Barbara Hawkins Elementary School

2016-17 Schoolwide Improvement Plan

Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

http://bjh.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	C

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Barbara Hawkins Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 destine for greatness. In doing so, Barbara Hawkins Elementary has also established its' own influential identity as being recognized as The Barbara Hawkins University, provided with a mission that states: "Future Builders, building a better world; one students at a time."

b. 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.

2. School Environment

a. 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 RtI 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.

b. 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 member. 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 after-school programs available for the students at Barbara Hawkins Elementary.

c. 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. The school-wide expectations are posted in the classrooms and throughout the school to promote respect, responsibility and safety. Moreover, our school uses Class Dojo as a Positive Behavior Support (PBS) 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 and we actively participate in Miami-Dade County Public Schools Values Matter Miami Events.

d. 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 counselors, 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 our 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.
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3. 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).

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

At Barbara Hawkins Elementary School we use a variety of early warning indicators in order to address students concerns in a timely manner that allows to plan for student success. Among these indicators are:

•Attendance below 90 percent, regardless of whether absence is excused or a result of behavior related issues.

•One or more referrals to the Student Success Center (SSC)

•Course failure in ELA Reading and/or Mathematics

•A Level 1 score on the statewide, standardized assessments in ELA Reading and/or Mathematics

During the school day, attendance is calculated, and then monitored by our appointed Attendance Review Committee (ARC) who identifies and categorizes students accumulating absences of less than 90% in school attendance. When this occurs, the Attendance Review Committee 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, i-Ready. These programs provide students with instruction based on their readiness level and ongoing progress monitoring is conducted within the program implementation.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	6	1	0	2	2	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	3	2	2	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	1	13	12	4	30	34	0	0	0	0	0	0	0	94

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	3	6	4	19	20	0	0	0	0	0	0	0	53

c. 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 Attendance Review Committee (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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/339243.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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, Miami Dolphins, Common Threads 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Williams, Rhonda	Principal
Rateau, Jeff	Assistant Principal
Mandrell, Brittani	Instructional Coach
Scott, Melinda	Instructional Coach
Hazel, Jacqueline	School Counselor
Sheffield, Anissa	School Counselor
Davis, Tiffany	Teacher, K-12
King-Mapps, Marthenia	Teacher, K-12
Eaddy, Carolyn	Teacher, K-12
Innocent, Patricia	Teacher, K-12
Thomas, Lynnise	Teacher, PreK
Uptgrow, Craig	Teacher, K-12

b. Duties

1. 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/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving 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/RtI leadership is vital, therefore, in building our team we have considered the following: The Principal, Rhonda Williams and Assistant Principal, Jeff Rateau, 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 essentially focuses on monitoring Tier 2 and Tier 3 interventions for selected students; and Team members who will work to build staff support, internal capacity, and sustainability over time. The teachers/interventionist are responsible for putting the plan into action by providing those selected students with Tier 2 and Tier 3 intervention using supplemental resources.

2. 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/RtI 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
Counselor, Anissa Sheffield

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 Wonders Reading, i-Ready and GO Math in mathematics and AIMS and Speed bag 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.

Barbara Hawkins Elementary 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.

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 Coach 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 Coach 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 Counselor 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. At this time, Barbara Hawkins Elementary has no migrant students.

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, the registrar meets with families to inquire of any needs family may have. The Counselor provided training for school registrars on the procedures for enrolling homeless students. The school counselor was also trained 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. The Counselor 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 promoted a canned food drive to donate to the Miami Rescue Mission.Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

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 and counselors. Training and technical assistance for elementary school teachers, administrators and counselors is also a component of this program.
Counselors 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.

Parent Involvement Program
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.

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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rhonda Williams	Principal
Patricia Innocent	Teacher
Marthenia Mapps	Teacher
Cedric Bostic	Education Support Employee
Tiffany Davis	Teacher
Crystal Pittman	Parent
Frederick Ingraham	Parent
Keisha Washington	Parent
Matha Harrell	Business/Community
Jada Alexander	Student
Jaylen Chance	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC 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.

b. Development of this school improvement plan

The SAC has scheduled and conducted meetings to assist in the preparation and evaluation of the SIP. SAC 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.

c. 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.

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

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Williams, Rhonda	Principal
Rateau, Jeff	Assistant Principal
Mandrell, Brittani	Instructional Coach
Scott, Melinda	Instructional Coach
Hazel, Jacqueline	School Counselor
Sheffield, Anissa	School Counselor
Davis, Tiffany	Teacher, K-12
Uptgrow, Craig	Teacher, K-12
Thomas, Lynnise	Teacher, PreK
King-Mapps, Marthenia	Teacher, K-12
Eaddy, Carolyn	Teacher, K-12
Innocent, Patricia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 2016-2017 school year sustains reading programs, intervention groups, and differentiated instruction; literacy within the school now plays an active role in mathematics, science and important role in our student character building as it pertains to developing students values that matter.

D. Public and Collaborative Teaching

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

1. 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 collaborate to model lessons, obtain feedback, and discuss student work to enhance teacher-led instruction and engage students in meaningful activities. Furthermore, we foster an environment that promotes professional growth through Professional Learning Communities and in house Professional Developments throughout the school year.

2. 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.
5. Teacher Recognition (superlatives, accolades, accomplishments, etc.)
Person Responsible:
1. Principal
2. Principal
3. Assistant Principal
4. Principal

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Additionally, during common planning we analyze the students data through formal and informal assessments in order to identify their specific learning need so we can make sure that we are meeting the needs of all learners.

b. Instructional Strategies

1. 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 standard based instruction that meets the needs of all of our learner. Specifically, materials are gathered that will support the ongoing growth of each student in our school. During whole group instruction teachers are able to identify the students who are unable to work independently by using a informal assessment "Check for Understanding." The students who are already proficient are provided with lesson and activities that are at a higher complexity in order to sustain and challenge them beyond their proficiency.

2. 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: After School Program

Minutes added to school year: 5,400

Students participate in after-school reading intervention and enrichment to strengthen their reading skills.

Strategy Rationale

This strategy is required to improve students' core reading skills.

Strategy Purpose(s)

- Core Academic Instruction
- 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 after-school tutoring. Additionally, bi-weekly assessments will be administered to monitor skill-building and progress.

Strategy: Before School Program

Minutes added to school year: 5,400

Students participate in daily reading and mathematics intervention and enrichment utilizing i-Ready instructional technology.

Strategy Rationale

This strategy will assist in building students core reading and mathematics skills as well as provide significant practice for Computer Based Testing (CBT).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rateau, Jeff , jrateau@dadeschools.net

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

The i-Ready data will be analyzed weekly for usage, pass rate and time on task in order to adjust instruction and lessons based on the students needs.

2. Student Transition and Readiness

a. 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).

1. 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 studnets 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 2016, 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.

b. College and Career Readiness

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

Barbara Hawkins University provides the students with numerous opportunities to participate in several field trips throughout the year that exposes them to different universities and careers. The students travel to the University of Miami, Florida International University, Florida Memorial University

and Miami-Dade Community College to expose the students to the college lifestyle, activities, curriculum and events. 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.

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

Not Applicable

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Establish and maintain effective rules and procedures that will increase student attendance and academic performance through the use of the Early Warning System (EWS).

G2.   Increase student achievement in Math by developing plans that are clear, logical, sequential and aligned to standards-based learning.

G3.   Increase student achievement in Science by developing plans that are logical, sequential and aligned to standard based learning.

G4.   Instructional Planning: Plan instruction effectively for content mastery, pacing, transitions, and engagement in order to increase student proficiency and achievement in ELA Reading.

Strategic Goals Detail

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

G1. Establish and maintain effective rules and procedures that will increase student attendance and academic performance through the use of the Early Warning System (EWS). `1a`

🔑 G088174

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- Lack of a supportive environment that promotes a positive behavior reinforcement and motivation to attend school.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Student Success Coach, Positive Behavior Support Manual, Values Matter Curriculum, and iAttend Action Plan, School-wide incentives.

Plan to Monitor Progress Toward G1. `8`

The Leadership team will meet to review attendance data, academics through gradebook and G2D, and behavior based on classroom and school-wide performance.

Person Responsible
Jeff Rateau

Schedule
Monthly, from 10/23/2016 to 6/2/2017

Evidence of Completion
Sign-in sheets; agenda, attendance reports

G2. Increase student achievement in Math by developing plans that are clear, logical, sequential and aligned to standards-based learning. [1a]

🔍 G088175

Targets Supported [1b]

Indicator	Annual Target
Math Achievement District Assessment	71.0

Targeted Barriers to Achieving the Goal [3]

- Limited evidence of strategic planning during the delivery of instruction in order to build proficiency and meet the needs of all learners.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Resources will include: Mathematics Coach, Pacing Guides, Florida Math Item Specifications, Backwards Planning Template, Go Math MAFS Teacher's Edition, Progression Documents, Curriculum Support Specialists. i-Ready, i-Ready Teacher Toolbox

Plan to Monitor Progress Toward G2. [8]

The Leadership Team will conduct monthly data chats with the math coach in order to measure the effectiveness of planning and instructional delivery.

Person Responsible

Jeff Rateau

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Instructional delivery, Lesson Plans, District Topic Assessment Data, Student Work Samples, I-Ready Data, SAT-10 Data, OPM Data

G3. Increase student achievement in Science by developing plans that are logical, sequential and aligned to standard based learning. 1a

🔑 G088176

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	37.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Gizmos, Curriculum Support, J&J Bootcamp, Florida NGSSS Science Item Specifications, Miami-Dade County District Pacing Guide

Plan to Monitor Progress Toward G3. 8

Student Topic Assessments

Person Responsible
Jeff Rateau

Schedule
Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion
student data reports

G4. Instructional Planning: Plan instruction effectively for content mastery, pacing, transitions, and engagement in order to increase student proficiency and achievement in ELA Reading. `1a`

🔍 G088177

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	61.0

Targeted Barriers to Achieving the Goal `3`

- There is an issue with maximizing instructional time and implementing every component of the Gradual Release during the literacy block, including differentiated instruction. Teachers are not transitioning to the classrooms on time and too much time is being wasted on unnecessary interruptions. Teachers were not pacing during the lesson and spent too much time on the I Do/ We Do portion of the gradual release, therefore not allowing students to demonstrate their learning. The amount of work during the lesson delivery may need to be condensed so that students are able to get to their final products.

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G4. `8`

Student progress will be measured by classroom assessments and I-Ready Data.

Person Responsible
Rhonda Williams

Schedule
Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion
Common planning agenda, Lesson plans, Student work samples, G2D Assessment Data, I-Ready Data

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. Establish and maintain effective rules and procedures that will increase student attendance and academic performance through the use of the Early Warning System (EWS). 1

🔑 G088174

G1.B1 Lack of a supportive environment that promotes a positive behavior reinforcement and motivation to attend school. 2

🔑 B234472

G1.B1.S1 Implement School-wide Positive Behavior Support plan to increase attendance. 4

🔑 S247216

Strategy Rationale

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

Action Step 1 5

Provide trainings for faculty and staff on systems and procedures that support positive behaviors and reinforcement.

Person Responsible

Jacqueline Hazel

Schedule

Quarterly, from 8/19/2016 to 6/1/2017

Evidence of Completion

Agenda; School-wide matrix

Action Step 2 5

Create an attendance support team (iAttend Committee) to track and monitor student attendance data.

Person Responsible

Jeff Rateau

Schedule

Monthly, from 9/23/2016 to 5/30/2017

Evidence of Completion

Meeting minutes

Action Step 3 5

Implement character education in all grade-levels

Person Responsible

Anissa Sheffield

Schedule

Monthly, from 9/5/2016 to 6/1/2017

Evidence of Completion

Student work samples

Action Step 4 5

Strengthen home-school connection through meetings, family engagement activities and professional developments.

Person Responsible

Jacqueline Hazel

Schedule

Quarterly, from 9/14/2016 to 5/30/2017

Evidence of Completion

parent sign-in sheets

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

School-wide behavior Matrix Reinforcements will be placed throughout the school to ensure consistency

Person Responsible

Jacqueline Hazel

Schedule

Annually, from 8/23/2016 to 8/23/2016

Evidence of Completion

Posters, charts, student work, Lessons

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

The identified students behavior, attendance, and academic data and surveys will be reviewed monthly.

Person Responsible

Jeff Rateau

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Surveys, incident reports, behavior management forms, Attendance Reports, referrals, attendance meeting forms

G2. Increase student achievement in Math by developing plans that are clear, logical, sequential and aligned to standards-based learning. 1

🔍 G088175

G2.B1 Limited evidence of strategic planning during the delivery of instruction in order to build proficiency and meet the needs of all learners. 2

🔍 B234473

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

🔍 S247217

Strategy Rationale

Backwards planning will assist with providing our educators with a clear standards based goal for instruction and give our educators a clear view on exactly what standards students need to be taught for mastery.

Action Step 1 5

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

Person Responsible

Melinda Scott

Schedule

On 10/3/2016

Evidence of Completion

sign in sheets, lesson plans, and student product

Action Step 2 5

Plans will be developed during collaborative and classroom planning that are clear, logical, sequential, and aligned to standard-based learning to maximize the mathematics instructional time. Plan instruction effectively for content mastery, pacing, and transitions during the math block.

Person Responsible

Melinda Scott

Schedule

Weekly, from 8/29/2016 to 5/26/2017

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

Jeff Rateau

Schedule

Daily, from 9/14/2016 to 5/26/2017

Evidence of Completion

observation forms, student product , lesson plans

Action Step 4 `5`

During Collaborative Planning the coach and the teacher will strategically select problems throughout the instructional block to maximize instructional time in order to increase student independent practice and mastery during the math block.

Person Responsible

Melinda Scott

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

sign in sheets and lesson plans

Action Step 5 `5`

The Mathematics Coach will conduct coaching cycles during common planning that involves instructional rigor, utilizing check for understanding and independent student practice during the math lesson(Rigor would involve Higher Order Thinking Questions, meaningful student engagement activities and adequate practice for mastery).

Person Responsible

Melinda Scott

Schedule

Daily, from 8/29/2016 to 2/24/2017

Evidence of Completion

Lesson Plans, Topic Assessment Data, Student work Products

Action Step 6 5

The Administrators and the Mathematics Coach will conduct Classroom Walkthroughs in order to ensure that the planned lessons are effectively being implemented (Rigor, time on task, bell to bell instruction, step-by-step instruction, formative assessment and student independent practice).

> **Person Responsible**
>
> Jeff Rateau
>
> **Schedule**
>
> Weekly, from 8/29/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Lesson Plans, Topic Assessment Data, Student work Products

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Administrators will analyze assessment data in order to ensure that the plans are being implemented effectively.

> **Person Responsible**
>
> Jeff Rateau
>
> **Schedule**
>
> Biweekly, from 8/22/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Topic Assessment Data, I-Ready Data, FSA Data, DI Data, Intervention Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The Administrators will analyze assessment data in order to ensure that the plans are being implemented effectively.

> **Person Responsible**
>
> Jeff Rateau
>
> **Schedule**
>
> Monthly, from 8/22/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> District Topic Assessment, I-Ready Data, FSA Data, SAT-10 Data

G2.B1.S2 During collaborative planning, K - 5th grade teachers, will create an instructional framework that meets the needs of all learners, provide formative assessments to measure mastery and allows the students opportunities for independent practice. 4

🔑 S247218

Strategy Rationale

The teachers will have a clear plan during their math block that meets the needs of all learners and prepares for any barriers that may be experienced during the instructional math block.

Action Step 1 5

The math coach will provide training on the components of Differentiated Instruction (DI).

Person Responsible

Melinda Scott

Schedule

On 9/1/2016

Evidence of Completion

Data based DI groups, Centers, Leveled Work

Action Step 2 5

The Mathematics Coach will utilize the Framework of Effective Instruction to conduct professional developments in order to build the capacity of the mathematics instructors and encourage a community of professional learning.

Person Responsible

Melinda Scott

Schedule

Monthly, from 11/2/2016 to 2/28/2017

Evidence of Completion

Sign-in Sheet, Agendas, Teacher work products

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

The Administrators and the Math Coach will study work samples and conduct walk-throughs to ensure that the best practices are being implemented based on planning, data chats and professional developments.

Person Responsible

Jeff Rateau

Schedule

Quarterly, from 10/4/2016 to 4/28/2017

Evidence of Completion

Student work products, assessment grades, DI

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The Administrators will conduct walk-throughs in order to determine if the professional developments and what is being planned is being implemented in the classroom.

Person Responsible

Jeff Rateau

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Topic Assessment Data, DI Groups and Centers

G3. Increase student achievement in Science by developing plans that are logical, sequential and aligned to standard based learning. 1

🔍 G088176

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

🔍 B234474

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

🔍 S247219

Strategy Rationale

Common Planning will allow the teachers to plan for their labs, real world learning opportunities, identify resources and identify the standards and learning needs of their students.

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

Jeff Rateau

Schedule

Quarterly, from 9/19/2016 to 5/1/2017

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

Jeff Rateau

Schedule

Monthly, from 10/3/2016 to 5/1/2017

Evidence of Completion

Common planning agenda, sign-in sheets

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

Outcomes of action steps will be based on Topic Assessment data (G2D, Power BI) will be reviewed weekly during leadership team meetings for effectiveness.

Person Responsible

Jeff Rateau

Schedule

Weekly, from 9/15/2016 to 4/24/2017

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, coaches and administrators to determine effectiveness of planning.

Person Responsible

Jeff Rateau

Schedule

Quarterly, from 10/4/2016 to 5/1/2017

Evidence of Completion

Student work samples

G4. Instructional Planning: Plan instruction effectively for content mastery, pacing, transitions, and engagement in order to increase student proficiency and achievement in ELA Reading. `1`

🔍 G088177

G4.B1 There is an issue with maximizing instructional time and implementing every component of the Gradual Release during the literacy block, including differentiated instruction. Teachers are not transitioning to the classrooms on time and too much time is being wasted on unnecessary interruptions. Teachers were not pacing during the lesson and spent too much time on the I Do/We Do portion of the gradual release, therefore not allowing students to demonstrate their learning. The amount of work during the lesson delivery may need to be condensed so that students are able to get to their final products. `2`

🔍 B234475

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

🔍 S247220

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 Kindergarten- Third grade teachers to develop individualized intructional frameworks that follow the components of the Gradual Release of Responsibility Model.

Person Responsible

Brittani Mandrell

Schedule

Weekly, from 8/29/2016 to 5/26/2017

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 9/5/2016 to 2/24/2017

Evidence of Completion

Completed pre-planning sheets, Lesson plans

Action Step 3 `5`

During instructional delivery, time will be alloted for teachers to check for understanding frequently and immediately reinforce or correct student misunderstanding

Person Responsible

Brittani Mandrell

Schedule

Daily, from 9/5/2016 to 2/24/2017

Evidence of Completion

Sign-in sheets

Action Step 4 `5`

Conduct coaching cycles to model the different components of the instructional framework to ensure teachers are maximizing instructional time.

Person Responsible

Brittani Mandrell

Schedule

Daily, from 9/5/2016 to 2/24/2017

Evidence of Completion

Walkthrough logs / Administrative feedback

Action Step 5 5

Conduct coaching cycle to develop well executed routines and procedures, and effective transitions based on teachers need.

Person Responsible

Brittani Mandrell

Schedule

Daily, from 9/5/2016 to 2/24/2017

Evidence of Completion

Sign-in sheets, agenda, PD handouts

Action Step 6 5

Monitor the consistency of maximizing instructional time and pacing. Look fors: Transitioning at specific times, smooth transitions and routines in the classroom, individualized instructional framework, and daily student work products.

Person Responsible

Rhonda Williams

Schedule

Daily, from 9/5/2016 to 5/26/2017

Evidence of Completion

Common planning agenda, lesson plans, student work samples

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

Using the Framework of Effective Instruction 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 9/5/2016 to 5/26/2017

Evidence of Completion

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

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

Walkthroughs and observations will be conducted in order to assess the effectiveness of instructional planning. Student work products and unit assessments will be analyzed to determine the effectiveness of planning on student achievement and data chats will be conducted in order to monitor student progress.

Person Responsible

Rhonda Williams

Schedule

Monthly, from 9/5/2016 to 5/30/2017

Evidence of Completion

Lesson Plans, Instructional Delivery, Student Work Products, Teacher Pacing

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔑 M334890	School-wide behavior Matrix Reinforcements will be placed throughout the school to ensure...	Hazel, Jacqueline	8/23/2016	Posters, charts, student work, Lessons	8/23/2016 annually
G2.B1.S2.A1 🔑 A321778	The math coach will provide training on the components of Differentiated Instruction (DI).	Scott, Melinda	8/30/2016	Data based DI groups, Centers, Leveled Work	9/1/2016 one-time
G2.B1.S1.A1 🔑 A321772	Professional development will be provided for the teachers on the strategy of backward planning.	Scott, Melinda	8/30/2016	sign in sheets, lesson plans, and student product	10/3/2016 one-time
G2.B1.S1.A5 🔑 A321776	The Mathematics Coach will conduct coaching cycles during common planning that involves...	Scott, Melinda	8/29/2016	Lesson Plans, Topic Assessment Data, Student work Products	2/24/2017 daily
G4.B1.S1.A2 🔑 A321783	Conduct coaching cycles and model the different components of the instructional framework based on...	Mandrell, Brittani	9/5/2016	Completed pre-planning sheets, Lesson plans	2/24/2017 daily
G4.B1.S1.A3 🔑 A321784	During instructional delivery, time will be alloted for teachers to check for understanding...	Mandrell, Brittani	9/5/2016	Sign-in sheets	2/24/2017 daily
G4.B1.S1.A4 🔑 A321785	Conduct coaching cycles to model the different components of the instructional framework to ensure...	Mandrell, Brittani	9/5/2016	Walkthrough logs / Administrative feedback	2/24/2017 daily
G4.B1.S1.A5 🔑 A321786	Conduct coaching cycle to develop well executed routines and procedures, and effective transitions...	Mandrell, Brittani	9/5/2016	Sign-in sheets, agenda, PD handouts	2/24/2017 daily
G2.B1.S2.A2 🔑 A321779	The Mathematics Coach will utilize the Framework of Effective Instruction to conduct professional...	Scott, Melinda	11/2/2016	Sign-in Sheet, Agendas, Teacher work products	2/28/2017 monthly
G3.B1.S1.MA1 🔑 M334898	Outcomes of action steps will be based on Topic Assessment data (G2D, Power BI) will be reviewed...	Rateau, Jeff	9/15/2016	Common planning sign-in sheets, agendas, support summary	4/24/2017 weekly
G2.B1.S2.MA1 🔑 M334895	The Administrators and the Math Coach will study work samples and conduct walk-throughs to ensure...	Rateau, Jeff	10/4/2016	Student work products, assessment grades, DI	4/28/2017 quarterly
G3.B1.S1.MA1 🔑 M334897	Student work samples will be reviewed by teachers, coaches and administrators to determine...	Rateau, Jeff	10/4/2016	Student work samples	5/1/2017 quarterly
G3.B1.S1.A1 🔑 A321780	Provide professional development on the use of the necessary resources to plan effective lessons...	Rateau, Jeff	9/19/2016	Agenda, Shared resources	5/1/2017 quarterly
G3.B1.S1.A2 🔑 A321781	During common planning time, model the planning process which will include the selection of...	Rateau, Jeff	10/3/2016	Common planning agenda, sign-in sheets	5/1/2017 monthly
G2.MA1 🔑 M334896	The Leadership Team will conduct monthly data chats with the math coach in order to measure the...	Rateau, Jeff	8/29/2016	Instructional delivery, Lesson Plans, District Topic Assessment Data, Student Work Samples, I-Ready Data, SAT-10 Data, OPM Data	5/26/2017 monthly
G3.MA1 🔑 M334899	Student Topic Assessments	Rateau, Jeff	9/23/2016	student data reports	5/26/2017 monthly
G4.MA1 🔑 M334902	Student progress will be measured by classroom assessments and I-Ready Data.	Williams, Rhonda	8/29/2016	Common planning agenda, Lesson plans, Student work samples, G2D Assessment Data, I-Ready Data	5/26/2017 monthly
G2.B1.S1.MA1 🔑 M334892	The Administrators will analyze assessment data in order to ensure that the plans are being...	Rateau, Jeff	8/22/2016	District Topic Assessment, I-Ready Data, FSA Data, SAT-10 Data	5/26/2017 monthly

Dade - 3781 - Barbara Hawkins Elem. School - 2016-17 SIP

Barbara Hawkins Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M334893	The Administrators will analyze assessment data in order to ensure that the plans are being...	Rateau, Jeff	8/22/2016	Topic Assessment Data, I-Ready Data, FSA Data, DI Data, Intervention Data	5/26/2017 biweekly
G2.B1.S1.A2 A321773	Plans will be developed during collaborative and classroom planning that are clear, logical,...	Scott, Melinda	8/29/2016	Modeled lesson observation forms, coaching logs, CSS support document, lesson plans	5/26/2017 weekly
G2.B1.S1.A3 A321774	Administration will conduct walkthroughs to monitor the implementation of the backwards planning...	Rateau, Jeff	9/14/2016	observation forms, student product , lesson plans	5/26/2017 daily
G2.B1.S1.A4 A321775	During Collaborative Planning the coach and the teacher will strategically select problems...	Scott, Melinda	8/29/2016	sign in sheets and lesson plans	5/26/2017 weekly
G2.B1.S1.A6 A321777	The Administrators and the Mathematics Coach will conduct Classroom Walkthroughs in order to ensure...	Rateau, Jeff	8/29/2016	Lesson Plans, Topic Assessment Data, Student work Products	5/26/2017 weekly
G4.B1.S1.MA1 M334901	Using the Framework of Effective Instruction during weekly grade-level meetings; teachers and...	Williams, Rhonda	9/5/2016	Weekly lesson plans, Observations through the coaching cycle, Administrative walkthroughs, Quizzes/ Test and Data Chats	5/26/2017 weekly
G4.B1.S1.A1 A321782	Collaborate with Kindergarten- Third grade teachers to develop individualized intructional...	Mandrell, Brittani	8/29/2016	Lesson Plans, Student work samples, DI student work samples	5/26/2017 weekly
G4.B1.S1.A6 A321787	Monitor the consistency of maximizing instructional time and pacing. Look fors: Transitioning at...	Williams, Rhonda	9/5/2016	Common planning agenda, lesson plans, student work samples	5/26/2017 daily
G2.B1.S2.MA1 M334894	The Administrators will conduct walk-throughs in order to determine if the professional...	Rateau, Jeff	8/29/2016	Lesson Plans, Topic Assessment Data, DI Groups and Centers	5/26/2017 daily
G1.B1.S1.A2 A321769	Create an attendance support team (iAttend Committee) to track and monitor student attendance data.	Rateau, Jeff	9/23/2016	Meeting minutes	5/30/2017 monthly
G1.B1.S1.A4 A321771	Strengthen home-school connection through meetings, family engagement activities and professional...	Hazel, Jacqueline	9/14/2016	parent sign-in sheets	5/30/2017 quarterly
G4.B1.S1.MA1 M334900	Walkthroughs and observations will be conducted in order to assess the effectiveness of...	Williams, Rhonda	9/5/2016	Lesson Plans, Instructional Delivery, Student Work Products, Teacher Pacing	5/30/2017 monthly
G1.B1.S1.A1 A321768	Provide trainings for faculty and staff on systems and procedures that support positive behaviors...	Hazel, Jacqueline	8/19/2016	Agenda; School-wide matrix	6/1/2017 quarterly
G1.B1.S1.A3 A321770	Implement character education in all grade-levels	Sheffield, Anissa	9/5/2016	Student work samples	6/1/2017 monthly
G1.MA1 M334891	The Leadership team will meet to review attendance data, academics through gradebook and G2D, and...	Rateau, Jeff	10/23/2016	Sign-in sheets; agenda, attendance reports	6/2/2017 monthly
G1.B1.S1.MA1 M334889	The identified students behavior, attendance, and academic data and surveys will be reviewed...	Rateau, Jeff	9/26/2016	Surveys, incident reports, behavior management forms, Attendance Reports, referrals, attendance meeting forms	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Establish and maintain effective rules and procedures that will increase student attendance and academic performance through the use of the Early Warning System (EWS).

G1.B1 Lack of a supportive environment that promotes a positive behavior reinforcement and motivation to attend school.

G1.B1.S1 Implement School-wide Positive Behavior Support plan to increase attendance.

PD Opportunity 1

Provide trainings for faculty and staff on systems and procedures that support positive behaviors and reinforcement.

Facilitator

Assistant Principal

Participants

Faculty and Staff

Schedule

Quarterly, from 8/19/2016 to 6/1/2017

G2. Increase student achievement in Math by developing plans that are clear, logical, sequential and aligned to standards-based learning.

G2.B1 Limited evidence of strategic planning during the delivery of instruction in order to build proficiency and meet the needs of all learners.

G2.B1.S1 Utilize the backwards planning strategy during collaborative planning with the intent of helping teachers create quality lessons to meet the needs of all learners and develop effective ways of achieving student mastery.

PD Opportunity 1

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

Facilitator

Jeff Rateau

Participants

Teachers

Schedule

On 10/3/2016

G3. Increase student achievement in Science by developing plans that are logical, sequential and aligned to standard based learning.

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

Jeff Rateau

Participants

Teachers

Schedule

Quarterly, from 9/19/2016 to 5/1/2017

G4. Instructional Planning: Plan instruction effectively for content mastery, pacing, transitions, and engagement in order to increase student proficiency and achievement in ELA Reading.

G4.B1 There is an issue with maximizing instructional time and implementing every component of the Gradual Release during the literacy block, including differentiated instruction. Teachers are not transitioning to the classrooms on time and too much time is being wasted on unnecessary interruptions. Teachers were not pacing during the lesson and spent too much time on the I Do/We Do portion of the gradual release, therefore not allowing students to demonstrate their learning. The amount of work during the lesson delivery may need to be condensed so that students are able to get to their final products.

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

PD Opportunity 1

Collaborate with Kindergarten- Third grade teachers to develop individualized intructional frameworks that follow the components of the Gradual Release of Responsibility Model.

Facilitator

Assistant Principal Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide trainings for faculty and staff on systems and procedures that support positive behaviors and reinforcement.	$0.00
2	G1.B1.S1.A2	Create an attendance support team (iAttend Committee) to track and monitor student attendance 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 meetings, family engagement activities and professional developments.	$300.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		3781 - Barbara Hawkins Elem. School	School Improvement Funds		$300.00
			Notes: Notes		

5	G2.B1.S1.A1	Professional development will be provided for the teachers on the strategy of backward planning.	$0.00
6	G2.B1.S1.A2	Plans will be developed during collaborative and classroom planning that are clear, logical, sequential, and aligned to standard-based learning to maximize the mathematics instructional time. Plan instruction effectively for content mastery, pacing, and transitions during the math block.	$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	During Collaborative Planning the coach and the teacher will strategically select problems throughout the instructional block to maximize instructional time in order to increase student independent practice and mastery during the math block.	$0.00
9	G2.B1.S1.A5	The Mathematics Coach will conduct coaching cycles during common planning that involves instructional rigor, utilizing check for understanding and independent student practice during the math lesson(Rigor would involve Higher Order Thinking Questions, meaningful student engagement activities and adequate practice for mastery).	$0.00
10	G2.B1.S1.A6	The Administrators and the Mathematics Coach will conduct Classroom Walkthroughs in order to ensure that the planned lessons are effectively being implemented (Rigor, time on task, bell to bell instruction, step-by-step instruction, formative assessment and student independent practice).	$0.00
11	G2.B1.S2.A1	The math coach will provide training on the components of Differentiated Instruction (DI).	$0.00
12	G2.B1.S2.A2	The Mathematics Coach will utilize the Framework of Effective Instruction to conduct professional developments in order to build the capacity of the mathematics instructors and encourage a community of professional learning.	$0.00

13	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
14	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
15	G4.B1.S1.A1	Collaborate with Kindergarten- Third grade teachers to develop individualized intructional frameworks that follow the components of the Gradual Release of Responsibility Model.	$0.00
16	G4.B1.S1.A2	Conduct coaching cycles and model the different components of the instructional framework based on teacher need.	$0.00
17	G4.B1.S1.A3	During instructional delivery, time will be alloted for teachers to check for understanding frequently and immediately reinforce or correct student misunderstanding	$0.00
18	G4.B1.S1.A4	Conduct coaching cycles to model the different components of the instructional framework to ensure teachers are maximizing instructional time.	$0.00
19	G4.B1.S1.A5	Conduct coaching cycle to develop well executed routines and procedures, and effective transitions based on teachers need.	$0.00
20	G4.B1.S1.A6	Monitor the consistency of maximizing instructional time and pacing. Look fors: Transitioning at specific times, smooth transitions and routines in the classroom, individualized instructional framework, and daily student work products.	$0.00
		Total:	$300.00