin team and reading coach through formal and informal observations, to ensure there is target task alignment and the appropriate level of rigor.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FSA and MAP data from the 2021-2022 school year shows the majority of students performing below grade level in math, ELA and science. If students receive more high level standards based instruction with differentiation to meet the needs of all of their students then proficiency will improve across content areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in English Language Arts will increase from 38% to 50 % as measured by the FAST in the spring of 2023
 Proficiency in Math will increase from 50% to 60% as measured by the FAST in the spring of 2023
 Proficiency in Science will increase from 37% to 50% as measured by SSA in the spring of 2023

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Proficiency will be monitored teachers and administration, through classroom assessments and the state progress monitoring in the fall and winter.

Person responsible for monitoring outcome:

Anne Caparaso (caparaso@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Develop a professional learning plan that results in improved practice and better outcomes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strong professional development and a strategic plan for instruction will lead to rigorous and differentiated instruction and increase proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All teachers will participate in weekly PLCS where they will engage in data/student work analysis as well as plan for future lessons including scaffolds that address gaps in student learning.

Person Responsible

Anne Caparaso (caparaso@pcsb.org)

Staff will engage in professional development to address strategies specific for all aspects of differentiation and a strong focus on strategies for ELL students.

Person Responsible

Anne Caparaso (caparaso@pcsb.org)

Teachers and administrators will engage in just in time training to support implementation of the new B.E.S.T standards, curriculum and other instructional initiatives already underway.

Person Responsible

Anne Caparaso (caparaso@pcsb.org)

Ensure professional development is content-focused, teacher and student focused, instructionally relevant and actionable.

Person Responsible

Anne Caparaso (caparaso@pcsb.org)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one
identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data collected during the 2021-2022 school year on both MAP and FSA showed a significant gap between black students and students with disabilities showed with their peers in the same grade level, in math, ELA and science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the Federal Index percentage, Black student will increase from 37% to 47% based on the spring 2023 FAST state assessment.
 Students with Disabilities proficiency will increase from 36% to 46% based on the spring 2023 FAST state assessment

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year through progress monitoring state assessments in the fall and winter as well as classroom assessments throughout the school year.

Person responsible for monitoring outcome:

Anne Caparaso (caparaso@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high yield strategies and ensure continuous academic growth

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When students take ownership over their learning through making goals and monitoring their progress student learning is enhanced and proficiency will increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will set goals and track their progress regularly monitoring their academic progress throughout the year. Goals will be revised based on data and success will be celebrated.

Person Responsible

Lisa Pierzchalski (pierzchalski@pcsb.org)

Include the use of organizational systems and tools as part of school wide PBIS system.

Person Responsible

Lisa Pierzchalski (pierzchalski@pcsb.org)

Staff will regularly engage students in conversation regarding their progress towards academic goals and current academic levels.

Person Responsible

Lisa Pierzchalski (pierzchalski@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Grades 1 will gain a deep understanding of the BEST standards as a non-negotiable for improving student outcomes. When teachers have a clear understanding of the standards they are better able to plan and implement rigorous lessons to move all students towards proficiency in ELA.

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

Grades 3-5 will gain a deep understanding of the BEST standards as a non-negotiable for improving student outcomes. When teachers have a clear understanding of the standards they are better able to plan and implement rigorous lessons to move all students towards proficiency in ELA.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades 1 will increase their ELA proficiency by 10% during the 2022-2023 school year measured by the state FAST assessment.

Grade 1 will grow from 32% proficient to 42%

Grades 3-5: Measureable Outcome(s)

Grades 3-5 will increase proficiency by 10% during the 2022-2023 school year. This will be measured by the state FAST assessment.

3rd grade will grow from 32% to 42% proficient

4th grade will grow from 48% to 58% proficient

5th grade will grow from 34% to 44% proficient

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration, reading coach and teachers will monitor throughout the school year through classroom walkthroughs, teacher assessments and state progress monitoring.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Caparaso, Anne, caparaso@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1st grade will use I-station and standards-based lessons in their classroom. Students will be required to spend 40 minutes a day on I-station. Teachers will utilize Haggerty's and Fun with Phonics program with whole/small group instruction to focus on phonemes and phonics reading skills.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

ELFAC assessments show the need to support students in these areas on phonemes/phonics.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning will take place weekly in PLCs. Teachers will analyze data and develop differentiated lessons and interventions to grow students literacy.	Pierzchalski, Lisa, pierzchalskil@pcsb.org
Literacy Coaching- Reading coach will work with teachers and students to ensure that appropriate instruction and interventions are taking place daily specifically for students who are not proficient readers.	Pierzchalski, Lisa, pierzchalskil@pcsb.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Skycrest Elementary will be using the Leader in Me framework to create a positive and supportive school culture.

All stakeholders will be encouraged to adopt the 7 habits of effective people as way of work to empower, motivate and create both adult and student leaders across the campus.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration and staff are all taking an active role in this initiative. They are invited to participate in a 2 day professional development to gain knowledge about the 7 habits and how to implement The Leader in Me framework in classrooms and across the campus. The expectation is that everyone will be using the framework as a way of work and will use the common language with both students and adults.

Families will be introduced to the 7 habits and will be encouraged to implement them at home as well as support their children using them at school.

Information on this initiative will be available for visitors, community members, and business partners when they come on campus and across all digital platforms (school website, Facebook...)