

Miami-Dade County Public Schools

Barbara Hawkins Elementary School



2015-16 School Improvement Plan

Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Barbara Hawkins Elementary School has committed to educate and provide students with a pronounced direction to see a future beyond a high school diploma. Based on data, as it pertains to our school's predominate culture; our school's mission allows students to create and maintain positive characteristics, self-identity, and a future by applying certain qualities to one who may be destined for greatness. In doing so, Barbara Hawkins Elementary has also established its' own influential identity as being recognized as Barbara Hawkins University, provided with a mission that states: "Together we create and maintain a respectful, responsible, and safe learning environment that values and affirms the worth of each individual."

Provide the school's vision statement

Our school's vision statement illustrates the outcome of early learning students who are presented with self values, expectations, and direction as each of their goals are set to succeed academically and socially. As each teacher provides their students with the steps to accomplish his or her educational goals; it is inevitable that character building must take place, and become recognizable in and outside of the classroom to ensure student success. Our vision at Barbara Hawkins University is to be a national and international model for educational excellence.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Barbara Hawkins Elementary, our team of administrators, teachers, and staff commits to implementing and demonstrating a team that promotes unity and support to the parents and students at all times. Our priority is to ensure that Barbara Hawkins Elementary community is well-informed of the school's current statuses, changes, issues, and resources in efforts to continue a rapport on the lines of communication with parents. Although, Barbara Hawkins strives for excellence in assisting our community's culture through the support of Rtl Leadership Team, Student Services departments, and Title I services such as a Community Involvement Specialist and a Parent Resource Center; our drive as a unit is to implement, and increase positive culture awareness between the parent and teacher to encourage long-term student achievement. Therefore, Barbara Hawkins University incorporates a Character Education program through teacher led lessons and Interventionist to promote a positive school culture.

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

Barbara Hawkins Elementary supersedes the requirements of school safety to ensure the highest quality of student learning. Our school recognizes that when students feel safe, they are comfortable and accepting in their classroom setting and learning environment. For this reason, Barbara Hawkins Elementary places school safety as top priority to insure the daily learning and achievements of students. Each morning, students are greeted in by school staff, and directed to the cafeteria for breakfast. Students in grades 2-5 sit on the hard court prior to the beginning of school. Students in grades K and 1 remain in the school cafeteria during the morning. In the cafeteria there are several staff members placed to provide proper supervision which he or she does not allowed guest in areas where students congregate.

Through the school day, school security monitors are visible and vigilant, monitoring the school's hallways and surrounding areas. All guests and/or parents are greeted upon entering the building by a security monitor who escorts them to the main office and provides them with a visitors' pass. Visitors are not allowed into a classroom without notifying the office and being escorted by a school staff. Additionally, fire and lock down drills procedures are conducted periodically. At dismissal, all students are escorted to their dismissal areas and school staff remains with students until they are picked up or are sent to the main office. Furthermore, there are afterschool programs available for the students at Barbara Hawkins Elementary.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Barbara Hawkins Elementary follows and enforces the MDCPS-Code of Student Conduct. In addition, parents and students are provided with the Student Code of Conduct that lists school-wide behavioral expectations and consequences as a student of Barbara Hawkins University. As a follow-up, the administrator and school counselor conducts grade-level assemblies, classroom presentations, and ongoing written documentation for parents and students throughout the school year as a reminder of our school-wide expectations. Moreover, our school uses Class Dojo as a Positive Behavior Support system that allows all staff members to reward positive behaviors points throughout the school day, as well as obtain additional parent support with at-home child recognition and/or rewards. Presently, Barbara Hawkins Elementary has an established a schoolwide incentive program which students earn "Hornet Dollars" from faculty and staff for displaying appropriate behaviors in and outside of the classroom. Students are then afforded the opportunity to purchase items with their earned "Hornet Dollars" at the "Hornet Store" once a week. Furthermore, Barbara Hawkins Elementary implements a monthly Character Education program that highlights students who demonstrates strong and positive traits as a model student.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

When students are experiencing social-emotional needs, teachers are advised to request assistance from the Student Support Team as soon as possible. Barbara Hawkins Elementary Student Support Team consist of, school site administrators, school counselor, school social worker, and other key members of the school's leadership team. Depending on the severity of students social-emotional needs, the students service department refers students to local community agencies which provide therapeutic services for the students and their families. In less extreme situations, the school counselor provides individualized, scheduled group sessions, partnered and appointed mentorship to address the social emotional needs of students. Nevertheless, to ensure the safety and success of our students, Barbara Hawkins enforces and implements the district's Anti-Bullying curriculum through each classroom whole group activities led by our school counselor.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

During the school day, attendance is calculated, and then monitored by our appointed Attendance Review Committee (ARC) who identifies and categorize students accumulating absences of less than 90% in school attendance. When this occurs, the ARC then places students who have reached three or more absences to be a part of the Attendance Team (A Team). The A Team provides in-school

mentorship to encourage and support students by attributing model characteristics by being present everyday. However, students who are at risk of course failure in reading and math will be identified during interim progress reports, and first quarter report cards. In addition, parent conferences are set-up to create intervention plans to assist with the student's academic achievement, as he or she prepares for the end of the year state-wide assessment. Students who score a level one on the statewide assessment receive intensive intervention through Saxon, Wonder Works, or iReady. These programs provide students with instruction based on their readiness level, and ongoing progress monitoring is conducted within the program implementation.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	8	5	5	5	3	37
One or more suspensions	0	0	0	0	0	22	22
Course failure in ELA or Math	5	20	22	9	12	2	70
Level 1 on statewide assessment	0	0	0	26	26	35	87
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	8	14	1	5	1	30

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

Barbara Hawkins University places strong emphasis on utilizing intervention strategies when the early warning system identifies absentee students in need of academic improvement. This, in fact, is done by a continuation monitored student attendance; followed by the implementation of the school-wide daily attendance incentive plan.

The incentives for students are provided weekly, monthly, and quarterly, so that students remain encouraged and praised regularly. Students who accumulate more than 2 tardies or absences are referred to the ARC. At this point our Student Success Coach will contact the student's family to address any concerns. Additionally, students, who accrue 5 absences/tardiness or more are contacted via school letter or by the Community Involvement Specialist, and scheduled for an Attendance Review Committee meeting.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See Parental Involvement Plan

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Barbara Hawkins Elementary partnership with the local community is substantial due to the consistency of student referrals, school-wide participation, and community involvement. In doing so, our school has established open lines of communication by providing students with additional resources and accommodations as it pertains to student learning. When partnering with companies and organization like, Wal-Mart , local churches, fraternities, and sororities; our students are provided with school supplies, and other donated incentives that supports our Student Positive Behavior Reward System which promotes a positive culture within the school setting.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Williams, Rhonda	Principal
Negron, Derek	Assistant Principal
Mandrell, Brittani	Instructional Coach
Moore, Mildred	Instructional Coach
Scott, Melinda	Instructional Coach
King-Mapps, Marthenia	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

At Barbara Hawkins Elementary the MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. The MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following: The Principal, Rhonda Williams and assistant principal, Derek Negron, will ensure commitment and allocate resources; Teacher(s) and Reading Coach, Brittani Mandrell who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The MTSS/Rtl Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
 Instructional coaches, Brittani Mandrell and Melinda Scott,
 Special education teacher, Jia Tyson

School psychologist, Elizabeth Monestime

School social worker, Susan Cambridge

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. At the core level we will evaluate how students respond to solid instruction using McGraw Hill, in mathematics using Houghton Mifflin Harcourt and Scott Foresman in Science. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Our school provides ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job embedded professional development targeting these needs. MTSS features school-based teams that include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team has an active role in the development and implementation of the School Improvement Plan (SIP). The MTSS Leadership Team along with the SIP Writing Committee will analyze and disaggregate data presented in the SIP. Individualized Educational Plans (IEPs) will be developed, implemented, and monitored for maximum student success.

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Literacy Coaches develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Leadership Team under the guidance of the reading coach identifies systematic patterns of student need while working with district personnel to identify appropriate,

evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The Literacy Coaches will sit with reading teachers to identify student needs and then assist in the identifying and implementing lessons and differentiating instruction for all students. The reading coach will monitor implementation of reading program and hold powerful discussions with administration. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Barbara Hawkins provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols. At Barbara Hawkins Elementary, we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. The mentor teacher will then observe beginning teacher deliver instructional lessons and assist the teacher in monitoring student progress and modifying instruction. Mentor and Mentee will meet bi-weekly and inform administration of any additional support that may be needed.

Title III

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

- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
 - professional development on best practices for ESOL and content area teachers
 - coaching and mentoring for ESOL and content area teachers(K-12)
 - reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. When parents or guardians register new students, registrar meets with families to inquire of any needs family may have. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.The District Homeless Student Liaison continues to participate in

community organization meetings and task forces as it relates to homeless children and youth. November is Homeless Awareness Month, the school promotes a canned food drive to donate to the Miami Rescue Mission.

Supplemental Academic Instruction (SAI)

Barbara Hawkins Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for elementary school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education. The Physical Education teacher stresses the use of exercise and proper nutrition.
- 3) The School Food Service Program, school breakfast, school lunch, school fundraising, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school has been selected to participate in the "Fresh Fruit and Vegetable Program (FFVP) in Florida Schools" to expand the variety of fruits and vegetables children consume, increase children's fruit and vegetable consumption, and to make a difference in children's diets to impact their present and future health.
- 5) The school is partnered with Fuel Up to Play 60 and the National Dairy Council to increase the physical fitness and nutrition in all students, families, faculty, and staff.

Housing Programs –

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

At Barbara Hawkins Elementary, we hold a Career Day every year where we get parents and community members involved. Guests represent various professional and technical jobs. The program has community participants work with classes of students by providing lessons and then host a fieldtrip to the work site.

As part of the non-fiction section of the Media Center, there is a part of this section that is dedicated to depicting a variety of careers.

Other

Parent Involvement Program Description

Barbara Hawkins Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule

workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Barbara Hawkins Elementary has a partnership with Health Connect in Our Schools (HCiOS).

- HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rhonda Williams	Principal
Patricia Innocent	Teacher
Marthenia Mapps	Teacher
Cedric Bostic	Education Support Employee
Mildred Moore	Teacher
Tiffany Davis	Teacher
Crystal Pittman	Parent
Eric Piner	Parent
Derek Negron	Principal
Natalie Piner	Parent

Duties

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

Evaluation of last year's school improvement plan

The EESAC worked together to monitor the school improvement through data analysis, problem analysis, and strategic goal formation. Strategies and action plans were reviewed to monitor effectiveness and fidelity to the School Improvement Plan.

Development of this school improvement plan

The EESAC has scheduled and conducted meetings to assist in the preparation and evaluation of the SIP. EESAC will review all applicable student performance data, determine student needs and prioritize them and recommend strategies to improve areas of need. In order to ensure that all District and State timelines are met the implementation of the School Improvement Plan will be reviewed and monitored throughout the year by all stakeholders.

Preparation of the school's annual budget and plan

The principal plans for the annual budget with the school needs in mind. The budget addresses concerns with class sizes, the need for hourly teachers and supplemental instructional resources. The budget is shared with SAC members.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds will be utilized for student incentives to promote attendance, academic excellence and positive behavior. During winter EESAC meetings discussions will be held to vote on how to spend additional EESAC funds to continue to promote attendance, academic excellence and positive behavior. Tentative EESAC funds will be projected at \$1730.00 (Incentives for Attendance/ Postive Behavior \$530, Academic Achievements incentives \$1200.00)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Williams, Rhonda	Principal
Negron, Derek	Assistant Principal
Mandrell, Brittani	Instructional Coach
Moore, Mildred	Instructional Coach
King-Mapps, Marthenia	Teacher, K-12
Scott, Melinda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Barbara Hawkins Elementary promotes literacy throughout each core subject-area. Students are expected to utilize their comprehension skills, and other grade-level vocabulary demonstrating reading readiness as each student prepares yearly for standardize testing. Although, Barbara Hawkins', Literacy team for 2015-2016 school year sustains reading programs, intervention groups, and differentiated instruction; literacy within the school now plays an active and important role in our student character building as it pertains to developing students values that matter.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

When creating positive working relationships between teachers; scheduled collaborative planning and instruction provide the space to create, communicate, and share appropriate ideas for student learning. Our school's main objective is to meet the demands of the Florida Standards that will assist in purposeful student learning. Barbara Hawkins University's team of administrators, teachers, and coaches form into core subject area to model lessons, obtain feedback, and discuss student work to enhance teacher-led instruction and engaging student activities.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategies:

1. Partnering new teachers with veteran staff.
2. Soliciting referrals from current teachers.
3. Communicate with college students and universities to solicit quality interns and graduates.
4. Provide effective teachers with leadership opportunities and department chair opportunities.

Person Responsible:

1. Principal
2. Principal
3. Assistant Principal
4. Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Barbara Hawkins' mentoring program allows first year or new grade-level teachers to be paired with an exemplary or experienced teacher for mentorship. Mentors will provide an ongoing induction process to develop and retain high quality classroom teachers. Some mentoring includes, modeling lessons, peer observations, monthly progress, monitoring of instructional strategies, and classroom management. As each assigned teacher is placed with a mentoring teacher, written observations and activities should follow.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

When teachers are attending scheduled common planning, the planning team utilizes item specifications and planning cards to begin backwards planning. At this point, the planning team works

together to write out daily learning targets that will scaffold student's knowledge to meet the level of rigor indicated on each standard. Materials are selected carefully that will support the daily learning target for each lesson.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers utilize data from formal and informal assessments to monitor and revise instruction. Based on this data students are provided with small group instruction that meets their needs. Specifically, materials are gathered that will support the ongoing growth of each student in our school.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students participate in sixty minutes of daily reading intervention/enrichment to strengthen their reading skills.

Strategy Rationale

This strategy is required to improve students' reading skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mandrell, Brittani, brmandrell@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Ongoing Progress Monitoring will be conducted monthly to assess effectiveness of intervention. Additionally, bi-weekly assessments will be administered to monitor skill-building.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Preschool students will participate in the Voluntary Prekindergarten (VPK) Assessment. The results of the VPK Assessment will be utilized to guide instruction in the classroom based on students needs. Local preschools are invited to bring their students and spend part of their day in a kindergarten

class, and even have lunch in the school cafeteria. Additionally, an orientation is conducted prior to the opening of schools for all incoming kindergarten students. In early August 2015, Barbara Hawkins Elementary hosted a welcoming and greeting session for all incoming kindergarten students and their parents. At the meeting parents and students will have the opportunity to become acquainted with their child's teacher and classroom location.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not Applicable

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not Applicable

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not Applicable

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.
- G2.** Increase student achievement by increasing core instruction in mathematics
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** To increase student achievement by improving core instruction in Literacy

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

 G073935

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	

Resources Available to Support the Goal 2

- Student Success Coach, Positive Behavior Support Manual, Values Matter Curriculum,

Targeted Barriers to Achieving the Goal 3

- Lack of a supportive environment that promotes a positive school culture

Plan to Monitor Progress Toward G1. 8

Leadership team will meet to review data

Person Responsible

Derek Negron

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheets; agenda

G2. Increase student achievement by increasing core instruction in mathematics 1a

 G073936

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- Resources will include: Pacing Guides, Item Specifications, Backwards Planning Template, Go Math MAFS Teacher's Edition, Progression Documents, Curriculum Support Specialists

Targeted Barriers to Achieving the Goal 3

- Limited evidence of strategic planning during the delivery of instruction

G3. To increase student achievement by improving core instruction in Science. 1a

G073937

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal 2

- Gizmos, Curriculum Support, J&J Bootcamp,

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning, with the use of vetted resources, that allow students to have meaningful opportunities to apply science content and skills.

Plan to Monitor Progress Toward G3. 8

Student quarterly assessments

Person Responsible

Derek Negron

Schedule

On 10/30/2015

Evidence of Completion

student data reports

G4. To increase student achievement by improving core instruction in Literacy 1a

G073938

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0

Resources Available to Support the Goal 2

- MTSS/RTI Team, Literacy Coaches, Math Coach, Curriculum Support Specialist, Interventionist, District Pacing Guides for Reading WonderWorks; Saxon Reading Series/Online-McGrawhill, - Houghton Mifflin Accelerated Reader, Smart Board, Promethean Boards, Elmo's, Professional Development School/Region/District Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets;

Targeted Barriers to Achieving the Goal 3

- There is an emphasis on effective planning and implementation of the Language Arts Florida Standards (LAFS). As a result, there is limited evidence of effective, consistent and systematic use of data to provide explicit instruction.

Plan to Monitor Progress Toward G4. 8

Student progress will be measured by classroom assessments, interim assessments.

Person Responsible

Rhonda Williams

Schedule

Monthly, from 9/14/2015 to 10/30/2015

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. **1**

 G073935

G1.B1 Lack of a supportive environment that promotes a positive school culture **2**

 B193099

G1.B1.S1 Implement School-wide Positive Behavior Support plan to strengthen school climate **4**

 S204617

Strategy Rationale

A positive school climate is necessary to strengthen positive behavior and academics.

Action Step 1 **5**

Provide trainings for faculty and staff on systems and procedures that support a positive school climate.

Person Responsible

Derek Negrón

Schedule

Monthly, from 8/20/2015 to 10/30/2015

Evidence of Completion

Agenda; School-wide matrix

Action Step 2 5

Create a support team to track and monitor student data

Person Responsible

Derek Negrón

Schedule

On 10/30/2015

Evidence of Completion

Meeting minutes

Action Step 3 5

Implement character education in all grade-levels

Person Responsible

Derek Negrón

Schedule

Daily, from 9/14/2015 to 10/30/2015

Evidence of Completion

Student work samples

Action Step 4 5

Strengthen home-school connection through family engagement activities

Person Responsible

Derek Negrón

Schedule

Biweekly, from 9/14/2015 to 10/30/2015

Evidence of Completion

parent sign-in sheets

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

Reinforcements will be placed throughout the school to ensure consistency

Person Responsible

Derek Negrón

Schedule

On 10/30/2015

Evidence of Completion

Posters, charts, student work

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

Student behavior, attendance, and academic data and surveys will be reviewed

Person Responsible

Derek Negrón

Schedule

Biweekly, from 9/14/2015 to 10/30/2015


Evidence of Completion

Surveys, incident reports, behavior management forms

G2. Increase student achievement by increasing core instruction in mathematics 1

 G073936

G2.B1 Limited evidence of strategic planning during the delivery of instruction 2

 B193100

G2.B1.S1 Utilize the backwards planning strategy during collaborative planning with the intent of helping teachers create quality lessons and effective ways of achieving student mastery. 4

 S204618

Strategy Rationale

Action Step 1 5

Professional developments will be provided for the teachers on the strategy of backward planning.

Person Responsible

Melinda Scott

Schedule

On 10/15/2015

Evidence of Completion

sign in sheets, lesson plans, and student product

Action Step 2 5

The math coach will conduct the coaching cycle on utilizing the backwards planning strategy focusing on exemplar student product.

Person Responsible

Melinda Scott

Schedule

Weekly, from 9/14/2015 to 11/1/2015

Evidence of Completion

Modeled lesson observation forms, coaching logs, CSS support document, lesson plans

Action Step 3 5

Administration will conduct walkthroughs to monitor the implementation of the backwards planning strategy.

Person Responsible

Rhonda Williams

Schedule

Daily, from 9/14/2015 to 10/26/2015

Evidence of Completion

observation forms, student product , lesson plans

Action Step 4 5

The math coach and CSS will provide a professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.

Person Responsible

Melinda Scott

Schedule

On 10/30/2015

Evidence of Completion

sign in sheets and lesson plans

Action Step 5 5

The coach will provide a professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).

Person Responsible

Melinda Scott

Schedule

On 9/30/2015

Evidence of Completion

sign in sheets and lesson plans

Action Step 6 5

The math and the CSS will conduct coaching cycles on addressing prerequisite skills in the introduction and explicit modeling the "I do"

Person Responsible

Melinda Scott

Schedule

Weekly, from 9/14/2015 to 11/1/2015

Evidence of Completion

Action Step 7 5

The coach will conduct the coaching cycle on utilization of interactive engaging activities (calendar math).

Person Responsible

Melinda Scott

Schedule

Biweekly, from 9/14/2015 to 10/15/2015

Evidence of Completion

G2.B1.S2 Incorporate Professional Learning Communities with 3rd - 5th grade teachers to analyze student product to determine if the standards have been mastered by the students. 4

 S204619

Strategy Rationale

Action Step 1 5

The coach will meet with teachers in grade 3-5 to formulate the professional learning community cohort.

Person Responsible

Melinda Scott

Schedule

Monthly, from 9/14/2015 to 11/1/2015

Evidence of Completion

Action Step 2 5

The math coach and the CSS will provide training on the components of a Professional Learning Community.

Person Responsible

Melinda Scott

Schedule

On 11/1/2015

Evidence of Completion

Action Step 3 5

The coach will meet twice a month to review student work to determine whether the objective of the lesson have been met as evidence of student product.

Person Responsible

Melinda Scott

Schedule

On 11/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

G3. To increase student achievement by improving core instruction in Science. 1

G073937

G3.B1 Limited evidence of effective planning, with the use of vetted resources, that allow students to have meaningful opportunities to apply science content and skills. 2

B193101

G3.B1.S1 Provide opportunities for common planning so teachers can plan effective lessons that are aligned to the NGSSS. 4

S204620

Strategy Rationale

Action Step 1 5

Provide professional development on the use of the necessary resources to plan effective lessons that cover the appropriate cognitive complexity of the specific benchmarks.

Person Responsible

Derek Negrón

Schedule

On 9/30/2015

Evidence of Completion

Agenda, Shared resources

Action Step 2 5

During common planning time, model the planning process which will include the selection of appropriate resources and the use of ?backwards planning? to create scaffolded differentiated lessons that meet the needs of all learners.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/14/2015 to 10/16/2015

Evidence of Completion

Common planning agenda, sign-in sheets

Action Step 3 5

Model/Co-teach a scaffolded lesson that is aligned to the cognitive complexity of the benchmarks..

Person Responsible

Schedule

Weekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Support summary; lesson plans aligned to the NGSSS and students authentic work shows evidence of scaffolded instruction.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Outcomes of action steps will be reviewed weekly during leadership team meetings.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Common planning sign-in sheets, agendas, support summary

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student work samples will be reviewed by teachers and assistant principal to determine effectiveness.

Person Responsible

Derek Negrón

Schedule

On 10/30/2015

Evidence of Completion

Student work samples

G4. To increase student achievement by improving core instruction in Literacy 1

G073938

G4.B1 There is an emphasis on effective planning and implementation of the Language Arts Florida Standards (LAFS). As a result, there is limited evidence of effective, consistent and systematic use of data to provide explicit instruction. 2

B193102

G4.B1.S1 Use data to effectively plan, make instructional decisions, and create rigorous end products to meet the various needs of students. 4

S204621

Strategy Rationale

If there is a deep understanding of the standards and the standards are aligned with highly effective strategies and rigorous instruction then our students will attain proficiency.

Action Step 1 5

Collaborate with first and second grade teachers to develop individualized instructional frameworks that follow the components of the Gradual Release of Responsibility Model.

Person Responsible

Derek Negron

Schedule

On 9/25/2015

Evidence of Completion

Lesson Plans, Student work samples, DI student work samples

Action Step 2 5

Conduct coaching cycles and model the different components of the instructional framework based on teacher need.

Person Responsible

Brittani Mandrell

Schedule

Daily, from 9/14/2015 to 10/23/2015

Evidence of Completion

Completed pre-planning sheets, Lesson plans

Action Step 3 5

Provide professional development to third-fifth grade teachers on questioning strategies and the development of higher order thinking questions.

Person Responsible

Brittani Mandrell

Schedule

On 10/7/2015

Evidence of Completion

Sign-in sheets

Action Step 4 5

Follow-up on the implementation of questioning strategies provided during the professional development and use of instructional frameworks.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Walkthrough logs / Administrative feedback

Action Step 5 5

Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.

Person Responsible

Brittani Mandrell

Schedule

On 10/8/2015

Evidence of Completion

Sign-in sheets, agenda, PD handouts

Action Step 6 5

Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.

Person Responsible

Schedule

Evidence of Completion

Common planning agenda, lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.

Person Responsible

Rhonda Williams

Schedule

Weekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Weekly lesson plans, Observations through the coaching cycle, Administrative walkthroughs, Quizzes/Test and Interim Assessments, Data Chats

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.

Person Responsible

Rhonda Williams

Schedule

Weekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide trainings for faculty and staff on systems and procedures that support a positive school climate.	Negron, Derek	8/20/2015	Agenda; School-wide matrix	10/30/2015 monthly
G2.B1.S1.A1	Professional developments will be provided for the teachers on the strategy of backward planning.	Scott, Melinda	9/14/2015	sign in sheets, lesson plans, and student product	10/15/2015 one-time
G2.B1.S2.A1	The coach will meet with teachers in grade 3-5 to formulate the professional learning community cohort.	Scott, Melinda	9/14/2015		11/1/2015 monthly
G3.B1.S1.A1	Provide professional development on the use of the necessary resources to plan effective lessons that cover the appropriate cognitive complexity of the specific benchmarks.	Negron, Derek	9/14/2015	Agenda, Shared resources	9/30/2015 one-time
G4.B1.S1.A1	Collaborate with first and second grade teachers to develop individualized instructional frameworks that follow the components of the Gradual Release of Responsibility Model.	Negron, Derek	9/10/2015	Lesson Plans, Student work samples, DI student work samples	9/25/2015 one-time
G1.B1.S1.A2	Create a support team to track and monitor student data	Negron, Derek	9/14/2015	Meeting minutes	10/30/2015 one-time
G2.B1.S1.A2	The math coach will conduct the coaching cycle on utilizing the backwards planning strategy focusing on exemplar student product.	Scott, Melinda	9/14/2015	Modeled lesson observation forms, coaching logs, CSS support document, lesson plans	11/1/2015 weekly
G2.B1.S2.A2	The math coach and the CSS will provide training on the components of a Professional Learning Community.	Scott, Melinda	9/14/2015		11/1/2015 one-time
G3.B1.S1.A2	During common planning time, model the planning process which will include the selection of appropriate resources and the use of ?backwards planning? to	Negron, Derek	9/14/2015	Common planning agenda, sign-in sheets	10/16/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	create scaffolded differentiated lessons that meet the needs of all learners.				
G4.B1.S1.A2	Conduct coaching cycles and model the different components of the instructional framework based on teacher need.	Mandrell, Brittani	9/14/2015	Completed pre-planning sheets, Lesson plans	10/23/2015 daily
G1.B1.S1.A3	Implement character education in all grade-levels	Negron, Derek	9/14/2015	Student work samples	10/30/2015 daily
G2.B1.S1.A3	Administration will conduct walkthroughs to monitor the implementation of the backwards planning strategy.	Williams, Rhonda	9/14/2015	observation forms, student product , lesson plans	10/26/2015 daily
G2.B1.S2.A3	The coach will meet twice a month to review student work to determine whether the objective of the lesson have been met as evidence of student product.	Scott, Melinda	9/14/2015		11/1/2015 one-time
G3.B1.S1.A3	Model/Co-teach a scaffolded lesson that is aligned to the cognitive complexity of the benchmarks..		9/21/2015	Support summary; lesson plans aligned to the NGSSS and students authentic work shows evidence of scaffolded instruction.	10/30/2015 weekly
G4.B1.S1.A3	Provide professional development to third-fifth grade teachers on questioning strategies and the development of higher order thinking questions.	Mandrell, Brittani	9/21/2015	Sign-in sheets	10/7/2015 one-time
G1.B1.S1.A4	Strengthen home-school connection through family engagement activities	Negron, Derek	9/14/2015	parent sign-in sheets	10/30/2015 biweekly
G2.B1.S1.A4	The math coach and CSS will provide a professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.	Scott, Melinda	9/14/2015	sign in sheets and lesson plans	10/30/2015 one-time
G4.B1.S1.A4	Follow-up on the implementation of questioning strategies provided during the professional development and use of instructional frameworks.	Negron, Derek	9/21/2015	Walkthrough logs / Administrative feedback	10/30/2015 weekly
G2.B1.S1.A5	The coach will provide a professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).	Scott, Melinda	9/14/2015	sign in sheets and lesson plans	9/30/2015 one-time
G4.B1.S1.A5	Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.	Mandrell, Brittani	9/14/2015	Sign-in sheets, agenda, PD handouts	10/8/2015 one-time
G2.B1.S1.A6	The math and the CSS will conduct coaching cycles on addressing prerequisite skills in the introduction and explicit modeling the "I do"	Scott, Melinda	9/14/2015		11/1/2015 weekly
G4.B1.S1.A6	Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.		Common planning agenda, lesson plans, student work samples	one-time	
G2.B1.S1.A7	The coach will conduct the coaching cycle on utilization of interactive engaging activities (calendar math).	Scott, Melinda	9/14/2015		10/15/2015 biweekly
G1.MA1	Leadership team will meet to review data	Negron, Derek	9/21/2015	Sign-in sheets; agenda	10/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Student behavior, attendance, and academic data and surveys will be reviewed	Negron, Derek	9/14/2015	Surveys, incident reports, behavior management forms	10/30/2015 biweekly
G1.B1.S1.MA1	Reinforcements will be placed throughout the school to ensure consistency	Negron, Derek	9/14/2015	Posters, charts, student work	10/30/2015 one-time
G2.B1.S2.MA1	[no content entered]			one-time	
G3.MA1	Student quarterly assessments	Negron, Derek	9/21/2015	student data reports	10/30/2015 one-time
G3.B1.S1.MA1	Student work samples will be reviewed by teachers and assistant principal to determine effectiveness.	Negron, Derek	9/21/2015	Student work samples	10/30/2015 one-time
G3.B1.S1.MA1	Outcomes of action steps will be reviewed weekly during leadership team meetings.	Negron, Derek	9/21/2015	Common planning sign-in sheets, agendas, support summary	10/30/2015 weekly
G4.MA1	Student progress will be measured by classroom assessments, interim assessments.	Williams, Rhonda	9/14/2015	Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document	10/30/2015 monthly
G4.B1.S1.MA1	Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.	Williams, Rhonda	9/21/2015	Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats	10/30/2015 weekly
G4.B1.S1.MA1	Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.	Williams, Rhonda	9/21/2015	Weekly lesson plans, Observations through the coaching cycle, Administrative walkthroughs, Quizzes/ Test and Interim Assessments, Data Chats	10/30/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G1.B1 Lack of a supportive environment that promotes a positive school culture

G1.B1.S1 Implement School-wide Positive Behavior Support plan to strengthen school climate

PD Opportunity 1

Provide trainings for faculty and staff on systems and procedures that support a positive school climate.

Facilitator

Assistant principal

Participants

Faculty and Staff

Schedule

Monthly, from 8/20/2015 to 10/30/2015

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Limited evidence of effective planning, with the use of vetted resources, that allow students to have meaningful opportunities to apply science content and skills.

G3.B1.S1 Provide opportunities for common planning so teachers can plan effective lessons that are aligned to the NGSSS.

PD Opportunity 1

Provide professional development on the use of the necessary resources to plan effective lessons that cover the appropriate cognitive complexity of the specific benchmarks.

Facilitator

Assistant Principal

Participants

Teachers

Schedule

On 9/30/2015

G4. To increase student achievement by improving core instruction in Literacy

G4.B1 There is an emphasis on effective planning and implementation of the Language Arts Florida Standards (LAFS). As a result, there is limited evidence of effective, consistent and systematic use of data to provide explicit instruction.

G4.B1.S1 Use data to effectively plan, make instructional decisions, and create rigorous end products to meet the various needs of students.

PD Opportunity 1

Collaborate with first and second grade teachers to develop individualized instructional frameworks that follow the components of the Gradual Release of Responsibility Model.

Facilitator

Assistant Principal Instructional Coaches

Participants

Teachers

Schedule

On 9/25/2015

PD Opportunity 2

Provide professional development to third-fifth grade teachers on questioning strategies and the development of higher order thinking questions.

Facilitator

Instructional Coach

Participants

Teachers

Schedule

On 10/7/2015

PD Opportunity 3

Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.

Facilitator

Instructional Coach

Participants

Teachers

Schedule

On 10/8/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide trainings for faculty and staff on systems and procedures that support a positive school climate.				\$0.00
2	G1.B1.S1.A2	Create a support team to track and monitor student data				\$0.00
3	G1.B1.S1.A3	Implement character education in all grade-levels				\$0.00
4	G1.B1.S1.A4	Strengthen home-school connection through family engagement activities				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3781 - Barbara Hawkins Elem. School	School Improvement Funds		\$300.00
			<i>Notes: Notes</i>			
5	G2.B1.S1.A1	Professional developments will be provided for the teachers on the strategy of backward planning.				\$0.00
6	G2.B1.S1.A2	The math coach will conduct the coaching cycle on utilizing the backwards planning strategy focusing on exemplar student product.				\$0.00
7	G2.B1.S1.A3	Administration will conduct walkthroughs to monitor the implementation of the backwards planning strategy.				\$0.00
8	G2.B1.S1.A4	The math coach and CSS will provide a professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.				\$0.00
9	G2.B1.S1.A5	The coach will provide a professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).				\$0.00
10	G2.B1.S1.A6	The math and the CSS will conduct coaching cycles on addressing prerequisite skills in the introduction and explicit modeling the "I do"				\$0.00
11	G2.B1.S1.A7	The coach will conduct the coaching cycle on utilization of interactive engaging activities (calendar math).				\$0.00
12	G2.B1.S2.A1	The coach will meet with teachers in grade 3-5 to formulate the professional learning community cohort.				\$0.00
13	G2.B1.S2.A2	The math coach and the CSS will provide training on the components of a Professional Learning Community.				\$0.00
14	G2.B1.S2.A3	The coach will meet twice a month to review student work to determine whether the objective of the lesson have been met as evidence of student product.				\$0.00

Budget Data

15	G3.B1.S1.A1	Provide professional development on the use of the necessary resources to plan effective lessons that cover the appropriate cognitive complexity of the specific benchmarks.	\$0.00
16	G3.B1.S1.A2	During common planning time, model the planning process which will include the selection of appropriate resources and the use of ?backwards planning? to create scaffolded differentiated lessons that meet the needs of all learners.	\$0.00
17	G3.B1.S1.A3	Model/Co-teach a scaffolded lesson that is aligned to the cognitive complexity of the benchmarks..	\$0.00
18	G4.B1.S1.A1	Collaborate with first and second grade teachers to develop individualized instructional frameworks that follow the components of the Gradual Release of Responsibility Model.	\$0.00
19	G4.B1.S1.A2	Conduct coaching cycles and model the different components of the instructional framework based on teacher need.	\$0.00
20	G4.B1.S1.A3	Provide professional development to third-fifth grade teachers on questioning strategies and the development of higher order thinking questions.	\$0.00
21	G4.B1.S1.A4	Follow-up on the implementation of questioning strategies provided during the professional development and use of instructional frameworks.	\$0.00
22	G4.B1.S1.A5	Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.	\$0.00
23	G4.B1.S1.A6	Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.	\$0.00
Total:			\$300.00