

Miami-Dade County Public Schools

Dr. Frederica S. Wilson/ Skyway Elementary School



2016-17 Schoolwide Improvement Plan

Dr. Frederica S. Wilson/Skyway Elementary School

4555 NW 206TH TER, Miami Gardens, FL 33055

<http://skywayelementary.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	C*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dr. Frederica S. Wilson/Skyway Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Dr. Frederica Wilson/Skyway Elementary School is to improve the educational opportunities of all children by helping them succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

b. Provide the school's vision statement.

Dr. Frederica Wilson/Skyway Elementary is more than a school. It is a caring, loving, learning laboratory for lucky children who reach for the stars by reading, believing, achieving, and succeeding at everything.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students and staff participate in various school-wide activities:

- Activities such as 'Dress your Heritage Day'
- Bringing awareness of Holidays and celebrations through morning announcements
- Our Parent Information form provides parents the opportunity to share cultural info.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

- Dr. Frederica Wilson/Skyway expects each student to be respectful of all people and property
- Classrooms lessons and morning announcements focus on safety procedures
- Students are escorted to all areas of the campus

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Student Code of Conduct is used to provide incentives for compliance. Each teacher will commit to re-engage students in the learning process using a variety of differentiation and intervention techniques to overcome student behavior barriers. A teacher/student/ parent compact of expectations and stages of improvement will be used based on student specific behavioral plan. The key is to move away from punitive responses for incorrect behavior and move towards a partnership with parents to curb and further correct the behavior.

Students that still do not adhere to the Student Code of Conduct will lose certain privileges as the infractions occur. Loss of privileges will begin with denial of participation in special activities. Students that continually do not adhere to the Student Code of Conduct will be denied opportunities to join extracurricular activities such as patrols, and the Skyhawks Student of the Month.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The counselor will implement the appropriate character education, bullying, and "Student of The Month" curriculum, throughout the school year, to all students through classroom visitation. Student success will be highlighted through the Miami-Dade County Spot Success and Do the Right Thing initiatives. The counselor will also promote non-violence and drug prevention awareness through the facilitation of Red Ribbon Week. Counseling sessions, including peer counseling forums, will be scheduled and facilitated throughout the school year. Students with a history of behavior modification plans will be targeted. On-going support will be provided to students through assisting the Attendance Review Committee, and attending SPED articulations and team meetings. The counselor will serve as a liaison between students, teachers, parents and administration.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	16	9	7	12	6	4	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	8	5	20	0	0	0	0	0	0	0	33

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	6	4	9	11	31	0	0	0	0	0	0	0	62

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A Success Coach and an hourly Social Worker were hired to work with the students identified by the early warning system. Additionally, the school has partnered with an outside agency to provide a behavioral management technician to assist with at risk students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/336630>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Leadership engages all stakeholder groups to actively participate in our school's EESAC which assists in the preparation and evaluation of the School Improvement Plan and monitors the effectiveness of the plan by reviewing students assessment scores monthly.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Valle , Danai	School Counselor
Cartwright-Rind, Tracy	Assistant Principal
Barnes, Audrey	Instructional Coach
Diaz, Leslie	Instructional Coach
Whye, Linda	Principal
Green, Alesia	Teacher, K-12
McCloud, Sheryl	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership Team functions as a problem solving and strategy team for the K-5 classroom teachers. The team meets weekly to address the current issues, review data and plan for instruction and remediation. The Principal serves as the chair of the Leadership Team and as the instructional leader is responsible for creating the agenda and providing the data.

The Principal also oversees the Gr 3-5 curriculum. The Assistant Principal is responsible for overseeing the the K-2 curriculum and planning for the Science component. The Assistant Principal also provides updates on the RTI process and those students being presented to the Student Support Team. The Counselor and Success Coach represents Student Services and provides updates on students' behavior, attendance and upcoming IEPs, Re-evaluation and Student Services Issues. Students are identified for counseling and a scheduled is devised for meeting with students during the upcoming week.

The Instructional Coaches are responsible for providing the weekly instructional focus for their respective curriculum. Iready Data, E-Assessment Data, Topic Assessment Data and Intervention

progress is reviewed. Coaching Cycles being implemented by the Instructional Coaches are also discussed. The Grade Group chairpersons also provide critical information as it pertains to their respective grade levels. The Leadership Team also serves as a forum for addressing pertinent issues as they arise. The conclusion of each Leadership Team meeting provides a roadmap for instruction for the upcoming week.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Dr. Frederica Wilson/Skyway Elementary School's Multi-Tiered System of Support (MTSS/Response to Instruction/Intervention

(Rtl) school-based Rtl Leadership Team will consist of the Principal, the Assistant Principal, Reading Coach,

Mathematics Coach, Science Coach, general education teachers, exceptional student education (ESE)

teachers and the School Psychologist.

The school's Leadership Team will include additional personnel as resources to the team, based on specific

problems or concerns as warranted, such as:

- School Counselor
- School Social Worker
- Speech Language Pathologist
- Member of advisory group
- Community stakeholders

Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions.

• The first level of support is the core instructional and behavioral methodologies, practices, and supports

designed for all students in the general curriculum.

The second level of support consists of supplemental instruction and interventions provided in addition to

and in alignment with effective core instruction and behavioral supports to groups of targeted students who

need additional instructional and/or behavioral support.

• The third level of support consists of intensive instructional and/or behavioral interventions provided in

addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness

of meeting school goals and student growth as measured by benchmark and progress monitoring data. The

Rtl four step problem-solving models will be used to plan, monitor, and revise instruction and intervention.

The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Dr. Frederica Wilson/Skyway Elementary School will provide services to ensure students requiring

additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services will be provided to students.

Curriculum

Coaches will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort will be made to inform parents of the importance of this survey, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Linda C. Whye	Principal
Julia Gilchrist	Teacher
Alesia Green	Teacher
Mosley Telfort	Teacher
Maria Milstein	Teacher
Elsy Mercado	Teacher
Latiefah Washington	Teacher
Bryan Madruga	Student
Makayla Cherry	Student
Dedria Webb	Education Support Employee
Christine Sanchez	Parent
Claibel Garcia	Parent
Yshonda Thomas	Parent
Ada Session	Parent
Rick Martin	Parent
Ketta Jerry	Parent
Marquis Harvard	Parent
Elaina B. McCann	Business/Community
Priscilla Dobbs	Business/Community
Lori Peters	Business/Community
Tonya B. Turner	Business/Community
Eric Peterson	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

ESSAC met at the end of the year to discuss/review how our school met each of the five AdvancED standards and indicators and steps towards meeting goals.

b. Development of this school improvement plan

The Dr. Frederica Wilson/Skyway Elementary School EESAC assists in the preparation and evaluation of the School Improvement Plan and monitors the effectiveness of the plan by reviewing student assessment scores monthly.

c. Preparation of the school's annual budget and plan

The EESAC makes recommendation for the development of the annual budget to support student learning.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

For the 2015-2016 school year the following EESAC funds were used to pay for End-of-Year Awards, Certificates and bus transportation for classroom fieldtrips:

- * 5/31/16 - \$165.00 Transportation (3rd gr.)
- * 5/25/16 - \$165.00 Transportation (4th gr.)
- * 5/25/16 - \$330.00 Transportation (Kindergarten & 1st Gr.)
- * 5/18/16 - \$330.00 Transportation (Kindergarten & 1st Gr.)
- * 5/17/16 - \$165.00 Transportation (2nd gr.)
- * 5/4/16 - \$165.00 Transportation (4th Gr.)

- * 6/7/16 - \$55.16 End-of-Year Certificates
- * 6/6/16 - \$ 664.00 End-of-Year Awards
- * 6/2/16 - \$257.58 Promotional Awards & Certificates

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Whye, Linda	Principal
Cartwright-Rind, Tracy	Assistant Principal
Barnes, Audrey	Instructional Coach
Diaz, Leslie	Instructional Coach
McCloud, Sheryl	Teacher, K-12
Green, Alesia	Teacher, K-12
Valle , Danai	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Continue developing and implementing activities and projects that will motivate students to read
2. Continue to organize classrooms around the learning needs of the students.
3. Continue to provide teachers assistance in matching students with books at their appropriate reading level
4. Continue to build a learning community that includes all stakeholders to improve reading school wide

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers will participate in Common Planning on a weekly basis. Teachers will also participate in PD learning throughout the school year on pre identified topics. Teachers will also participate in activities across the subject and grade levels.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Provide high-quality induction and mentoring by implementing a comprehensive induction system in which mentoring is a key component.-Assistant Principal
2. Improve working conditions by setting standards and measures to support continuous improvement of the school climate. -Principal/ Assistant Principal
3. Implement consistent school -wide approaches to climate, safety, and discipline.-Assistant Principal
4. Create a school culture that fosters collaboration - Principal/Leadership Team
5. Create opportunities for teachers to create, influence, and implement school and district policies and procedures. - Principal.
6. Establish teacher leadership positions, and train teachers accordingly - Assistant Principal
7. Provide professional-development as needed - Assistant Principal/Instructional coaches
8. Teachers will be given an opportunity to prioritize the acquisition of resources.
9. Formative and summative assessments will be conducted on a continual basis.
10. Faculty and staff members will be given additional opportunities to provide ideas as they relate to future planning at the school site.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The teacher mentoring program includes annual contract teachers as well as newly transferred staff members. The annual contract teachers are mentored according to procedures outlined in the district's Instructional Performance Evaluation and Growth System (IPEGS) manual. Each annual contract teacher has a Professional Growth Team (PGT) comprised of fellow teachers who have been mutually selected by the teachers as well as the administration. The PGT assists new instructional staff in the areas of grade-level lesson planning, successful methodology, and completion of general teacher requirements. The team provides feedback in order to facilitate growth. The administration also provides assistance and comments to new teachers by observing them formally and informally.

Staff members that have transferred from another school and are Professional Contract educators have also been paired with a senior staff member. These mentors are a source of support for new staff needing to learn procedures specific to our school. Some examples of the methods might be grade-level lesson planning and team teaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Administration is collaborating with Instructional coaches and other content area offices including the Department of Social Science, the Department of Mathematics and Science, Department of Bilingual Education and World Languages and other resources that will assist teachers and students in understanding the new standards and embracing instructional models that will increase success. Instruction is based on the use of district pacing guides and Florida standards. Students will experience and master content and skills, as a result of rigorous, purposeful, and engaging

instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Instruction is based on the use of district pacing guides and Florida standards. Students will experience and master content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Dr.Frederica S. Wilson/Skyway Elementary School will participate in the Extended School Day. This increases the school day by 60 minutes, thereby allowing students to have an increase of instructional time for ELA interventions.

Strategy Rationale

The Extended Day will allow the students to participate in an addition 60 minutes of ELA instruction. Interventionists will be hired to assist in providing instruction. Students will be grouped according to their instructional needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Whye, Linda, lcwhy@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected throughout the year and adjustments made to ensure the the instruction is individualized and that the instruction is meeting the students needs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Dr. Frederica Wilson/Skyway Elementary School will work closely with the neighboring preschools and agencies in the Miami Gardens community. All incoming Kindergarten students will be assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. Teachers and coaches will use data from informative classroom assessments and teacher judgement to determine placement into the Wonderworks intervention program. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adult. Skyway Elementary supports the District's "Transition to Kindergarten Initiative" program which enhances the relationship between families and schools. The following activities will be planned: 1) Provide families with information, expectations and resources to support a successful transition to Kindergarten at the time of registration. 2) Coordinate school site visits and parent workshops on Transition to Kindergarten issues for parents enrolled in neighboring child care facilities.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If there is an improvement in the use of Item specs during common planning, then there will be an increase in student achievement in literacy and mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If there is an improvement in the use of Item specs during common planning, then there will be an increase in student achievement in literacy and mathematics. 1a

G088093

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	11.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of Item Specs to guide collaborative planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Item Specs Lesson Plans Pacing Guides
- LAFS Item Specifications
- MAFS Item Specifications
- NGSSS Item Specifications
- Social Studies Item Specifications
- Promethian Boards, Tek Touch Boards and IReady

Plan to Monitor Progress Toward G1. 8

i-Ready data, McGraw-Hill E-Assessments and school-based data

Person Responsible

Linda Whye

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Increased student achievement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If there is an improvement in the use of Item specs during common planning, then there will be an increase in student achievement in literacy and mathematics. 1

 G088093

G1.B1 Teachers have limited knowledge of Item Specs to guide collaborative planning. 2

 B234238

G1.B1.S1 If teachers use the standard-based planning cards imbedded in the item specs during collaborative planning, teachers will deliver targeted instruction that will increase student proficiency in literacy and mathematics. 4

 S247018

Strategy Rationale

The use of item specs will increase targeted instruction of specific standards.

Action Step 1 5

Build teacher capacity with the use of items specs/planning cards during collaborative planning.

Person Responsible

Linda Whye

Schedule

Weekly, from 8/29/2016 to 12/23/2016

Evidence of Completion

Sign-in sheet, Agenda, lesson plans

Action Step 2 5

Ensure the fidelity of implementation of the use of item specification during common planning

Person Responsible

Audrey Barnes

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans will reflect plans and instructional delivery will reflect those plans

Action Step 3 5

Rigor will be increased through the utilization of standards based cards to create sample response mechanisms (hot questions)

Person Responsible

Leslie Diaz

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Classroom walkthrough, lesson plans will be used to determine that this Action Step is being implemented.

Action Step 4 5

Plan with teachers to use strategies that reflect the breath and depth of the standards

Person Responsible

Audrey Barnes

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Teachers will come to planning with the standards unwrapped

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring Collaborative Planning.

Person Responsible

Tracy Cartwright-Rind

Schedule

Weekly, from 8/29/2016 to 12/23/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teacher implementation of planned lesson.

Person Responsible

Tracy Cartwright-Rind








Schedule

Weekly, from 8/29/2016 to 12/23/2016

Evidence of Completion

Administrative Walkthrough logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1  M334426	Teacher implementation of planned lesson.	Cartwright-Rind, Tracy	8/29/2016	Administrative Walkthrough logs	12/23/2016 weekly
G1.B1.S1.MA1  M334427	Monitoring Collaborative Planning.	Cartwright-Rind, Tracy	8/29/2016	Lesson Plans	12/23/2016 weekly
G1.B1.S1.A1  A321285	Build teacher capacity with the use of items specs/planning cards during collaborative planning.	Whye, Linda	8/29/2016	Sign-in sheet, Agenda, lesson plans	12/23/2016 weekly
G1.MA1  M334428	i-Ready data, McGraw-Hill E-Assessments and school-based data	Whye, Linda	8/29/2016	Increased student achievement.	6/8/2017 biweekly
G1.B1.S1.A2  A321286	Ensure the fidelity of implementation of the use of item specification during common planning	Barnes, Audrey	8/29/2016	Lesson plans will reflect plans and instructional delivery will reflect those plans	6/8/2017 weekly
G1.B1.S1.A3  A321287	Rigor will be increased through the utilization of standards based cards to create sample response...	Diaz, Leslie	8/29/2016	Classroom walkthrough, lesson plans will be used to determine that this Action Step is being implemented.	6/8/2017 weekly
G1.B1.S1.A4  A321288	Plan with teachers to use strategies that reflect the breath and depth of the standards	Barnes, Audrey	8/29/2016	Teachers will come to planning with the standards unwrapped	6/8/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If there is an improvement in the use of Item specs during common planning, then there will be an increase in student achievement in literacy and mathematics.

G1.B1 Teachers have limited knowledge of Item Specs to guide collaborative planning.

G1.B1.S1 If teachers use the standard-based planning cards imbedded in the item specs during collaborative planning, teachers will deliver targeted instruction that will increase student proficiency in literacy and mathematics.

PD Opportunity 1

Ensure the fidelity of implementation of the use of item specification during common planning

Facilitator

Audrey Barnres, Leslie Diaz

Participants

All classroom teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

PD Opportunity 2

Rigor will be increased through the utilization of standards based cards to create sample response mechanisms (hot questions)

Facilitator

Audrey Barnes, Leslie Diaz

Participants

All Classroom Teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

PD Opportunity 3

Plan with teachers to use strategies that reflect the breath and depth of the standards

Facilitator

Lynette Gonzalez, Audrey Barnes, Leslie Diaz

Participants

All Classroom Teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Build teacher capacity with the use of items specs/planning cards during collaborative planning.	\$0.00
2	G1.B1.S1.A2	Ensure the fidelity of implementation of the use of item specification during common planning	\$0.00
3	G1.B1.S1.A3	Rigor will be increased through the utilization of standards based cards to create sample response mechanisms (hot questions)	\$0.00
4	G1.B1.S1.A4	Plan with teachers to use strategies that reflect the breath and depth of the standards	\$0.00
Total:			\$0.00