

Miami-Dade County Public Schools

Dr. Frederica S. Wilson/ Skyway Elementary School



2022-23 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: 8/18/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: C (51%) 2017-18: B (54%)
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	N/A
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	C	C	C

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Name	Position Title	Job Duties and Responsibilities
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	Instructional 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	Instructional 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.
Barnes, Audrey	Teacher, K-12	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

Thursday 8/18/2022, Tiffany James

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

1

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

7

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

208

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

2

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	37	35	27	22	35	0	0	0	0	0	0	0	193
Attendance below 90 percent	0	2	5	4	3	2	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	1	2	0	0	0	0	0	0	0	10
Course failure in Math	0	1	1	2	2	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	3	6	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	2	5	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	1	4	10	2	5	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	8	5	12	0	0	0	0	0	0	0	27

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

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

Friday 8/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	62%	56%				53%	62%	57%
ELA Learning Gains	81%						62%	62%	58%
ELA Lowest 25th Percentile	77%						50%	58%	53%
Math Achievement	73%	58%	50%				49%	69%	63%
Math Learning Gains	80%						52%	66%	62%
Math Lowest 25th Percentile	62%						43%	55%	51%
Science Achievement	46%	64%	59%				45%	55%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	56%	64%	-8%	58%	-2%
Cohort Comparison		-33%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	67%	-33%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	45%	69%	-24%	64%	-19%
Cohort Comparison		-34%				
05	2022					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	39	63	73	67	81		62				
ELL	72	100		61	67						
BLK	63	75		77	84		53				
HSP	68	88		68	75		36				
FRL	65	80	77	71	79	58	44				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	52
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

According to the 2022 FSA data, the most significant percentage increase in proficiency was ELA which increased from 39% in 2021 to 65% in 2022. The subgroup with the greatest increase was in Math Learning Gains increasing from 50% in 2021 to 79% in 2022. Across grade levels Math proficiency increased on the FSA in overall proficiency from 51% in 2021 to 72% in 2022. Our Science proficiency also increased from 30% in 2021 to 41% in 2022.

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

Based on the state assessments of 2022, the greatest need for improvement is Science proficiency.

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 professional needed assistance with balancing both mathematics and science instruction. Science had limited hands on activities and the professional needed additional time for science exploration. We have placed a new teacher in 5th grade Math and Science. All topics now begin with the Hands on Lab before the content is delivered.

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

ELA showed the most improvement across all grade levels in overall Proficiency. ELA Proficiency increased from 39% to 65%, ELA Learning Gains 75% to 81% and ELA L25 from 50% in 2019 to 75% in 2022.

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

The contributing factors to our success were the extended Learning opportunities such as Saturday Academy, After School Tutoring and TALENTS Program. In addition, Teachers were provided coaching

support for implementation and instruction for intervention, Administration/Reading Coach monitored the intervention OPM data on a Bi-Weekly basis. Lastly, schoolwide DATACOM conferences contributed to the overall success of our school in ELA.

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

We will provide Professional Developments, continue to conduct student and teacher data chats with fidelity and plan collaboratively with teachers across grade levels. Implementing these strategies will ensure explicit instruction and also assist with adjusting instruction and student groupings to meet students' individual 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.

We will be providing PDs for Analyzing Data, corrective feedback, and providing more opportunities for clearing up misconceptions and inaccurate information on assessments.

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 Professional Development for teachers and staff. We will continue to implement Differentiated Instruction in Reading and Mathematics daily with imbedded checks for understanding throughout the lessons.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Small Group Instruction

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

This area was identified to sustain proficiency in ELA and Mathematics and to increase proficiency in Science. In ELA the proficiency increased from 41% to 63%, Mathematics increased from 48% to 71% and Science increased from 29% to 46%.

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

As a result of implementing daily small group instruction, 65% of our students in grades 3rd through 5th will meet the on grade level criteria, level 3 on the FAST PM3 Assessment.

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

It will be monitored through administrative classroom walkthroughs to ensure small group instruction is taking place daily. Administration will also, review student work products to monitor teacher corrective feedback along with opportunities for student's revisions.

**Person
responsible for
monitoring
outcome:**

Candida Gil (mscgil@dadeschools.net)

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

As a Title 1 school with students that perform lower than the state average, our students need the content to be differentiated and for teachers to remediate the standards through small group instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Rationale for
Evidence-
based Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

Establishing and implementing specific evidence based strategies will ensure that teachers are planning for small group instruction that meets the needs of all learners. Research has also shown these strategies holds high expectations for students and have a significant positive impact on student results.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

By September 29, Teachers will utilize both formative and summative learning data from iReady and BiWeekly assessments 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 14, 2022, 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 October 3, 2022, Teachers will increase their DI times to 45 minutes and increase their DI rotations to effectively meet the critical need of our bubble students to ensure that they meet proficiency on FAST.

Person Responsible Lisa Rice (302635@dadeschools.net)

By October 14, 2022, the leadership team will meet with teachers and conduct data chats to analyze the results from iReady AP1 and PM1 and create a plan of action to address the deficiencies.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By November 1, 2022, teacher/student data chats will be completed with individual goal setting for students topic and unit assessments.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By, November 15, 2022, DI student TLC packets will be completed with descriptive feedback and OPM's given.

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

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

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>This area was identified as a critical need due to the change of Standards. Although, the scores increased in all core areas it is necessary to plan and understand the demands of the new standards. In ELA proficiency increased from 41% in 2021 to 63% in 2022. Mathematics increased from 48% in 2021 to 71% in 2022 and Science increased from 29% in 2021 to 46% in 2022.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>If we successfully implement standard aligned instruction, then 65% of our students in 3rd-5th grade will meet on grade level proficiency criteria by FAST PM3.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>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.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Lisa Rice (302635@dadeschools.net)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>The standards have changed for Reading and Mathematics this school year. In order to maintain our level of proficiency and increase in certain areas, we are going to focus on ensuring that Tier 1 instruction is standards based and that Tier 2 remediation is focused on addressing the deficient standards. Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.</p>

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

With new standards in Math and Reading, we need to focus on ensuring that teachers are teaching to the depth of the standards so that students can master on grade level content by May 2023.

Action Steps to Implement

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

By October 14, the coach and teachers will have Data Chat to analyze and discuss students results from PM1 and AP1 and plan for next steps to increase students mastery.

Person Responsible Candida Gil (mcsgil@dadeschools.net)

By September 2022, a schedule will be created for coaches to facilitate monthly content meetings focusing on Standard Aligned Best Practices that can be implemented in daily classroom instruction to increase student knowledge of standards.

Person Responsible Lisa Rice (302635@dadeschools.net)

By August 22, 2002, a common planning schedule will be created for teachers and Coaches to analyze standards and plan for student mastery.

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

By October 14, 2022 teachers will have a system in place to check for understanding on a daily basis using standard based questioning. By the completion of the lesson students will complete Daily End Products and Independent practice questions to showcase their understanding of the standard.

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

By, November 1, 2022, instructional coaches and teachers will identify questions and or task during collaborative planning for students to complete independently to show master of the standard or benchmark.

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

By, November 1, 2022 teachers will focus on engaging ways to ensure word problems are completed for each chapter. A shift with beginning independent practice will take place during the first week of November.

Person Responsible Lisa Rice (302635@dadeschools.net)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and

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

Student proficiency increased in ELA to 65%, mathematics 73% and 46% in science. To increase and maintain 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement a variety of collaborative strategies for student engagement we will observe less than 30% of students in tier 3 on AP2.

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

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:

Tiffany James (pr5081@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Our students are low level readings, in order to keep students engaged in what they are learning, we have chosen to focus on the Gradual Release Model. The (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education.

This deals with student engagement, cognitively, behaviorally, physically, and emotionally.

The model is composed of four different components such as

implemented for this Area of Focus.

* (I Do): Clear expectations and demonstrations of instruction modeled by the teacher.

* (We Do): The teacher provides strategic guided practice and feedback

* (They Do): Students talk with peers to solve and or answer questions.

* (You Do): The students practice and demonstrate mastery of the learning target independently.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

The evidence based strategy being implemented for Student Engagement is student Gradual Release Model, The five E lesson plan format as well as evidence in the classroom.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Starting on the week of September 6, 2022 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 Lisa Rice (302635@dadeschools.net)

Beginning on September 6, 2022 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)

Beginning September 6, 2022 Academic Coaches will 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 Trenice Smith Jones (274666@dadeschools.net)

By October 2,2022, the school will change the lesson plan format for Science to begin with the Exploration Hands on activities to better meet the needs of the Science content.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By, November 7, 2022, teachers will increase opportunities for Math Talk during instruction for higher levels of engagement and increased interactions with word problems.

Person Responsible Lisa Rice (302635@dadeschools.net)

By, November 7, 2022 instructional coaches will begin CTC on teachers who has challenges with the gradual release model.

Person Responsible Candida Gil (mscgil@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Partnership

Area of Focus Description and

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

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

If we successfully increase community involvement through family engagement , then by the end of the 2023 school year, our student enrollment will have increased by 20% from the upcoming school year.

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

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:

Tiffany James (pr5081@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

As a small school in our community we need to focus on having a relationship with all of our stakeholders. In order to build that relationship we need to practice multiple ways to communicate to keep everyone on board and in line with our vision. Communicate with Stakeholders is the establishment of well-designed communication protocols which 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 meetings, an up-to-date website, e-mails, phone calls, message boards/marquis, monthly newsletters, and other printed/digital materials. When school leaders

implemented for this Area of Focus. 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.

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

Action Steps to Implement

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

By October 14, 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 Candida Gil (mscgil@dadeschools.net)

By October 14, we will increase the amount of community partnerships by inviting businesses in the community to our STEM Showcases and Career Day Extravaganza.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By September 30, 2022, 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 Tiffany James (pr5081@dadeschools.net)

By October 14, 2022, 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 Candida Gil (mscgil@dadeschools.net)

By November 1, 2022, the recruitment task force will create gate signs, post cards to continue to advertise and promote programs within the school.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By December 17, 2020, the affiliating agreement for the boys and girls club will be complete to attract additional students and develop a partnership with the Boys and Girls Club.

Person Responsible Tiffany James (pr5081@dadeschools.net)

#5. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and

Rationale:

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

Leadership Development was identified as a critical need from the 2022 School Culture and Climate Survey Data. Focusing on this area will ensure that the school has a system in place for all stakeholders that will build on their leadership skills and continue to develop areas of need.

Measurable

Outcome:

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

If we successfully implement our leadership techniques and strategies then that will encourage over 70% of our teachers to become teacher leaders, as a result there will be improvement in teacher retention and increase leadership roles across grade levels .

Monitoring:

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

Through our Leadership Development, teachers will be monitored through PD attendance, leadership role effectiveness, and participation in leadership team meetings.

Person

responsible for monitoring outcome:

Tiffany James (pr5081@dadeschools.net)

Evidence-based Strategy:

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

As a small school, we have limited adults available to take on leadership roles. We have chosen this strategy so that we can build on those staff members we have and help them become leaders within our school. Involving Staff in Important Decision Making allows your staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

Rationale for Evidence-based Strategy:

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

This specific strategy was selected to improve ownership and leadership roles by all stakeholders not just a select few.

Action Steps to Implement

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

By September 15th, the administrative team will develop a schedule to hold leadership team meetings once a month with teacher leaders and coaches.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By September 30, 2022, administration will identify teachers and staff members at the school site who can take on new leadership roles and assist in the improvement of our school.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By October 14, 2022, administration will create a professional development calendar and plan to help build leadership skills within the staff.

Person Responsible Candida Gil (mscgil@dadeschools.net)

By October 14, during our SLT, teachers will partner with other organizations to establish relationships and incentivized staff and students based on the targeted groups assigned by administration.

Person Responsible Tiffany James (pr5081@dadeschools.net)

By, November 2, 2022, select teachers will be paired with together for additional development on researched-based strategies and content. Professional learning communities will start with focusing on developing new teachers into teacher leaders.

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

By, November 1, 2022 class trackers with OPM data for intervention for all teachers will be completed.

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

RAISE

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

Area of Focus Description and Rationale

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

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

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

Academic Vocabulary Instruction

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Based on data from the 2021-2022 school year our school will focus on the area of ELA. The proficiency scores stanine 5 and below were at 39% in 1st Grade and 44% in 2nd Grade.

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

Standards-Based Collaborative Planning

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Based on data from the 2021-2022 school year our school will focus on the area of ELA due to a decrease in proficiency from Florida State Assessments Data. ELA overall proficiency increased overall 39% in 2019 to 65% in 2022. Third grade students scores 47% on the FSA. To increase student proficiency in ELA teachers will utilize intervention lessons clearly and skillfully to help increase students proficiency in ELA.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

If we successfully implement Academic Vocabulary Instruction, during Tier 1 & Tier 2 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2023 FAST State Assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Standards-Based Collaborative Planning to Tier 1 & Tier 2 instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2023 FAST State Assessments.

Monitoring:

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

The area of focus will be monitored by implementing Academic Vocabulary, Instruction 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:

Select the person responsible for monitoring this outcome.

Gil, Candida, mmsgil@dadeschools.net

Evidence-based Practices/Programs:

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

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

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Academic Vocabulary. Teachers will provide instruction based on students learning needs while using a variety of vocabulary 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 Practices/Programs:

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

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

Standard-based planning will allow teachers to help students understand the on grade level content. Teachers will also be able to connect students' knowledge, experiences, interests to their learning goals. By providing students with the standards based curriculum, it will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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.	Smith Jones, Trenice, 274666@dadeschools.net
By September 30, 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.	Smith Jones, Trenice, 274666@dadeschools.net
By October 14, coach and teacher will conduct data analysis of progress monitoring assessments bi-weekly to assess the effectiveness of the strategies selected for ELA.	Smith Jones, Trenice, 274666@dadeschools.net
By October 14, the administration will conduct weekly walkthroughs to monitor the effectiveness of the implementation of the strategies selected for Reading.	James, Tiffany, pr5081@dadeschools.net

Positive Culture & Environment

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

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

At Dr. Frederica S. Wilson/Skyway Elementary we proud ourselves on continuing to build positive relationships in the community and within our school. Customer care and service is always at the forefront of everything. 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.

Our focus is to continue to recruit students through additional programs and activities. We have identified organizations that are willing to support programs, activities, and tutoring initiatives that will assist 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. This year, we have added the Boys and Girls Club to our after school program to provide students with a different experience focusing on life skills, golfing, tennis and science exploration.

Other strategies we use to continue building a positive culture is effective and constant communication. The parents and community members are informed by sending 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 are continuing the Skymobile to reward student for good character, attendance and academics. The school is also 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 school culture and environment.

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.