

Miami-Dade County Public Schools

Dr. Frederica S. Wilson/ Skyway Elementary School



2021-22 Schoolwide Improvement Plan

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Dr. Frederica S. Wilson/Skyway Elementary School

4555 NW 206TH TER, Miami Gardens, FL 33055

<http://skywayelementary.dadeschools.net/>**Demographics****Principal: Tiffany James**

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (54%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Dade 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.

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4555 NW 206TH TER, Miami Gardens, FL 33055

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dr. Frederica S. Wilson/Skyway Elementary School, strives to ensure excellence remain at the forefront of our student's educational experience. Our stakeholders will continue to provide innovative opportunities that will give our students the best chance at success and infinite possibilities.

Provide the school's vision statement.

Dr. Frederica S. Wilson/ Skyway Elementary School 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 academically.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
James, Tiffany	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students academic and social-emotional needs.
Gil, Candida	Assistant Principal	Serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to the administration of the school.
Rice, Lisa	Math Coach	Support teachers in planning, delivering, and assessing quality instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, materials, and learning activities that support learning targets and objectives.
Smith Jones, Trenice	Reading Coach	Will provide direct instructional services related to improving and supporting classroom instruction at schools. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Jaghi, Debra	Teacher, PreK	Responsible for appropriately planning and implementing the designated curriculum while implementing effective classroom management practice/s.
Valle , Danai	School Counselor	Provide individual counseling and group guidance to help students cope effectively personally, socially, academically, and family concerns. Consult with parents, teacher, administrators, and supporting agencies concerning the needs of students.
Barnes, Audrey	Other	Provide individual counseling and group guidance to help students cope effectively personally, socially, academically, and family concerns. Consult with parents, teacher, administrators, and supporting agencies concerning the needs of students.

Demographic Information

Principal start date

Friday 7/19/2019, Tiffany James

Number of teachers with a 2019 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.*

1

Number of teachers with a 2019 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.*

11

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

195

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

3

Demographic Data**Early Warning Systems****2021-22****The number of students by 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	26	28	25	26	32	31	0	0	0	0	0	0	0	168
Attendance below 90 percent	7	9	4	5	10	2	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	1	7	0	0	0	0	0	0	0	12
Course failure in Math	0	0	2	2	1	7	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	9	15	11	8	0	0	0	0	0	0	0	53

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	0	2	3	1	3	0	0	0	0	0	0	0	9

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	1	2	5	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	31	27	27	44	32	24	0	0	0	0	0	0	0	185
Attendance below 90 percent	9	3	5	11	2	5	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	5	1	4	0	0	0	0	0	0	0	13
Course failure in Math	0	0	3	2	7	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	0	3	3	3	8	0	0	0	0	0	0	0	17

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	1	2	5	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	62%	57%	46%	62%	56%
ELA Learning Gains				62%	62%	58%	59%	62%	55%
ELA Lowest 25th Percentile				50%	58%	53%	68%	59%	48%
Math Achievement				49%	69%	63%	55%	69%	62%
Math Learning Gains				52%	66%	62%	56%	64%	59%
Math Lowest 25th Percentile				43%	55%	51%	48%	55%	47%
Science Achievement				45%	55%	53%	45%	58%	55%

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
03	2021					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	56%	64%	-8%	58%	-2%
Cohort Comparison		-33%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	67%	-33%	62%	-28%
Cohort Comparison						
04	2021					
	2019	45%	69%	-24%	64%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-34%				
05	2021					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The District Wide program that was used for progress monitoring was iReady for Fall, Winter, and Spring for grades K-5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	60%	65%
	Economically Disadvantaged	42%	58%	68%
	Students With Disabilities	0%	0%	
	English Language Learners	20%	20%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	60%	60%
	Economically Disadvantaged	31%	63%	58%
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	50%	50%
	Economically Disadvantaged	33%	48%	52%
	Students With Disabilities	0%	0%	
	English Language Learners	33%	30%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	41%	50%
	Economically Disadvantaged	24%	43%	52%
	Students With Disabilities			
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	53%	63%
	Economically Disadvantaged	42%	52%	61%
	Students With Disabilities	7%	7%	29%
	English Language Learners	22%	22%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	33%	54%
	Economically Disadvantaged	10%	29%	57%
	Students With Disabilities	7%	13%	64%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	28%	45%
	Economically Disadvantaged	11%	26%	44%
	Students With Disabilities		10%	30%
	English Language Learners	0%	10%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	35%	59%
	Economically Disadvantaged	23%	30%	56%
	Students With Disabilities	20%	20%	60%
	English Language Learners			
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	27%	32%
	Economically Disadvantaged	5%	26%	38%
	Students With Disabilities		13%	29%
	English Language Learners	50%	25%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	32%	53%
	Economically Disadvantaged	21%	32%	56%
	Students With Disabilities		13%	27%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities		0%	
	English Language Learners			

Subgroup Data Review

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	17	73		45	73						
ELL	47			53							
BLK	37	85		46	46		25				
HSP	43	70		57	70						
FRL	37	71		51	52		29				
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	30	47		18	38	50					
ELL	58	67		54	67		57				
BLK	50	63	60	40	40		21				
HSP	57	64		57	68		60				
FRL	53	61	50	49	52	43	43				
2018 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 2016-17	C & C Accel 2016-17
SWD	25	54		13	45						
ELL	41	74		55	64						
BLK	45	48	50	51	45	33	40				
HSP	47	72		58	68		54				
FRL	46	57	65	56	56	47	47				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	6
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

According to the FSA data, the subject with the most significant percentage decrease in proficiency was mathematics which decreased from 55% in 2018 to 49% in 2019. The subgroup with the greatest decrease was the lowest 25% in ELA dropping from 68% in 2018 to 50% in 2019. Across grade levels reading proficiency decreased on the Florida Standards Assessment (FSA) in overall proficiency in 2019 from 53% to 39% in 2021 and stayed neutral for math only improving from 49% in 2019 to 50% in 2021. Our Science proficiency decreased from 45% in 2019 to 29% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of progress monitoring and state assessments of 2019; the greatest need for improvement is the Lowest 25 in both mathematics and reading. Science and mathematics proficiency also is an area of concern while identifying trends through informal and formal assessments. Based on the 2021 data our greatest need is proficiency in Reading and Science.

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

The contributing factors that led to the need for improvement in Mathematics was the lack of weekly planning/support with teachers due to the Math coach being assigned a class for the entire School Year. New actions that would need to take place to address this need for improvement are the following; Coaches will need to have consistent/effective weekly common planning and Coaching Cycles based on teacher needs/areas for improvement.

Additionally, the reading coach had limited opportunities to provide coaching support because of scheduling and teaching responsibilities.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off progress monitoring and 2019 state assessments ELA showed the most improvement. Across grade levels ELA showed most improvement in overall proficiency in 2018 from 46% to 53%

in 2019. Learning Gains in 2018 went from 59% to 62% in 2019.

Based off of 2021 data the area that had the most improvement was Learning gains for Reading.

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

The contributing factors to this improvement were the following; Teachers were provided with coaching support for implementation and instruction for intervention, Administration/Reading Coach monitored the intervention OPM data on a Bi Weekly basis and the Reading Coach planned with reading interventionist to effectively implement interventions.

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

Strategies that will need to be implemented in order to accelerate learning are as follows; Provide teachers with Professional Development, conduct monthly data chats with teachers to review and discuss iReady and district assessments. Lastly, plan collaboratively with teachers across grade levels and content areas to look at the data and adjust instruction and student grouping to meet student needs.

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.

The Professional development opportunities that will be provided at the school to support teachers and leaders are as follows; PD's on Effective Planning, Analyzing Data and Differentiated Instruction.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are; Tutoring, Tier II and Tier III Intervention and Saturday Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	This area was identified as a critical need due to a decrease in proficiency from Florida State Assessments Data. In ELA the proficiency decreased from 53% in 2019 to 39% in 2021. Mathematics stayed neutral from 49% to 50% in 2021 and Science decreased from 45% to 29% in 2021.
Measurable Outcome:	If we successfully implement standard aligned instruction during collaborative planning targeting increasing proficiency, then 65% of our students in 3rd-5th grade will meet their typical growth goal on the AP3 I-Ready assessment.
Monitoring:	The use of standards based instruction will be monitored through administrative classroom walkthroughs to ensure quality instruction is taking place. Administration will also, review weekly lesson plans and student work products to ensure instruction is effectively aligned to the developmental needs of all learners.
Person responsible for monitoring outcome:	Candida Gil (mscgil@dadeschools.net)
Evidence-based Strategy:	An Instructional Framework will be implemented to promote achievement for all students during instructional blocks. The framework will include an opening routine, whole group instruction, independent practice and small group instruction. Student expectations and differentiated instruction will be identified by tracking and analyzing standards based Bi-weekly assessment data using a school-wide data tracker.
Rationale for Evidence-based Strategy:	Establishing and implementing an instructional framework will ensure that teachers are planning for standards based instruction that meets the needs of all learners. The framework will also ensure that teachers plan effectively for content mastery and pacing.

Action Steps to Implement

After the completion of AP1 teachers will have an administrative Data Chat to analyze and discuss students results and plan for next steps to increase students proficiency

Person Responsible Lisa Rice (302635@dadeschools.net)

On August 19, 2021 Academic Coaches will provide Teachers with Professional Development for new BEST Standards, Instructional Framework and resources. As a result, teacher lessons should reflect the instructional framework using the New Best Standards in grades K-2 and the LAFS Standards in 3-5 while incorporating the BEST Standards.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

After gathering and analyzing i-Ready AP1 data Teachers and Academic Coaches will plan for instructional delivery and developmental needs of all learners; using standard based/ appropriate instructional materials by October 9, 2021.

Person Responsible Lisa Rice (302635@dadeschools.net)

During collaborative planning teachers will analyze the standards and plan for student mastery. Throughout the lessons teachers will check for understanding using standard based questioning. At the completion of the lesson students will complete Daily End Products to showcase their understanding of the standard.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

By December 19, 2021, teachers will provide corrective/descriptive feedback on daily ending products and other rigorous assignments to assist students with clearing misconceptions with the standards. By the 2nd nine weeks, students differentiated instruction scores and OPMs will increase.

Person Responsible Tiffany James (pr5081@dadeschools.net)

During planning and department meetings the Instructional coaches and teachers will begin conducting product reviews to see if they align with the standard and objectives. Teachers will analyze the complexity of the standard and see if the students were able to meet the task.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By January 31, 2022 teachers will participate in an internal DATACOM to analyze and discuss students results, shifts with instructional practices and collaborative planning. After identifying barriers, we will set goals and project proficiency for the iReady Diagnostic in May.

Person Responsible Tiffany James (pr5081@dadeschools.net)

Provide extended learning opportunities for our L25s, ESOL, Tier 2, and Tier 3 students during afterschool and Saturday Academy beginning January 3rd and ending April 28th, 2022.

Person Responsible Candida Gil (mscgil@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Student proficiency decreased in ELA 53% in 2019 to 39% in 2021 and in Science 45% in 2019 to 29% in 2021. To increase student proficiency, student engagement was identified as a critical need from the data reviewed to ensure that the teachers use a variety of strategies to engage students in higher order learning tasks. In addition, to engage students in authentic learning and real life applications.

Measurable Outcome: If we successfully implement a variety of collaborative strategies for student engagement we will observe less than 40% of students in tier 3 on AP2.

Monitoring: Student Engagement will be monitored through classroom observation such as student curiosity, interest, and attention throughout the instructional block. (actively participating, asking questions, raising hands and following directions)

Person responsible for monitoring outcome: Candida Gil (mscgil@dadeschools.net)

Evidence-based Strategy: The evidence based strategy being implemented for Student Engagement is student Gradual Release Model. The Gradual Release of Responsibilities Model is where students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. the model is composed of four different components such as;
 * (I Do): Clear expectations and demonstrations of instruction modeled by the teacher.
 * (We Do): The teacher provides strategic guided practice and feedback
 * (They Do): The teacher gradually releases the students to practice the new skill collaboratively.
 * (You Do): The students practice and demonstrate mastery of the learning target independently.

Rationale for Evidence-based Strategy: This specific strategy was selected to improve instructional delivery and student engagement. Utilizing the Gradual Release of Responsibilities Model will allow teachers to present lessons clearly and skillfully through the use of explicit instruction. This strategy will also promote accountability for student learning and hold high academic expectations for all students. The GRRM will also encourage students to receive and accept constructive feedback on individual work and behavior.

Action Steps to Implement

Starting on the week of September 20, 2021 Teachers and Coaches will select one school-wide collaborative strategy during collaborative planning to implement during the instructional block, as a result you will see students actively engaged in the lesson.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

Beginning August 23, 2021 Academic Coaches Provide teachers with on-going coaching support through collaborative planning and modeled lessons on how to effectively implement the GRRM daily in classroom instruction.

Person Responsible Lisa Rice (302635@dadeschools.net)

Beginning on August 30, 2021 Administration will conduct weekly walkthroughs using the Gradual Release Model Framework to provide teachers with feedback on instructional delivery and student engagement. through lesson plans, anchor charts and students work.

Person Responsible Tiffany James (pr5081@dadeschools.net)

Academic Coaches will provide on-going effective planning with teachers and provide model lessons using the gradual release model incorporating a collaborative strategy. This will ensure appropriate pacing along with maximizing the instructional time for student learning and engagement during the ELA and Math blocks.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By December 15, 2021, the teachers will identify specific collaborative strategies for students to further engage during the "we do" and the "they do" portion of the lesson. The goal is for the students to facilitate learning amongst their peers and to master the standard before the independent practice.

Person Responsible Lisa Rice (302635@dadeschools.net)

During planning the coaches will assist teachers with checks for understanding strategies to assess student's understanding of the content midway through the lesson. The teachers will also, create different levels of questions to ask during the lesson to clear any misunderstandings.

Person Responsible Candida Gil (mscgil@dadeschools.net)

Provide STEM professional development to teachers on January 20th, 2021 to engage students in their learning and build their critical thinking skills in Science and Mathematics. Teachers in Prek-5th Grade will learn how to select a Math and Science Standard and create a hands on STEM lesson that incorporates Engineering and Technology with measurable outcomes.

Person Responsible Candida Gil (mscgil@dadeschools.net)

Create STEM Lesson Plans during collaborative planning with standards that are selected based on student needs that integrate engineering and technology. Implement these lessons during Math and Science on a quarterly basis and monitor through administrative walkthroughs and lesson plan checks.

Person Responsible Lisa Rice (302635@dadeschools.net)

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:	According to student enrollment data found on PowerBi, this area was identified as a critical need due to a decrease in our enrollment for the new school year. We have decided to focus on community involvement to positively drive the way parents, businesses; and students think about our school through effectively communicating with all stakeholders.
Measurable Outcome:	If we successfully increase community involvement through family engagement , then by the end of the 2022 school year, our student enrollment will have increased by 20% from August 2021 to June 2022.
Monitoring:	Quarterly data collection on student enrollment, parent satisfaction surveys, and school reviews will be collected to see the impact on the focus on positive marketing and recruitment through communication with all stakeholders by Mrs. Gil-Vasquez and Mrs. James, Principal
Person responsible for monitoring outcome:	Candida Gil (mscgil@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Community Involvement, our school will focus on the evidence based strategy of: Communicate with Stakeholders. This strategy will keep students, parents, stakeholders, and the community abreast of the positive things that are happening at the school. This includes, but is not limited to, recurring informative parent meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, consistent ClassDojo messages , and other printed/digital materials being sent home.
Rationale for Evidence-based Strategy:	When school leaders communicate effectively, students learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. When a school leader ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, uncertainty, and hostility. By improving how parents view the school we can market our school in a positive light and increase student enrollment.

Action Steps to Implement

By September 15, 2021, the leadership team will create a schoolwide marketing and recruitment plan to communicate with the community about all the good things taking place at Skyway, as a result stakeholders will begin to have a positive outlook about Skyway and student enrollment will increase.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By September 24, 2021, we will create a Social Committee that will constantly update all social media accounts and school website with enticing and interesting information for parents and the community at large, as a results, community partners will bring programs to the school that students will be interested in and improve their desire to be at the school.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By October 24, we will visit the local churches, local businesses, and daycare centers to build new relationships with at least three daycares and promote what the school is doing by allowing them to visit our campus and become involved with our school.

Person Responsible Danai Valle (dvalle25@dadeschools.net)

By September 12, 2021, all parents will be invited to join ClassDojo and the school will have at least 95% participation rate, as a result, all parents will be connected to what is taking place in the school and be more involved in their child's school.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By October 4, 2021, the social committee will create a Facebook and Tik Tok page for the school and begin posting pertinent information for parents and students, as a result the stakeholders will be aware of events and activities taking place at Skyway and become more connected to the school.

Person Responsible Audrey Barnes (abarnes@dadeschools.net)

By December 10, 2021, the leadership team will visit an identified church in Miami Gardens to speak to the congregation about what the school is offering. The school will set up a booth to talk to parents about their student's needs and enrichment opportunities at the school.

Person Responsible Tiffany James (pr5081@dadeschools.net)

The principal has applied for the TALENTS Afterschool Program. On October 4th the program began to target students that needed tutoring and enrichment opportunities. By December 19, 2021, we will utilize the Talents program to get community speakers, donations, a Miami Gardens Football, chess and dance team. The Talents program will help with recruitment and enrollment.

Person Responsible Tiffany James (pr5081@dadeschools.net)

Increase the amount of community partnerships by inviting businesses in the community to our STEM Showcases and Career Day Extravaganza on March 17th.

Person Responsible Danai Valle (dvalle25@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Manage Accountability Systems was identified as a critical need from the 2021 School performance data that showed decrease in overall performance this will ensure that all stakeholders have systems in place that will build on their leadership and accountability system.
Measurable Outcome:	If we successfully implement our data tracking analysis tool and techniques then that will encourage over 70% of our teachers to become teacher leaders and they will implement systems for reviewing and analyzing instructional effectiveness, as a result there will be improve scores for the 2022 FSA and increase leadership roles across grade levels .
Monitoring:	Through our Managing Systems of Accountability, teachers will be monitored through classroom observations and walkthroughs by looking at the student work folders, data trackers, and work books, and PD attendance.
Person responsible for monitoring outcome:	Tiffany James (pr5081@dadeschools.net)
Evidence-based Strategy:	Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.
Rationale for Evidence-based Strategy:	This specific strategy was selected to improve ownership and accountability by all stakeholders.

Action Steps to Implement

By September 25, 2021, we will create a shared folder where all stakeholders will track their data and analyze student progress, as a result the teachers will have ownership of their data and identify areas of improvement.

Person Responsible Lisa Rice (302635@dadeschools.net)

On October 6, 2021, the leadership team will hold quarterly data chats with teachers and coaches to review AP1 Data and discuss the plan in place to improve student progress.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By September 28, 2021, we will identify students performing low academically and provide them with extended learning opportunities, as a result, students will make learning gains and increase their proficiency levels.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By October 29, 2021, we will have data chats with teachers to review the student's progress that are in extended learning, as a result teachers will problem solve and come up additional strategies for improvement.

Person Responsible Lisa Rice (302635@dadeschools.net)

By October 14, 2021 the Assistant Principal will develop a DATACOM Dashboard for all teachers to further analyze student data and attendance. This DATACOM will also show how the teachers are managing the system and procedures in their classroom. The internal DATACOM will take place after the IReady Diagnostic is complete to further analyze the students needs and identify strategies to mitigate learning loss.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By November 19, 2021, the leadership team will identify the lowest quartile students in reading and mathematics. As a team, we have developed a system of support for students and mentors. By the second iReady diagnostic, the students should have increased on their scale score by 25 points.

Person Responsible Tiffany James (pr5081@dadeschools.net)

Based on the new predictability report on iReady AP2, by February 25th, the school will set a school goal that will keep the school grade at or above a C and ensure that students are learning has increased from 2021 to 2022.

Person Responsible Candida Gil (mscgil@dadeschools.net)

by February 10th, 2022, create data trackers that specifically track students that were identified on the new predictability report to ensure that they are making progress and on track for proficiency.

Person Responsible Candida Gil (mscgil@dadeschools.net)

#5. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Based on data from the 2020-2021 school year our school will focus on the area of ELA due to a decrease in proficiency from Florida State Assessments Data. In ELA the proficiency decreased from 53% in 2019 to 39% in 2021. To increase student proficiency in ELA teachers will utilize intervention lessons clearly and skillfully to help increase students proficiency in ELA.

The percentage of students in Kindergarten through 3rd Grade who are not on track to score a level 3 based on the 20-21 end of year data are as follows:

K- 37.5%
1st- 35%
2nd- 50%
3rd-37%

Measurable Outcome:

If we successfully implement, deliver, and monitor Tier 1 & Tier 2 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The area of focus will be monitored by implementing DI, Tier 2 & 3 Intervention, weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Teachers will collaboratively plan with coaches, utilizing instructional resources that are aligned with the standards. In addition, Teachers will use bi-weekly assessments, unit assessments and review end products to track students progress to ensure that instructional delivery and planning was effective.

Person responsible for monitoring outcome:

Trenice Smith Jones (274666@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Differentiated Instruction. Teachers will provide instruction based on students learning needs while using a variety of strategies to engage students in higher order learning tasks. In addition, teachers will provide students with different levels of complexity so that all students within the classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:

Differentiated Instruction will allow teachers to help students understand assessment criteria, monitor, and reflect on their work. Teachers will also be able to connect students' knowledge, experiences, interests to their learning goals. By providing students with DI it will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

Teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction in Tier 1 and Tier 2 Intervention, resulting in an explicit lesson plan that scaffolds instruction using the Gradual Release Model. In addition planning for differentiated instruction will take place during planning to ensure the appropriate materials and strategies are been utilized.

Person Responsible

Trenice Smith Jones (274666@dadeschools.net)

By September 29, Teachers will utilize both formative and summative learning data to help guide instruction during Differentiated Instruction, this will ensure we are remediating the deficient skills for each student.

Person Responsible

Trenice Smith Jones (274666@dadeschools.net)

By October 4, the coach will facilitate product reviews on a bi-weekly basis during collaborative planning for the purpose of assessing the impact of the instructional delivery previously planned.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

By October 15, coach and teacher will conduct data analysis of progress monitoring assessments bi-weekly to assess the effectiveness of delivery of content on student performance.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

By November 19th the ELA department will begin to take observational visits to other schools to see implementation of DI and engagement strategies for ELA.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

By, November 19th, the teacher and instructional coach will look at collaborative strategies appropriate for the lesson objective and create rigorous questions to check for understanding prior to completing the daily ending product.

Person Responsible Trenice Smith Jones (274666@dadeschools.net)

After analyzing AP2 data teachers will revise Intervention lessons to enhance Tier 2 students comprehension to help increase students ability to aim toward proficiency on FSA.

Person Responsible [no one identified]

By February 4, 2022, Teachers will increase the frequency of D.I. groups to effectively meet the critical need of our bubble students to ensure that they meet proficiency and/or Learning Gains on FSA.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org state report, our school incident report is listed as very high. 2.5 incidents per 100 students in 2019-2020 compared to all other elementary schools statewide. The primary area of concern is the bullying incidents reported to the state. As a school, we will work on monitoring bullying incidents and implement courses given by the counselors to prevent bullying. The secondary area of concern is disruption on campus. We will work on educating our parents and staff on the protocols when they have a concern and work to address those concerns before they escalate.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

At Dr. Frederica S. Wilson/Skyway Elementary we proud ourselves on continuing to build positive relationships in the community and within our school. We have a shared vision to ensure we communicate the expectation to all stakeholders that may have an impact on the students and families overall success.

During our end of the year focus groups, it was suggested to recruit more students through additional programs and activities. Since then, we have identified five organizations that are willing to support programs, activities, and tutoring initiatives that will support the students interest and academics. Each organization will focus on a specific program or initiative that will support building a positive environment for students and families.

Other strategies we use to continue building a positive culture is effective and constant communication. During the year, we kept our parents and community members informed by sending out important information through various platforms. Post cards, school Messenger, ClassDojo messages, social media post and school calendars are ways we kept communicate messages about activities, events, and academic information. Our teachers and staff sent home creative flyers, e-mails, text messages, and phone calls. The leadership team has an open-door policy with teachers to create a school culture of support, encouragement and transparency. In order to ensure that we built a positive culture with students, we implemented academic activities that encouraged students to dress up as their favorite Story Book Characters and maneuvered weekly spirit themes such as: Super Heroes Day, Shine Your Path with Sunglasses Day, and Reading under the Sun. As part of our Positive Behavior Support, students earned ClassDojo points that could be redeemed at the SkyMobile incentive cart and students were honored in our student of the month celebration. To promote higher attendance, class attendance was recorded daily for the month and the class that had the most students in attendance received a pizza party. The school focused on highlighting the positive acts of students through celebrating students who increased on their iReady and VPK test. Student are continuous rewarded for the positive things they do.

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

The principal and other staff members identified five organizations that we will partner with this year to support different initiatives.

The Principal create post cards to share with the community and to recruit students.

The administrators and teacher leaders created social media pages to market the school.

The Success Coach was instrumental in purchasing the incentives, taking the mobile cart around to the different classrooms, and participating in all activities.

The teachers were instrumental in informing and following through with the parents (by all avenues) and participating in all activities.

Administration was instrumental in sending a Connect ED and ClassDojo message/s, creating flyers and participating in all activities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00