

Miami-Dade County Public Schools

Dr. Frederica S. Wilson/ Skyway Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	F	C*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

The mission of Dr. Frederica S. Wilson/Skyway Elementary School is to improve the educational opportunities of all children by helping them succeed with the curriculum, attain grade-level proficiency, and improve achievement academically and socially.

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:

- *Hispanic Heritage Student Assembly
- *Black History Month Activities
- *Bringing awareness of Holidays and celebrations through morning announcements
- *Monthly Newsletters are sent home highlighting the different cultures
- *Parent Information form provides parents the opportunity to share cultural information.

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

Dr. Frederica S. Wilson/Skyway Elementary School expects each student to be respectful of all people and property.

We implement Values Matter Miami. We incorporate and instill Core values in our students. On a monthly basis we focus on a different Character value that includes respect and responsibility.

To help monitor and enforce safety and respect, there is a security monitor in place at 7:45 a.m. until 4:00 p.m.

Classrooms rules and procedures focus on safety and classroom order. Students are escorted to all areas of the campus and are not allowed to be roaming the building without a pass or an adult escort.

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.

At Dr. Frederica S. Wilson/Skyway Elementary School, we incorporate the Positive Behavior Incentive System. The focus is to reward student for exhibiting positive behaviors throughout the school day. Teachers utilize Classroom Dojo to track and reward students in the classrooms. 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 Safety Patrols, 5000 Role Models, and the Skyhawk 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 and Success Coach will implement the appropriate character education using the Cloud9world, bullying prevention, and PBIS throughout the school year. Student success will be highlighted through "Skyway Student of The Month Breakfast" and the "District 1 Student of the Month" event. The counselor will also promote non-violence and drug prevention awareness through the facilitation of Red Ribbon Week. One-on-one counseling, peer and group counseling sessions will be scheduled and facilitated throughout the school year. Students with a history of behavior modification plans will be targeted for one on one sessions. On-going attendance monitoring will be conducted through the Attendance Review Committee, and attending ESE 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	3	4	3	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	2	6	14	5	8	0	0	0	0	0	0	0	35

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	0	2	8	8	12	11	0	0	0	0	0	0	0	41

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

A counselor has been placed to work with the students identified by the early warning system. She will contact the parents and conduct meetings when necessary.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Dr. Frederica S. Wilson/Skyway Elementary School will continuously strive to build reliable school and community relationships by encouraging active volunteer and parental participation in order to enhance student achievement. We will send monthly parent calendars to keep parents informed of upcoming events and activities. Parents will receive a monthly newsletter and calendar. This newsletter will showcase the Student of the Month, school happenings, and important information for parents.

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 stakeholders to actively participate in our school's EESAC which assists in the preparation and evaluation of the School Improvement Plan and monitor the effectiveness of the plan by reviewing student's assessment scores monthly.

C. Effective Leadership

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
Barnes, Audrey	Instructional Coach
Diaz, Leslie	Instructional Coach
Whye, Linda	Principal
Green, Alesia	Teacher, K-12
McCloud, Sheryl	Teacher, K-12
Gil, Candida	Assistant Principal

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 and Assistant Principal are responsible for overseeing the K-5 curriculum. 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, 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 are reviewed during the weekly leadership team meetings. Coaching Cycles being implemented by the Instructional Coaches are also discussed. The Grade Level chairpersons also provide critical information as it pertains to their respective grade levels. The Leadership Team serves as a forum for addressing pertinent issues as they arise and the meetings 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 S. Wilson/Skyway Elementary School's Multi-Tiered System of Support MTSS/ Response to Instruction/Intervention (RtI) school-based RtI 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

RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI 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 S. Wilson/Skyway Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with 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 assist teachers with providing Standards-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 and Family Engagement Plan (PFAEP) , the school improvement process and the 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 Tand inform planning for the following year. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents 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.

Title I Part A

Through Title I funds, services are provided to ensure that students at Dr. Frederica S. Wilson/ Skyway Elementary are assisted through extended learning opportunities (before-school tutoring programs). A school based Title I funded Community Involvement Specialists (CIS) serves as the bridge between the home and school through home visits, telephone calls, and school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs, while identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student need, while doing the following: working with district personnel to identify appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered “at risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and program monitoring. Parents participate in the design of their school’s Parent Involvement Plan (PFEP) and the school improvement process at the annual Title I Annual Parent Meeting at the beginning of the school year. At the annual Title I Parent Meeting, parents are provided with the M-DCPS Title I Parent/Family Involvement Survey. This survey measures the parent program over the course of the previous year and facilitates an evaluation of the parental involvement program, in order to inform planning for the current year. An effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey is available in English, Spanish and Haitian-Creole, and may

be accessed online or via a hard copy (at schools and at District meetings).

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELLs) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

Tutorial programs (K-5)

-Imagine Learning technology program for ELL students (K-5)

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. This board policy defines the McKinney-Vento Law and ensures that homeless students receive the necessary services that they are entitled to.

-The Homeless Education Program seeks to ensure a successful educational experience for homeless children by assisting the school with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Education Program Staff provides annual training to: School Registrar on the procedures for enrolling homeless students; and to School Homeless Liaison (Success Coach) on the McKinney-Vento Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements. The Success Coach has been identified as the school-based Homeless Liaison and has been trained on the McKinney-Vento Law ensuring appropriate services are provided to homeless children and youth at Dr. Frederica S. Wilson/Skyway Elementary.

-Project Upstart and the Homeless Trust are community organizations which provide a homeless sensitivity awareness curriculum and contest.

-The Success Coach participates in community organization meetings and task forces as they relate to homeless children and youth.

Violence Prevention Programs

-The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the elementary counselor.

District Policy Against Bullying and Harassment

-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

-This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

--All Staff, Students, and Parents/Volunteers have received training and -The Counselor conducts 5 lessons on Bullying and Violence Prevention per grade level Pre-K through 5th grade.

Nutrition Program

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program which includes school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Title I Part C Migrant

Currently, there are no migrant students enrolled at the school-site but the school is prepared with resources for these 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
Alesia Green	Teacher
Mosley Telfort	Teacher
Maria Milstein	Teacher
Elsy Mercado	Teacher
Latiefah Washington	Teacher
Dedria Webb	Education Support Employee
Audrey Barnes	Education Support Employee
Lavorace Blackman	Parent
Jamila Miller	Student
Ke'Onna Frazier	Parent
Monique Thermiles	Parent
Ke'Onna Frazier	Parent
Krisia Parrado	Parent
Donnell Reid	Parent
Alondra Bender	Parent
Tamika McDonald	Parent
Jeffrey Lorenzo	Parent
Jacinta Haynes	Parent
Asia Guilford	Parent
Candida Gil	Education Support Employee
Dedra Jaghai	Teacher
Elizabeth Falconi	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The ESSAC met at the end of the year to discuss and reflect on the evaluation of last year's School Improvement Plan.

b. Development of this school improvement plan

The Dr. Frederica S. 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.

The EESAC funds from last school year were used to fund End-of-Year Awards, Certificates and bus transportation for classroom fieldtrips:

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
Barnes, Audrey	Instructional Coach
Diaz, Leslie	Instructional Coach
McCloud, Sheryl	Teacher, K-12
Valle , Danai	School Counselor
Gil, Candida	Assistant Principal

b. Duties

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

The Literacy Leadership team develops and implements activities and projects that will motivate students to read.

Additionally, classrooms are organized around the learning needs of the students. The team continues to build a learning community that includes all stakeholders to improve reading school wide.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers will participate in Reading, Mathematics, and Science Common Planning on a weekly basis. Teachers will also participate in Professional Development throughout the school year on pre-identified topics. Teachers will also participate in activities across the subject areas 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. Improve working conditions by setting standards and measures to support continuous improvement of the school climate. -Principal/ Assistant Principal
2. Implement consistent school -wide approaches to climate, safety, and discipline.-Assistant Principal
3. Create a school culture that fosters collaboration - Principal/Leadership Team
4. Create opportunities for teachers to create, influence, and implement school and district policies and procedures. - Principal.
5. Establish teacher leadership positions, and train teachers accordingly - Assistant Principal
6. Provide professional-development as needed - Assistant Principal/Instructional coaches
7. Teachers will be given an opportunity to prioritize the acquisition of resources.
8. Formative and summative assessments will be conducted on an ongoing basis.
9. 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 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 the 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: After School Program

Minutes added to school year: 1,200

Providing funding is available, Dr. Frederica S. Wilson/Skyway Elementary School will provide after school tutoring for all students.

Strategy Rationale

This tutoring will allow the students to participate in an additional 60 minutes of ELA instruction twice a week. Tutors will be hired to assist in providing instruction. Students will be grouped according to their instructional needs.

Strategy Purpose(s)

- 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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 S. 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 is used to determine Kindergarten readiness in Reading and Mathematics.

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.

Dr. Frederica S. Wilson/Skyway Elementary School 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.

5th Grade students are given the opportunity to visit the feeder Middle Schools. Additionally, students participate in the presentations from the Middle Schools.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Based on the school's data and leadership team walkthroughs, there is a need to focus on assessment data to group students and provide them reteaching and enrichment.

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 student assessment data is analyzed and used to inform planning and delivery, student achievement will increase 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 student assessment data is analyzed and used to inform planning and delivery, student achievement will increase in literacy and mathematics. 1a

 G097007

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers have students with varying academic levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches Lesson Plans Pacing Guides Computer Labs
- LAFS Item Specifications
- MAFS Item Specifications
- NGSSS Item Specifications
- Social Studies Item Specifications
- Promethean Boards, Tek Touch Boards and IReady

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Linda Whye

Schedule

Biweekly, from 10/3/2017 to 6/7/2018

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 student assessment data is analyzed and used to inform planning and delivery, student achievement will increase in literacy and mathematics. 1

 G097007

G1.B1 Teachers have students with varying academic levels. 2

 B260971

G1.B1.S1 Use assessment data to identify students in need of remediation to improve proficiency and student learning gains. 4

 S276344

Strategy Rationale

The use of assessment data to identify the needs of the students will improve student achievement.

Action Step 1 5

Provide teachers with training on using assessment data to identify student needs and provide reteaching and enrichment.

Person Responsible

Candida Gil

Schedule

On 10/2/2017

Evidence of Completion

Classroom PD Sign in and lesson plans. Lesson plans will reflect explicit differentiation instruction for Tier 2 and Tier 3 students.

Action Step 2 5

Plan with teachers on a weekly basis for strategies to use during differentiated instruction and interventions.

Person Responsible

Audrey Barnes

Schedule

Weekly, from 8/22/2017 to 6/7/2018

Evidence of Completion

Teachers will come to collaborative planning having looked at the data and with groups already identified.

Action Step 3 5

Monitor for the implementation of strategies learned during the DI professional development through lesson plans addressing student's needs.

Person Responsible

Linda Whye

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Classroom walkthroughs and lesson plans will be used to determine that this action step is being implemented.

Action Step 4 5

Use data to create groups and lessons for use during the differentiated instruction time.

Person Responsible

Audrey Barnes

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson plans will reflect how the teachers will meet the needs of their students through whole group instruction and small group time.

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

Monitoring Collaborative Planning.

Person Responsible

Candida Gil

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson Plans

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

Teacher implementation of planned lessons.

Person Responsible

Linda Whye








Schedule

Weekly, from 8/28/2017 to 6/7/2018

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
2018					
G1.B1.S1.A1  A372177	Provide teachers with training on using assessment data to identify student needs and provide...	Gil, Candida	10/2/2017	Classroom PD Sign in and lesson plans. Lesson plans will reflect explicit differentiation instruction for Tier 2 and Tier 3 students.	10/2/2017 one-time
G1.MA1  M400325	i-Ready data, McGraw-Hill E-Assessments, Intervention progress monitoring, and school-based data	Whye, Linda	10/3/2017	Increased student achievement.	6/7/2018 biweekly
G1.B1.S1.MA1  M400323	Teacher implementation of planned lessons.	Whye, Linda	8/28/2017	Administrative Walkthrough logs	6/7/2018 weekly
G1.B1.S1.MA1  M400324	Monitoring Collaborative Planning.	Gil, Candida	8/28/2017	Lesson Plans	6/7/2018 weekly
G1.B1.S1.A2  A372178	Plan with teachers on a weekly basis for strategies to use during differentiated instruction and...	Barnes, Audrey	8/22/2017	Teachers will come to collaborative planning having looked at the data and with groups already identified.	6/7/2018 weekly
G1.B1.S1.A3  A372179	Monitor for the implementation of strategies learned during the DI professional development through...	Whye, Linda	8/28/2017	Classroom walkthroughs and lesson plans will be used to determine that this action step is being implemented.	6/7/2018 weekly
G1.B1.S1.A4  A372180	Use data to create groups and lessons for use during the differentiated instruction time.	Barnes, Audrey	8/28/2017	Lesson plans will reflect how the teachers will meet the needs of their students through whole group instruction and small group time.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If student assessment data is analyzed and used to inform planning and delivery, student achievement will increase in literacy and mathematics.

G1.B1 Teachers have students with varying academic levels.

G1.B1.S1 Use assessment data to identify students in need of remediation to improve proficiency and student learning gains.

PD Opportunity 1

Provide teachers with training on using assessment data to identify student needs and provide reteaching and enrichment.

Facilitator

Leslie Diaz and Audrey Barnes

Participants

All classroom teachers

Schedule

On 10/2/2017

PD Opportunity 2

Plan with teachers on a weekly basis for strategies to use during differentiated instruction and interventions.

Facilitator

Audrey Barnres, Leslie Diaz

Participants

All classroom teachers

Schedule

Weekly, from 8/22/2017 to 6/7/2018

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	Provide teachers with training on using assessment data to identify student needs and provide reteaching and enrichment.	\$0.00
2	G1.B1.S1.A2	Plan with teachers on a weekly basis for strategies to use during differentiated instruction and interventions.	\$0.00
3	G1.B1.S1.A3	Monitor for the implementation of strategies learned during the DI professional development through lesson plans addressing student's needs.	\$0.00
4	G1.B1.S1.A4	Use data to create groups and lessons for use during the differentiated instruction time.	\$0.00
Total:			\$0.00