

Miami-Dade County Public Schools

Dr. Frederica S. Wilson/ Skyway Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Frederica S. Wilson/Skyway Elementary School

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School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Dr. Frederica S. Wilson/Skyway Elementary School strives to ensure excellence remains at the forefront of our students' educational experiences. 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.

The mission of Dr. Frederica S. Wilson/Skyway Elementary School is to improve the lives of all students by providing high quality educational opportunities, establishing partnerships with families and community entities, and implementing school-wide strategies that promote social and emotional well-being.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
James, Tiffany	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students academic and social-emotional needs.
Gil, Candida	Assistant Principal	Serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs related to the administration of the school.
Rice, Lisa	Math Coach	Support teachers in planning, delivering, and assessing quality instruction. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, materials, and learning activities that support learning targets and objectives.
Barnes, Audrey	Curriculum Resource Teacher	Will provide direct instructional services related to improving and supporting classroom instruction at schools. Emphasis will be on supporting teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders, including the school leadership team, teachers, parents, students, and business or community leaders, are actively involved in the School Improvement Plan (SIP) development process. We engage them through EESAC meetings, surveys, and open communication channels to gather their valuable input. The collected feedback is analyzed and used to create a comprehensive SIP that aligns with our school's vision and goals. Once approved, we collaborate with stakeholders to implement the plan and regularly monitor progress, ensuring continuous improvement. This inclusive approach fosters a strong sense of ownership and commitment within our school community, driving positive outcomes for our students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school will monitor the school improvement plan and revise the plan for continuous improvement through the following steps:

1. **Data Collection and Analysis:** We will continuously collect data on various academic and non-academic indicators, including standardized test scores, classroom topic and biweekly assessments, attendance, and discipline data. Additionally, we will disaggregate the data to identify achievement gaps among different student subgroups.
2. **Progress Tracking:** Every quarter, our school leadership team and designated stakeholders will review the data to track the progress of the SIP implementation. We will identify strengths, weaknesses, and areas requiring improvement.
3. **Identifying Interventions:** Based on data analysis, we will identify specific interventions or strategies that have shown positive impacts on student achievement. These successful interventions will be expanded, while we will identify areas where modifications or new interventions are needed to address the achievement gap effectively.
4. **Stakeholder Feedback:** We will actively seek feedback from teachers, staff, parents, students, and community members to gauge their perception of the SIP's effectiveness during the EESAC meetings. Their input will be invaluable in understanding how the plan is translating into classroom practices and student experiences.
5. **Adjustments and Revisions:** When data and feedback reveal areas of concern or the need for improvement, we will make adjustments to the SIP accordingly. The revision process will involve collaborative discussions among stakeholders to ensure a collective and well-informed decision-making process.
6. **Reflection and Adaptation:** Throughout the monitoring and revision process, we will continuously reflect on our practices and be open to adapting and innovating when necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	30	36	39	41	32	21	0	0	0	199	
One or more suspensions	0	6	5	4	3	3	0	0	0	21	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	3	1	5	3	1	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	6	5	5	0	0	0	16	
Level 1 on statewide Math assessment	0	0	0	4	5	5	0	0	0	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	7	13	8	7	0	0	0	45	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	7	6	4	0	0	0	21

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	0	6	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	2	5	4	3	2	0	0	0	16	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	2	3	1	2	0	0	0	10	
Course failure in Math	0	1	1	2	2	5	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	5	3	6	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	3	2	5	0	0	0	10	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	4	10	2	5	0	0	0	22	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	6	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	2	5	4	3	2	0	0	0	16	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	2	3	1	2	0	0	0	10	
Course failure in Math	0	1	1	2	2	5	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	5	3	6	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	3	2	5	0	0	0	10	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	4	10	2	5	0	0	0	22	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	6	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	60	53	65	62	56	39		
ELA Learning Gains				81			75		
ELA Lowest 25th Percentile				77					
Math Achievement*	75	66	59	73	58	50	50		
Math Learning Gains				80			54		
Math Lowest 25th Percentile				62					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	50	58	54	46	64	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	54	63	59	52			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	333
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	61			
AMI				
ASN				
BLK	69			
HSP	68			
MUL				
PAC				
WHT				
FRL	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	61			
ELL	70			
AMI				
ASN				
BLK	70			
HSP	64			
MUL				
PAC				
WHT				
FRL	66			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			75			50					54
SWD	61			54			7				5	50
ELL	56			72							3	54
AMI												
ASN												
BLK	77			69			47				4	
HSP	75			81			50				5	57
MUL												
PAC												
WHT												
FRL	80			75			53				5	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	81	77	73	80	62	46					52
SWD	39	63	73	67	81		62					45
ELL	72	100		61	67							52
AMI												
ASN												
BLK	63	75		77	84		53					
HSP	68	88		68	75		36					47
MUL												
PAC												
WHT												
FRL	65	80	77	71	79	58	44					52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	75		50	54		29					59
SWD	17	73		45	73							
ELL	47			53								59

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	37	85		46	46		25					
HSP	43	70		57	70							53
MUL												
PAC												
WHT												
FRL	37	71		51	52		29					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	78%	56%	22%	54%	24%
04	2023 - Spring	44%	58%	-14%	58%	-14%
03	2023 - Spring	57%	52%	5%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	63%	6%	59%	10%
04	2023 - Spring	56%	64%	-8%	61%	-5%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	50%	-6%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Science state assessment results revealed that our 5th Grade students performed the lowest in Science, as compared to ELA and Math. We identified some issues with the pacing of lessons and completion of the Essential Labs specifically for this grade level. While our high-achieving students consistently scored above 70%, we observed a lack of progress among our low-performing students in various Science topic assessments

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We did not experience any significant declines, however we continue to focus on the area of science. We have a very small population of students in each grade level, and each year we continue to train a new teacher in the area of science.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 4th Grade Math score for PM3 fell below the state average of 61%. It is important to note that we had a relatively small number of students in the 4th grade, and unfortunately, some of the students included in our (FTE) count and proficiency goal moved out of town. This had an impact on our final proficiency numbers.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Math scores demonstrated consistent strength across all grade levels. We implemented an effective strategy where our math coach actively engaged in classrooms and introduced a second Teacher Led Center. This approach specifically targeted the weakest benchmarks identified through Topic Assessments, allowing for successful remediation

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We have observed a concerning issue regarding student attendance, particularly with those who had 10 or more absences. These students have displayed a consistent pattern of being absent from school and consequently missing out on important instructional time.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our primary focus for school improvement is to maintain proficiency levels and enhance student learning gains in both Reading and Math. Following that, we aim to fully implement STEM (Science, Technology, Engineering, and Math) education throughout all grade levels. Additionally, we plan to actively engage in district STEM competitions as part of our commitment to fostering a strong STEM program.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The identification of science as a crucial area of focus is based on a comprehensive review of various data points related to student achievement and performance. Our FAST PM3 data showed proficiency at 50% which leaves room for improvement as compared to Reading and Math Data points. According the (FSSA), 50% of the fifth-grade students were proficient on the Science Assessment as compared to the state average of 51% and district average of 52%. Based on the data and the identified contributing factors of: instructional pacing, ineffectively monitoring the target group with fidelity and consistency with hands on lab experiences. We will implement systems to monitor target groups for science and implement checkpoints for pacing science instruction for all grade levels.

Measurable Outcome:

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

With the continued implementation of science hands on labs and job imbedded professional development, our science scores will increase a minimum of 5% from 50% on the 2023-2024 FSSA.

Monitoring:

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

It will be monitored through administrative classroom walkthroughs to ensure appropriate lesson pacing is taking place daily. Administration will also, review student work products to monitor teacher student's completion of essential labs.

Person responsible for monitoring outcome:

Candida Gil (mscgil@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Currently we do not have a Science coach. It is important to provide opportunities to plan for science instruction and ensure teachers understand the various learning objectives. We believe its imperative to embed PD into the instructional day, so teachers can see science instruction in action with their peers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On August 14th, all teachers will be provided with professional development on the STEM components and develop a STEM lesson plan. It's important for the teachers to understand the expectations of a STEM designated school.

Person Responsible: Candida Gil (mscgil@dadeschools.net)

By When: August 14, 2023

By August 25th, the Assistant Principal will develop a planning schedule for all teachers in order to plan for Science Instruction with an administrator. This action step is needed to ensure pacing and instruction is aligned to the standards.

Person Responsible: Candida Gil (mscgil@dadeschools.net)

By When: August 25, 2023

By September 22nd, the teachers will fully implement the science interactive journal, insert topic tabs, started essential labs, and introduce the first STEM activity. Monitoring the following actions steps will ensure the science content for the quarter is completed prior to the administration of the science quarterly.

Person Responsible: Lisa Rice (302635@dadeschools.net)

By When: September 22, 2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area was identified to sustain high levels of proficiency in ELA . On the FAST PM3, ELA proficiency was at 61%. According the (FAST PM3), 50% of the third-grade students were proficient on the ELA Assessment as compared to the state average of 53% and district average of 52%. Based on the data and the identified contributing factors of: teacher capacity, limited coaching support, limited evidence of effective implementation of interventions, first teachers, lack of consistent teaching in 2nd grade.

Measurable Outcome:

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

The implementation of the instructional strategy of small group differentiated instruction in ELA will lead to an improvement in reading proficiency of a minimum of 3% from 61% on the 2023-2024 FAST.

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 (differentiated instruction) takes place daily. Administration will also, review student work products to monitor teacher the implementation of benchmark aligned activities in DI and interventions.

Person responsible for monitoring outcome:

Audrey Barnes (abarnes@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

For the 2023-2024, we do not have the allocation for a reading coach. As such, all teachers need to fully understand how to read and interrupt data to meet the individual needs of all students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On August 14th all teachers will be provided with professional development on how to implement differentiated Instruction during the reading block.

Person Responsible: Audrey Barnes (abarnes@dadeschools.net)

By When: August 14, 2023

By August 25th, we will identify a Literacy Team made up of two teachers (1 primary and 1 intermediate) to make informed decisions in the absence of a Reading coach. This strategy will ensure reading instruction is standard aligned school wide and school-wide systems are being fully implemented.

Person Responsible: Tiffany James (pr5081@dadeschools.net)

By When: August 25, 2023

By September 22nd, opportunities for teachers to visit classrooms and observe differentiated instruction through a mini coaching cycle to increase teacher capacity.

Person Responsible: Audrey Barnes (abarnes@dadeschools.net)

By When: September 22, 2023

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance plays a critical role in their learning and academic success. When students are absent from school, they miss out on valuable instruction and educational opportunities. Attending school regularly ensures students have consistent access to classroom learning, teacher guidance, and peer interactions. By being present in school, students have the best chance to actively engage with the curriculum, participate in discussions, and develop essential skills and knowledge. Therefore, promoting and encouraging good student attendance is vital for maximizing their learning potential and overall academic achievement. According the School SIP Data on PowerBi 2023 Student level data, 30% of students were absent between 6 to 10 days a year compared to the district average of 25%. Based on the data and the identified contributing factors of: limited school attendance rewards and incentives programs, lack of communication between parents and teachers, and limited follow up with attendance of students absent less than 5 days.

Measurable Outcome:

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

The implementation of monitoring student attendance through ARC Meetings and student attendance data trackers will lead to improvement of student attendance and tardiness. Our number of students that are absent between 6-10 days will decrease by 5 percentage points during the 2023-2024 school year.

Monitoring:

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

The administrative team will monitor student attendance using attendance data trackers. We will generate attendance reports, implement truancy interventions, and collaborate with parents. The student service department will implement attendance initiatives, analyze attendance data, and form attendance teams to support students.

Person responsible for monitoring outcome:

Candida Gil (mscgil@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By employing these strategies and maintaining a proactive approach to student attendance, we can foster a positive attendance culture and support students with achieving their full potential through consistent participation in the learning process.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 6th, the Attendance Intervention Team will begin to track and monitor student attendance data using the various platforms for attendance tracking. The team will take appropriate action to address attendance concerns and implement interventions to support students with attendance challenges.

Person Responsible: Candida Gil (mscgil@dadeschools.net)

By When: September 6, 2023

By October 4th, the staff will implement monthly meetings on the first Wednesdays of the month. The attendance team will begin to host parent meetings to review the attendance data. During these meetings, attendance intervention strategies will be identified to support the improving student attendance.

Person Responsible: Candida Gil (mscgil@dadeschools.net)

By When: October 4, 2023

By October 26th, the attendance incentive plan will be fully executed for all students with 100% perfect attendance. The plan will include incentives for individual students and classes to encourage and recognize consistent attendance.

Person Responsible: Candida Gil (mscgil@dadeschools.net)

By When: October 26, 2023

#4. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher attendance directly affects student performance. When teachers are absent, students miss valuable instruction, leading to lower academic engagement and disrupted learning. Consistent teacher-student relationships are compromised, and standardized test performance may suffer. Schools must prioritize teacher attendance and implement strategies to support it. According to the School SIP 2023 Staff level data, 50% of staff members were absent between 5 to 10 days a year compared to the district average of 37%. Based on the data and the identified contributing factors of: limited teacher accountability, first year teachers, limited school attendance rewards and incentives programs.

Measurable Outcome:

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

The implementation of Monitoring and track attendance will lead to improvement of teacher attendance. Staff members absences between 5 to 10 days a year will decrease by 5 percentage points during the 2023-2024 school year.

Monitoring:

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

The implementation of monitoring and tracking attendance will lead to improvement of teacher absenteeism. Staff member absences between 5-10 days a year will decrease by 5 percentage points during the 2023-2024 school year.

Person responsible for monitoring outcome:

Tiffany James (pr5081@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a

strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 August 15, the administrative team will develop a comprehensive attendance plan that addresses attendance concerns and incorporates initiatives to reward and acknowledge staff members who maintain 100% attendance on a monthly basis.

Person Responsible: Candida Gil (mscgil@dadeschools.net)

By When: August 15, 2023

By September 5, Monitor and track attendance via a spreadsheet: Regularly monitor attendance records and track progress. Identify staff members who are consistently maintaining good attendance and celebrate their achievements. Address attendance concerns promptly and offer additional support when needed.

Person Responsible: Tiffany James (pr5081@dadeschools.net)

By When: September 5, 2023

By September 8th, designate Teacher Leaders: Identify teachers who have demonstrated exceptional leadership skills and assign them designated leadership roles within the school. These roles can include curriculum coordinators, mentor teachers, or team leaders, who will collaborate with administrators to facilitate shared decision-making and cultivate a culture of shared leadership.

Person Responsible: Tiffany James (pr5081@dadeschools.net)

By When: September 8, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will take the following steps to disseminate the SIP:

EESAC Meeting Engagement: We'll present the School Improvement Plan (SIP) during a special EESAC (Educational Excellence School Advisory Council) meeting. Parents, families, and community members are all invited! We're excited to share the plan, listen to your thoughts, and get your recommendations. Your voice matters!

Faculty Meeting Discussion: Our amazing school staff is a big part of making the plan happen. So, during one of our faculty meetings, we'll talk about all the steps we're going to take to put the plan into action. Our teachers and staff members are essential, and they'll know exactly how they're helping us move forward.

Accessible Language: We know it's important that everyone can understand what's going on. So, when we share the SIP, we'll make sure to use clear and simple language. We want parents and families to be able to read and understand the plan without any confusion.

School's Webpage: You can find the full School Improvement Plan (SIP) on our school's webpage. Just head to www.skywayelementary.org, and you'll be able to access all the details. This way, if you miss a meeting or want to review the plan later, you've got easy access.

By using these methods, we're making sure that everyone – parents, families, students, teachers, staff, and even local businesses and organizations – knows what we're working on and how we're making our school better.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to fostering strong and constructive connections with parents, families, and various community stakeholders, all in alignment with our overarching mission and commitment to student development. Our approach to achieving this involves an array of proactive strategies aimed at ensuring parents are well-informed about school activities, their child's progress, and opportunities for active involvement.

To uphold transparent and ongoing communication, we will harness a combination of innovative platforms including ClassDojo and School Messenger, alongside traditional methods like informative parent letters. These tools will serve as conduits for sharing pertinent information about school events, updates, and student achievements, creating a bridge between the school and families.

Recognizing the importance of equipping parents with the means to actively participate in their child's education, we will organize comprehensive training sessions and engaging meetings. These gatherings will not only introduce parents to the aforementioned communication portals but also provide them with valuable insights into how they can effectively bolster their child's learning journey. By imparting strategies and resources, we aim to empower parents to play a more influential role in supporting their

child's educational advancement.

Furthermore, our commitment extends to collaborating with community stakeholders, recognizing their invaluable role in shaping the broader educational environment. Through open dialogues, collaborative projects, and shared goals, we seek to integrate the perspectives and resources of the community into our school's fabric.

In summary, our multifaceted approach to building positive relationships with parents, families, and community stakeholders underscores our dedication to the school's mission. By utilizing cutting-edge communication tools, conducting informative sessions, and fostering collaboration with the community, we aspire to create an inclusive educational ecosystem where students thrive and families are seamlessly connected with their child's growth and school life.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

As an institution, we have been dedicated to enhancing education, and we are well-positioned to fully integrate a comprehensive approach from Pre-K through 5th Grade. This approach involves an immersive and interdisciplinary educational model that fosters critical thinking, problem-solving, and creativity among students.

To support the literacy curriculum, the school has appointed teacher leaders who will closely collaborate with reading teachers. This collaborative effort ensures the seamless integration of the curriculum, aligning all elements to create a cohesive and effective learning journey. This approach not only enriches academic content but also provides students with a holistic perspective that promotes connections between different subjects.

Acknowledging the significance of mathematics in the curriculum, a math coach will actively participate in collaborative planning sessions with teachers. These sessions will facilitate the development of effective teaching strategies, enabling targeted differentiation and personalized support for students during Direct Instruction (DI). The math coach will also play an active role in providing real-time insights and guidance to teachers in the classroom.

Furthermore, the school's commitment goes beyond mere subject proficiency. It encompasses the expansion of valuable learning time, fostering an environment where students have ample opportunities for in-depth exploration, hands-on activities, and project-based learning. This approach not only reinforces learning but also cultivates a deep understanding of concepts and their practical applications.

In conclusion, the school's strategic plan aims to strengthen the academic programs in reading and math, extend learning time, and enrich the curriculum. Through collaborative efforts among teachers, the guidance of a dedicated math/STEM coach, and a dedication to interdisciplinary education, the institution is poised to offer students an accelerated and enriched learning experience aligned with the goals outlined in the School Improvement Plan.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school prioritizes students' well-being and overall development beyond academics. We've established a comprehensive support system with various strategies to enhance skills and mental health.

Key to this system are our Student Success Coach and Guidance Counselor. They provide personalized attention and create a safe space for students to express concerns, aspirations, and seek guidance.

Individual counseling is central. Students confidentially discuss challenges, academic and personal, to identify strengths and growth areas, developing coping strategies.

Group counseling fosters peer support and connection. Students in similar situations share concerns, learn from one another, and build community.

Mentoring by staff or older students offers guidance, encouragement, and role modeling, aiding in goal-setting and skill development.

We collaborate with specialized services, partnering with external professionals like therapists when needed.

We promote positive mental health through mindfulness, stress management, and emotional well-being workshops, equipping students with tools to manage stress and build resilience.

In essence, our commitment to student development includes one-on-one counseling, group support, mentoring, and external partnerships. This holistic support system empowers students to enhance skills and emotional well-being beyond academics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school uses a tiered approach to proactively manage student behavior issues. Key to our strategy is Positive Behavior Interventions and Supports (PBIS). This framework sets clear behavior expectations and nurtures a positive atmosphere. PBIS encourages positive behavior through recognition and rewards.

We've put this into practice using a points system via ClassDojo, a digital behavior tracking platform. Students earn points for showing respect, responsibility, and positive behavior, acknowledging their contributions to a harmonious school environment.

To boost student engagement, we've introduced an incentive system. Students can use earned points to get rewards from the Skymobile, a mobile unit visiting classrooms weekly. This system celebrates positive behavior and fosters a sense of ownership and motivation.

Our efforts are closely aligned with the Individuals with Disabilities Education Act, ensuring that students with identified disabilities blend seamlessly into the tiered model. Customized interventions cater to their unique learning and behavioral needs.

Furthermore, our approach mirrors ESSA 1114(b)(7)(iii)(III), highlighting coordinated services for all students. By adopting a comprehensive strategy that tackles behavior and nurtures a positive school culture, we create an environment that supports academic success and student well-being.

In short, our school's tiered model for managing behavior leverages PBIS and a points system via ClassDojo. This cultivates student involvement and a positive atmosphere. Our approach seamlessly fits with the Individuals with Disabilities Education Act and aligns with ESSA guidelines, resulting in a cohesive strategy benefiting all students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school employs diverse professional learning activities to enhance teaching quality and effective use of academic assessment data by educators and staff. We also implement strategies to attract and retain skilled teachers, especially in high-demand subjects.

To foster professional growth, we conduct in-house PD sessions addressing specific instructional techniques, assessment analysis, and data interpretation. These PDs occur during planning periods and faculty meetings, optimizing time for skill enhancement.

We prioritize subject-specific expertise through specialized training sessions every Wednesday. These empower educators to dive into content-specific pedagogy, enhancing teaching methods and understanding.

For teacher recruitment and retention, we offer mentoring and support systems for new teachers in high-need subjects. Incentives like ongoing professional development sustain teacher enthusiasm and commitment.

In summary, our professional learning framework involves in-house PDs, training during planning and meetings, and subject-specific sessions. To ensure a strong teaching staff, we support recruitment and retention, particularly for high-need subjects. This approach enhances teaching, data use, and educator growth in our school community.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school employs a range of strategies to facilitate a smooth transition for preschool children from early childhood education programs to local elementary school programs.

To establish a strong connection with the community, we collaborate with local daycare centers and Pre-K schools in the vicinity. This partnership allows for seamless communication and coordination to ensure a consistent experience for children as they progress to elementary school.

We organize transition-focused meetings for parents, specifically targeting those whose children are

moving from Pre-K to Kindergarten. These meetings provide essential information and guidance, addressing any questions or concerns parents might have. This proactive approach helps parents feel confident and informed about the upcoming transition.

Prior to the start of the school year, we facilitate a meet-and-greet session. This event offers an opportunity for incoming students and their parents to familiarize themselves with the school environment, meet teachers, and become acquainted with their peers. Additionally, we host an open house, further encouraging interaction between parents, students, and educators.

By implementing these strategies, we create a supportive and welcoming atmosphere that eases the transition for preschool children. This holistic approach ensures that both students and their families are well-prepared and comfortable as they embark on their journey from early childhood education to elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes