



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Frederica S. Wilson/Skyway Elementary School

4555 NW 206TH TER

Miami Gardens, FL 33055

305-621-5838

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 B	2012-13 B	2011-12 D	2010-11 C	2009-10 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Dr. Frederica S. Wilson/Skyway Elem School

Principal

Linda Whye C

School Advisory Council chair

Victoria Cabrera

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Linda Whye	Principal
Tracy Cartwright-Rind	Assistant Principal
Audrey Barnes	Reading Coach
Patrice Jenkins	Mathematics Coach
Leslie Diaz	Science Coach
Mindy Festge	Teacher/UTD Steward
Errolyn Deverow	Teacher/Primary Grade Level Chairperson
Alesia Green	Teacher/Intermediate Grade Level Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Alesia Green Alternate Teacher/Paraprofessional Oct 03, 2012 Female Black No Yes No
 Andrea O'Farrell Business/Community Representative Aug 18, 2013 Female Black No No No
 Andrine Smart Parent Aug 28, 2013 Female Black No No Yes
 Belkys Allen Parent Sep 27, 2012 Female Hispanic Yes Yes No
 Dedra Jaghai Teacher Oct 03, 2012 Female Black No Yes No
 Diana Hutchinson Parent Sep 27, 2012 Female Black No No No
 Donise Brown Business/Community Representative Aug 20, 2012 Female Black No No No
 Eric Peterson Business/Community Representative Aug 20, 2012 Male White No No No

Gregory Jenkins Business/Community Representative Aug 20, 2012 Male Black No No No
Jamie Carter Student Aug 20, 2012 Female Black No No No
Janae Smart Alternate Student Sep 25, 2013 Female Black No No No
Janet Pardo Alternate Parent Aug 28, 2013 Female Hispanic Yes No Yes
Julia Gilchrist Teacher Oct 03, 2012 Female Black No Yes No
Kia Simmons Parent Sep 27, 2012 Female Black No No No
Linda Whye Principal Aug 20, 2012 Female Black No Yes No
Maria Perry Educational Support Employee Sep 03, 2012 Female Hispanic No Yes No
Marilyn Henriquez Business/Community Representative Aug 20, 2012 Female Hispanic Yes No No
Mindy Grimes-Festge Union Steward Aug 22, 2003 Female White No Yes No
Ofelia Alberto Teacher Oct 03, 2012 Female Hispanic No Yes No
Onaidys Garcia Parent Sep 27, 2012 Female Hispanic Yes No Yes
Ranier Rocafort Parent Sep 27, 2012 Female Hispanic Yes Yes No
Sandi Blumenstein Alternate Educational Support Oct 03, 2012 Female White No Yes No
Sheryl McCloud Teacher Oct 03, 2012 Female Black No Yes No
Tracy Cartwright-Rind Alternate Principal Aug 20, 2012 Female Black No Yes No
Victoria Cabrera Teacher Oct 03, 2012 Female White No Yes No
Yanelis Rocafort Parent Sep 27, 2012 Female Hispanic Yes No No

Involvement of the SAC in the development of the SIP

The 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.

Activities of the SAC for the upcoming school year

ESSAC met at the beginning of the year, the school administrator engaged the committee with an in-depth overview of the AdvancED accreditation process. The committee continues to meet monthly to discuss/ review how our school meets each of the five AdvancED standards and indicators and steps towards meeting those goals, while monitoring student progress.

Projected use of school improvement funds, including the amount allocated to each project

ESSAC funds have not yet been allocated to any activities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Whye C

Principal

Years as Administrator: 24

Years at Current School: 2

Credentials

Bachelor of
 Science Degree
 in Fashion and
 Merchandising
 from Kentucky
 State University,
 Master in
 Reading from
 Nova
 Southeastern
 University,
 Specialist Degree
 in Elementary
 Education from
 Nova
 Southeastern
 University,
 Doctorate Degree
 in Educational
 Leadership from
 Barry University

Performance Record

“12 ‘11 ‘10 ‘09
 School Grade B C B C D
 High Standards Rdg. 46 62 60 65
 High Standards Math 62 73 75 68
 Lrng Gains-Rdg. 74 60 59 71 51
 Lrng Gains-Math 72 61 60 63
 Gains-Rdg-25% 76 47 61 62
 Gains-Math-25% 62 67 67 66

Tracy Cartwright-Rind

Asst Principal

Years as Administrator: 14

Years at Current School: 2

Credentials

Bachelor of Science Degree in Elementary Education from Nova Southeastern University, Master in Educational Leadership from Nova Southeastern University, Specialist Degree in Elementary Education from Nova Southeastern University

Performance Record

“12 ‘11 ‘10 ‘09
 School Grade C B C A B
 High Standards Rdg. 51 69 66 72
 High Standards Math 53 72 69 74
 Lrng Gains-Rdg. 51 66 59 67 69
 Lrng Gains-Math 57 61 55 66
 Gains-Rdg-25% 82 50 41 58
 Gains-Math-25% 51 60 44 69

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Audrey Barnes

Full-time / School-based

Years as Coach: 7

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Professional Educator’s: Elementary Ed. 1-6, Reading K-12, ESOL K - 12

Performance Record

Patrice Jenkins		
Full-time / School-based	Years as Coach: 5	Years at Current School: 2
Areas	Mathematics	
Credentials	Professional Educator's: Early Childhood ED, Pre-K – 3, Urban Education, ESOL endorsed, K –6	
Performance Record		

Leslie Diaz		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Science	
Credentials	Masters Degree in Teacher Leadership for School Improvement (TLSI) Professional Educator's: Elementary Ed. 1-6, Reading K-12, ESOL K - 12	
Performance Record		

Classroom Teachers

# of classroom teachers	19
# receiving effective rating or higher	19, 100%
# Highly Qualified Teachers	100%
# certified in-field	19, 100%
# ESOL endorsed	18, 95%
# reading endorsed	4, 21%

with advanced degrees

11, 58%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 16%

with 6-14 years of experience

7, 37%

with 15 or more years of experience

25, 132%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 Guidance 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. The leadership team functions as a problem solving team to implement research based instruction and

interventions programs, while making data based decisions to improve and maintaining a high standard of

educating students. The Tier 1 Problem Solving process will set Tier 1 goals, monitor academic and behavior

data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency?

(common

assessments)

- How will we respond when grades, subject areas, or class of, or individual students have not learned?

(Response to Intervention problem solving process and monitoring progress of interventions)

- How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings once a month. Use the four step problem solving process as the basis for goal

setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and

progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT/SAT
- CELLA
- Student grades
- School site specific assessments (Bi-Weekly Assessments)

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs or outside agencies

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The district professional development and support will include:

1. training for all administrators in the Rtl problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and

Intervention Plan

2. providing support for school staff to understand basic Rtl principles and procedures; and Providing a network of ongoing support for Rtl organized through feeder patterns.

Lastly, The Skyway Elementary Administrative team supports the Rtl school-based leadership initiative in efforts to impact student achievement and to ensure the educational success of all students. The Principal and

Assistant Principal will use effective data-based decision-making and navigates the interventions and implementation with fidelity through the school-based Rtl Team. As a result, adequate professional development to support and document Rtl implementation will be provided. In addition, school staff and

stakeholders will be informed of decisions and activities that surround the implementation of the RtI goals.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,400

The administration at Skyway Elementary aims to provide extended learning opportunities to its English Language Learners (ELL) Students in grades 3-5 through the implementation of the Tutoring Academy for English Language Learners.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Effectiveness will be evaluated by 80 percent of tutored students showing an increase in their FCAT Developmental Scale Score as compared to the previous year.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal, Tutors, Reading Coaches.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Linda Whye	Principal
Tracy Cartwright-Rind	Assistant Principal
Audrey Barnes	Reading Coach
Patrice Jenkins	Mathematics Coach
Leslie Diaz	Science Coach
Mindy Festge	Teacher/UTD Steward
Errolyn Deverow	Teacher/Grade Level Chairperson
Alesia Green	Teacher/Grade Level Chairperson
Dr. Mary Tillman	School Social Worker
Dr. Rosalie Lober	School Psychologist

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. At the school site level, the LLT will oversee the implementation of the Districts' K-12 CRRP, Next Generation Sunshine State Standards (NGSSS) as well as the COMMON CORE standards that will be implemented in Kindergarten thru Fifth Grade. This team will provide ongoing professional development on researched-based strategies and program interventions, meet with grade levels to discuss, interpret, and analyze data and assist the team in making instructional and programmatic decisions and monitor that the use of instructional programs and materials related to reading are used and implemented with fidelity and consistency. The Literacy coaches will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies. The RLT will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Skyway Elementary School will work closely with the neighboring preschools and agencies in the Miami Gardens community. All incoming Kindergarten students will be assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. All Kindergartners will be administered the Florida Assessment for Instruction in Reading Overview (FAIR). FAIR data is used to place students by their probability of reading success and targeted diagnostic assessment. The FAIR data will assist teachers in grouping students for small group instruction and placing them into Voyager Intervention Program. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adult. Skyway Elementary supports the Districts "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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	55%	Yes	55%
American Indian				
Asian				
Black/African American	51%	51%	Yes	56%
Hispanic	48%	48%	Yes	53%
White				
English language learners	34%	41%	Yes	41%
Students with disabilities	28%	28%	Yes	35%
Economically disadvantaged	48%	48%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	25%	29%
Students scoring at or above Achievement Level 4	35	17%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	90	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	23	69%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	45	51%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	22%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	15%	18%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	27	60%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	47%	No	57%
American Indian				
Asian				
Black/African American	49%	49%	Yes	54%
Hispanic	53%	53%	Yes	58%
White				
English language learners	43%	43%	Yes	48%
Students with disabilities	28%	28%	Yes	35%
Economically disadvantaged	49%	49%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	33%	38%
Students scoring at or above Achievement Level 4	29	19%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	130	85%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	95%	95%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	33%	36%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		38
Participation in STEM-related experiences provided for students	29	7%	10%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	43	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	25	6%	5%
Students who are not proficient in reading by third grade	41	63%	57%
Students who receive two or more behavior referrals	40	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Skyway Elementary School will continuously strive to build reliable school and community relationships by encouraging active volunteer/parental participation in order to enhance student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
<p>Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 3 percentile point increase in volunteer participation as evidenced by comparing the volunteer sign-in logs from 2012-2013 and the 2013-2014 academic years. During the 2012-2013 school year there were a total of ___ volunteers registered in the volunteer database system. According to the 2012-2013 volunteer sign-in logs, ___ percent actively participated in school related activities.</p>			

Goals Summary

- G1.** When calculating the percentage of students who received two or more behavior referrals that lead to suspension, the number of students at the school will be reduced.
- G2.** Increase overall student proficiency through the use of the Gradual Release Model.

Goals Detail

G1. When calculating the percentage of students who received two or more behavior referrals that lead to suspension, the number of students at the school will be reduced.

Targets Supported

Resources Available to Support the Goal

- School Counselor Social Worker School Psychologist Administration Teachers
-

Targeted Barriers to Achieving the Goal

- Inconsistency with the implementation of the School-Wide Discipline Plan.
- Build trusting relationships between counselor and students.

Plan to Monitor Progress Toward the Goal

Inconsistencies with the implementation of the School-wide Discipline Plan.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

September 2013- May 2014

Evidence of Completion:

Reduction of referrals Use of Student Code of Conduct for referral actions

G2. Increase overall student proficiency through the use of the Gradual Release Model.

Targets Supported

Resources Available to Support the Goal

- Instructional Coaches CSS Common Planning Time across grade levels Administrative Support Interventionist Professional Development (District and School-Based)

Targeted Barriers to Achieving the Goal

- Limited knowledge of how to execute each component of the Gradual Release.
- Differentiated Instruction is not implemented with fidelity across all grade levels.
- Teachers have limited knowledge of collaborative data driven analysis and instruction.

Plan to Monitor Progress Toward the Goal

District Assessments 3rd-5th grade students will increase academic proficiency from Baseline 10% of students proficient to 50% proficient , as measured by the District Interim Assessments from September to May 2014.

Person or Persons Responsible

Administrators Instructional Coaches

Target Dates or Schedule:

September 2013 to May 2014

Evidence of Completion:

Increased student achievement

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. When calculating the percentage of students who received two or more behavior referrals that lead to suspension, the number of students at the school will be reduced.

G1.B1 Inconsistency with the implementation of the School-Wide Discipline Plan.

G1.B1.S1 Review the newly adopted Code of Student Conduct (COSC) 2013-2014 with faculty and staff prior to the opening of school.

Action Step 1

Review Code of Student Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

Opening of School Meeting

Evidence of Completion

Sign-in sheet

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

Use of New Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Reduction in student referrals

Plan to Monitor Effectiveness of G1.B1.S1

Use of Student Code of Conduct

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Reduced disruptive behaviors Reduced number of student referrals

G1.B1.S2 Review newly developed School-Based Alternative to Suspension Plan with faculty and staff prior to opening of school.

Action Step 1

School-Based Alternative to Suspension Plan

Person or Persons Responsible

Administration

Target Dates or Schedule

Opening of School

Evidence of Completion

Sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Utilization of School-Based Alternative to Suspension Plan

Person or Persons Responsible

Counselor Administration

Target Dates or Schedule

On-going

Evidence of Completion

Use of incentives to encourage model student behavior. Effective disciplinary actions indicating removal of privileges or denial of participation in school/extra curriculum activities as alternatives for suspension.

Plan to Monitor Effectiveness of G1.B1.S2

Consistent implementation of the School-Based Alternative to suspension Plan

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Teachers using strategies to encourage students to model behaviors that create a safe learning environment and reduced disruption of the educational process.

G1.B2 Build trusting relationships between counselor and students.

G1.B2.S1 Develop in-school counseling intervention strategies for students committing Code of Student Conduct offenses.

Action Step 1

In-school counseling interventions

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Schedules of Intervention groups

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Counseling Intervention

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Student use of effective peer mediation strategies Student-centered alternatives to suspension activities Trusting relationships formed between counselor and students.

Plan to Monitor Effectiveness of G1.B2.S1

Use of newly gained strategies

Person or Persons Responsible

Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Model student behavior

G2. Increase overall student proficiency through the use of the Gradual Release Model.

G2.B1 Limited knowledge of how to execute each component of the Gradual Release.

G2.B1.S1 Using the coaching cycle, instructional coaches will model components of the Gradual Release Model.

Action Step 1

Conduct coaching cycles based on needs survey and model different components of the instructional routine based on teachers' needs.

Person or Persons Responsible

Instructional Coaches ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Calendar Coaching Log

Action Step 2

Implement and monitor Instructional Routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating closure of the lesson

Person or Persons Responsible

Principal Assistant Principal Instructional Coaches ETO Support Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs Administrative Feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Develop a schedule for data collection from classroom walk through using a checklist to assess the GR components.

Person or Persons Responsible

Administrators Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Charted results from Observation checklist, coach logs, schedule of observations.

G2.B1.S2 .Establish model classrooms and schedule observation times for teachers.

Action Step 1

Utilizing data collected from classroom walk throughs, School Leadership Team (administrators, coaches) will designate model classrooms for observation of the components of the Gradual Release.

Person or Persons Responsible

Administrators Instructional Coaches

Target Dates or Schedule

The implementation of model classrooms will begin 12/4/2014

Evidence of Completion

observation schedule "Take Aways" Teacher Worksheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Establishment of a model classroom

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

The implementation of model classrooms will begin 12/4/2014

Evidence of Completion

observation schedule "Take Aways" Teacher Worksheet

Plan to Monitor Effectiveness of G2.B1.S2

Model classroom for teachers

Person or Persons Responsible

Administration and Instructional coaches

Target Dates or Schedule

The implementation of model classrooms will begin 12/4/2014

Evidence of Completion

observation schedule "Take Aways" Teacher Worksheet

G2.B2 Differentiated Instruction is not implemented with fidelity across all grade levels.

G2.B2.S1 Provide Professional Development and follow-up support on differentiated instruction.

Action Step 1

Provide grade 3-5 teachers with professional development on the effective use of Differentiated instruction Strategies, in order to provide opportunities to engage in authentic tasks that targets students individual needs.

Person or Persons Responsible

Coaches, ETO CSS, administrative support

Target Dates or Schedule

on going

Evidence of Completion

PD rosters, follow up assignments, administrator walk throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Develop and design DI lesson plans that target students learning needs. Conduct walk through and observations to gather post monitor data for evidence of implementation through increased percentage of teacher use of DI strategies in class instruction and or centers.

Person or Persons Responsible

administration, coaches, CSS

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, coaching logs,

Plan to Monitor Effectiveness of G2.B2.S1

Develop and design DI lesson plans that target students learning needs. Conduct walk through and observations to gather post monitor data for evidence of implementation through increased percentage of teacher use of DI strategies in class instruction and or centers.

Person or Persons Responsible

administration, Instructional coaches, CSS

Target Dates or Schedule

on going

Evidence of Completion

coaching logs, classroom walk through data collection, Individual teacher lesson plans

G2.B2.S2 Designate time during subject areas to address DI in Centers and or during instruction.

Action Step 1

Teacher and Coaches will develop lessons that incorporate DI strategies during classroom and center instruction.

Person or Persons Responsible

teachers, coaches, CSS

Target Dates or Schedule

on going

Evidence of Completion

lesson plans, coaching logs, resources used in class, DI group charts

Facilitator:

Instructional Coaches and ETO CSS

Participants:

All Core-Instructional Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Develop, execute and monitor the use of Differentiated instructional framework that focuses on appropriate pacing and is based on student needs

Person or Persons Responsible

Coaches, CSS, Administration support

Target Dates or Schedule

on going

Evidence of Completion

coaching logs, lesson plans, administration observation notes

Plan to Monitor Effectiveness of G2.B2.S2

Develop, execute and monitor the use of Differentiated instructional framework that focuses on appropriate pacing and is based on student needs

Person or Persons Responsible

Coaches, CSS, administration support

Target Dates or Schedule

on going

Evidence of Completion

Walkthrough notes, coaching logs, lesson plans

G2.B3 Teachers have limited knowledge of collaborative data driven analysis and instruction.

G2.B3.S1 Utilize data provided from in-house assessments and Interim assessment during data chats and or common planning to identify secondary benchmarks and activities to meet the academic needs of each student.

Action Step 1

Data from in-house and Interim assessments

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Following each assessment from September 2013 to May 2014

Evidence of Completion

Data book, copies of activities and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Set aside time for data chat following each assessment to analyze data

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing following assessments from September 2013 to May 2014

Evidence of Completion

Data charts

Plan to Monitor Effectiveness of G2.B3.S1

Data Chats

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Following assessments from September 2013 to May 2014

Evidence of Completion

Charted data showing increase in student proficiency

G2.B3.S2 Develop Focus calendars for teachers to address targeted secondary benchmarks

Action Step 1

Monthly Focus Calendars

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September 2013 to May 2014

Evidence of Completion

Monthly Focus Calendars and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Develop Focus Calendars for teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 to May 2014

Evidence of Completion

Focus Calendars

Plan to Monitor Effectiveness of G2.B3.S2

Monthly Focus Calendars

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 to May 2014

Evidence of Completion

Copy of monthly focus calendars

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Skyway Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services will be provided to students. Curriculum Coaches will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

They

will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program

over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort will be made to inform parents of the importance of this survey, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into

the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase overall student proficiency through the use of the Gradual Release Model.

G2.B2 Differentiated Instruction is not implemented with fidelity across all grade levels.

G2.B2.S2 Designate time during subject areas to address DI in Centers and or during instruction.

PD Opportunity 1

Teacher and Coaches will develop lessons that incorporate DI strategies during classroom and center instruction.

Facilitator

Instructional Coaches and ETO CSS

Participants

All Core-Instructional Teachers

Target Dates or Schedule

on going

Evidence of Completion

lesson plans, coaching logs, resources used in class, DI group charts

Appendix 2: Budget to Support School Improvement Goals