Barbara Hawkins Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	A	C	D*	F

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Barbara Hawkins Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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: Our unified team of committed colleagues ensures that every student experiences success everyday culminating in 100 percent proficiency across all areas- academically, socially, and emotionally.
Our theme this year is "One Team, One Dream... Magic is in the Air."

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 commit 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 status, changes, issues, and resources in effort to build 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 accepted. Therefore, Barbara Hawkins Elementary places school safety as its top priority to ensure the daily learning and achievements of each student reaches its maximum potential. 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 that

provide proper supervision which he or she does not allow guest in areas where students congregate.

Throughout the school day, school security monitors are visible and vigilant, monitoring the school's hallways and surrounding areas. All guests and/or parents/visitors are greeted upon entering the building by a security monitor who escorts visitors to the main office and provides him/her 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 his/her dismissal areas and school staff remain 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 behavior 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 from 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" on a weekly basis. Additionally, A Hornets cafeteria Behavior system is put in place in order to promote respect, manners and cleanliness. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 then 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 scored a level one on the statewide assessments receive intensive intervention through Saxon, Wonder Works, and i-Ready. Furthermore, The Hornets Club provides mentoring and tutoring to the students who scored in the lowest 35% based on FSA scores in Mathematics and ELA-Reading. 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	5	4	9	1	2	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	4	8	4	10	5	7	0	0	0	0	0	0	0	38

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	4	7	4	8	3	11	0	0	0	0	0	0	0	37

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 continually monitoring student attendance and student academic data; followed by the implementation of the school-wide daily attendance incentive plan.
The strategies that are employed by the school to improve academic performance is daily intervention

provided by our interventionist based on FSA-ELA Reading and Mathematics, SAT-10 and I-Ready data. The students that are identified as Tier 2 or 3 students in ELA-Reading are provided with intervention using Saxon and Wonderworks for reading and afterschool tutoring. In mathematics the students receive before-school and after-school tutoring in order to provide intervention for the students identified in the lowest 35%.

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 School Counselor and School Social Worker will contact the student's family to address these concerns. Additionally, students, who accrue 5 or more absences/tardy are contacted via school letter or by the Community Involvement Specialist, who schedules an Attendance Review Committee meeting.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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, and other referral services. In order to inform parents about assessments and academics Barbara Hawkins Elementary School schedules curriculum nights, which addresses specific grade level needs(assessments, Portal, Grades, Home Learning, etc.). Furthermore, Barbara Hawkins Elementary School holds different events that parents are invited to throughout the year(Coffee Talk, Science Night, Literacy Night, Awards Ceremonies, and Extracurricular Activities) in order to increase parent engagement and involvement.

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's partnership with the local community is substantial in providing our students additional opportunities to be productive and grow. 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, Raceway,Wal-Mart , local churches, fraternities and sororities, Common Threads, University of Miami, Florida Memorial University, Dr. Thomas Foundation, Big Ideas, America Reads; our students are provided with teacher volunteers, tutors, school supplies, mentoring, and field trips, which promotes a positive academic culture within the school setting.

C. Effective Leadership

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
Sheffield, Anissa	School Counselor
Davis, Tiffany	Teacher, K-12
Benton, Robert	Teacher, K-12
Uptgrow, Craig	Teacher, K-12
Eaddy, Carolyn	Teacher, K-12
King-Mapps, Marthenia	Teacher, K-12
Innocent, Patricia	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.

The Principal, Rhonda Williams is the Instructional Leader of the school. She provides the vision for the data-driven decision-making for instructional practices, schedules and facilitates meetings with school staff, ensures implementation of interventions and communicates with parents regarding the activities and academic progress of the school and its students. She continues to allocate resources as needed to improve student achievement.

Assistant Principal, Jeff Rateau, ensures that the schools mission and vision are being carried out by the instructional coaches and teachers. The Assistant Principal monitors and analyzes data, schedules data chats, and monitors instructional support in order to improve and assist instructional practices throughout the year. The Assistant Principal assists the principal in ensuring the school-based team implements Rti, conducts assessment of Rti skill of school staff, ensures the implementation of intervention support and documentation, and ensures adequate professional development is provided in regards to Rti.

Instructional Coaches: Ms. Mandrell and Ms. Scott 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 instructional coaches develops, leads, and evaluates school core content and standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches, and matches programs and resources to the identified students' needs.

The Guidance Counselor Ms. Sheffield is responsible for putting the behavioral plans into action by providing those selected students with Tier 2 and Tier 3 intervention using supplemental resources. Ms. Sheffield participates in collection, interpretation, and analysis of data, schedules and implements MTSS/Rti process, including parent notification and follow-up. Our counselor organizes support staff participation in the process and monitors the Early Warning Systems and provide support to student/families as needed.

The Teachers, are responsible for providing grade level updates and information based on student academic and behavioral performance. The teachers refer the students to the leadership team based on informal/formal observation conducted during school hours. The data collected by the teacher is an integral part of the MTSS/Rti process for decision making.

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.

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.

Barbara Hawkins Elementary School's 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 based on data that identifies student needs and promptly delivers student interventions as well as job embedded professional development targeting these needs. Our MTSS team features school psychologists, reading coaches, professional development specialists and school-site administrators. We 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 at Barbara Hawkins, thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

Title I, Part A
Barbara Hawkins provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. The Reading Coach, Ms. Mandrell 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 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 Reading Coach meets with reading teachers to identify student needs and then assist in the identifying and implementing lessons and differentiating instruction for all students. Other components that are integrated into the school-wide program include an extensive parental program. supplemental educational services, and special support to special needs students such as homeless, migrant, and neglected/delinquent students.

Title I, Part C- Migrant
At this time, Barbara Hawkins Elementary has no migrant students. A plan is in place if we are to enroll any migrant students.

Title X- Homeless
The Homeless Assistance Program at Barbara Hawkins Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assist the school 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. Our School Counselor, Ms. Sheffield provides training for school registrars on the procedures for enrolling homeless students. Our 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. Ms. Sheffield participates in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs
Our Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by our classroom teachers and our counselor. Training for our violence prevention program and technical assistance for elementary school teachers, administrators and counselors is also a component of this program.
Our Counselor, Ms. Sheffield focuses 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.

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
Martha Harrell	Business/Community
Takesha Washington	Parent
Kelis Joyce	Student
Ukeethia Shephard	Parent
Derenique Munnings	Parent
Danny Jean-Baptist	Business/Community
Jared Barnett-Ray	Student
Lena Nunez	Parent
Melinda Scott	Teacher
Brittani Mandrell	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC work together to monitor the school improvement plan (SIP) through data analysis, problem analysis, and strategic goal formation. Strategies and action plans were reviewed to monitor the effectiveness and fidelity of the School Improvement Plan.

b. Development of this school improvement plan

The SAC schedules and conducts 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. SAC funds in the amount of $1730.00 will be utilized to purchase school awards and incentive resources (Quarterly Awards Ceremony, Promotional Ceremony, Attendance & Behavior Incentives, etc.).

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
Sheffield, Anissa	School Counselor
Davis, Tiffany	Teacher, K-12
Uptgrow, Craig	Teacher, K-12
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 standardized testing. The Literacy Leadership Team at Barbara Hawkins Elementary School provides professional developments based on the schools' current instructional needs. Furthermore, Instructional data such as i-Ready, FSA, SAT-10 and Bi-Weekly assessment data provides pertinent information regarding our current instructional needs. Although, Barbara Hawkins' Literacy team for 2017-2018 school year sustains reading programs, intervention groups, and differentiated instruction; literacy within the school now plays an active role in all core areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

In order to create a positive working relationships between teachers, scheduled collaborative planning and data chats provides the opportunity 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 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 in house professional developments throughout the school year based on our instructional needs.

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

Our school's strategies to recruit, develop and retain highly qualified, certified-in-field, and effective teachers to the school are catered to sustain an institution of educational excellence. Barbara Hawkins Elementary partners new teachers with veteran staff, solicit referrals from current teachers, communicate with college students and universities to recruit quality interns and graduates, provide effective teachers with leadership opportunities and department chair opportunities, and recognize teacher excellence with incentives.

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 are followed.

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 team utilizes test item specifications and planning cards to begin backwards planning. At this point, the 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 the team analyzes student data from formal and informal assessments in order to identify their specific learning needs of the students.

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 learners. 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 informal assessments. 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: 5,800

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

Strategy Rationale

This strategy is required to improve students' core reading, mathematics and science skills.

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

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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Barbara Hawkins Elementary 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. These will assist with providing our 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 our 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 2017, Barbara Hawkins Elementary hosted a welcoming and greeting session for all incoming kindergarten students and their parents. At the meeting, parents and students have the opportunity to become acquainted with their child's teacher and classroom location.

Our 5th graders participate in articulation meetings with the middle schools in our feeder pattern. At these meetings the students are scheduled into future classes and also introduced to the programs offered by the middle schools.

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.

Not Applicable.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.   If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G097043

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0

Targeted Barriers to Achieving the Goal 3

- The use of data to plan for the delivery of ELA-Reading, Mathematics and Science instruction in order to build proficiency and meet the needs of all learners occurs periodically.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources will include: MTSS/RTI Team, Literacy Coach, Curriculum Support Specialist, Interventionist, District Pacing Guides, Differentiated Instruction, Writing Blueprint, Saxon Reading Series and/or McGraw Hill WonderWorks Intervention Program, Smart Board, Promethean Boards, Elmo's, Professional Development, GO Math Florida Resources, Language Arts Florida Standards (LAFS)and Mathematics (MAFS) Item Specifications; Planning Cards; Daily Learning Targets, myOn, and i-Ready.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Rhonda Williams

Schedule
Monthly, from 10/9/2017 to 6/7/2018

Evidence of Completion
Instructional delivery, Lesson Plans, McGraw Hill Wonders Assessment Data, Topic Assessment Data, Student Grades, Student Work Samples, I-Ready Data, SAT-10 Data, OPM Data, Lesson Plans

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. If core instruction is increased in all content areas then student achievement will improve. 1

🔑 G097043

G1.B1 The use of data to plan for the delivery of ELA-Reading, Mathematics and Science instruction in order to build proficiency and meet the needs of all learners occurs periodically. 2

🔑 B261068

G1.B1.S1 Utilize relevant and current data during collaborative planning to develop a plan for differentiated instruction that includes instructional grouping and aligning instructional resources to the students' specific needs. 4

🔑 S276426

Strategy Rationale

Utilizing data will assist with providing our educators with a clear goal for instruction on exactly what standards and/or skills students need to be taught for mastery.

Action Step 1 5

Professional development will be provided for the teachers on the effective use of data to guide instruction.

Person Responsible

Brittani Mandrell

Schedule

On 10/2/2017

Evidence of Completion

sign in sheets, lesson plans, student work folders

Action Step 2 5

Data Chats will be held between the teacher and the leadership team to identify students performance levels.

Person Responsible

Jeff Rateau

Schedule

Biweekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Data sheets, coaching logs, CSS support document, lesson plans

Action Step 3 `5`

Administration will conduct walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person Responsible

Rhonda Williams

Schedule

Daily, from 9/25/2017 to 6/7/2018

Evidence of Completion

Observation forms, student product , lesson plans

Action Step 4 `5`

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person Responsible

Brittani Mandrell

Schedule

Daily, from 10/2/2017 to 6/7/2018

Evidence of Completion

Sign in sheets and lesson plans

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

Administration and instructional coaches will monitor effectiveness of data-driven lessons being implemented.

Person Responsible

Rhonda Williams

Schedule

Biweekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

McGraw-Hill Wonders Weekly and Biweekly Assessment Data, I-Ready Data, FSA Data, DI Data, Intervention Data, Topic Assessment Data, OPM Data, Lesson Plans

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

Walkthroughs and observations will be conducted in order to assess the effectiveness of instructional planning. Student work products, assessments, and ongoing progress monitoring during DI will be analyzed during data chats to determine the effectiveness of planning on student achievement and monitoring students' progress.

Person Responsible

Rhonda Williams

Schedule

Monthly, from 10/9/2017 to 6/7/2018

Evidence of Completion

McGraw-Hill Wonders Assessments, Topic Assessment Data, Informal Assessment Data, Student Grades, OPM data, I-Ready Data, FSA Data, SAT-10 Data, Lesson Plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 🔑 A372391	Professional development will be provided for the teachers on the effective use of data to guide...	Mandrell, Brittani	10/2/2017	sign in sheets, lesson plans, student work folders	10/2/2017 one-time
G1.MA1 🔑 M400525	The Leadership Team will conduct monthly data chats in order to measure the effectiveness of...	Williams, Rhonda	10/9/2017	Instructional delivery, Lesson Plans, McGraw Hill Wonders Assessment Data, Topic Assessment Data, Student Grades, Student Work Samples, I-Ready Data, SAT-10 Data, OPM Data, Lesson Plans	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M400523	Walkthroughs and observations will be conducted in order to assess the effectiveness of...	Williams, Rhonda	10/9/2017	McGraw-Hill Wonders Assessments, Topic Assessment Data, Informal Assessment Data, Student Grades, OPM data, I-Ready Data, FSA Data, SAT-10 Data, Lesson Plans	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M400524	Administration and instructional coaches will monitor effectiveness of data-driven lessons being...	Williams, Rhonda	10/2/2017	McGraw-Hill Wonders Weekly and Biweekly Assessment Data, I-Ready Data, FSA Data, DI Data, Intervention Data, Topic Assessment Data, OPM Data, Lesson Plans	6/7/2018 biweekly
G1.B1.S1.A2 🔑 A372392	Data Chats will be held between the teacher and the leadership team to identify students...	Rateau, Jeff	10/2/2017	Data sheets, coaching logs, CSS support document, lesson plans	6/7/2018 biweekly
G1.B1.S1.A3 🔑 A372393	Administration will conduct walkthroughs to monitor the implementation of the alignment of...	Williams, Rhonda	9/25/2017	Observation forms, student product , lesson plans	6/7/2018 daily
G1.B1.S1.A4 🔑 A372394	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Mandrell, Brittani	10/2/2017	Sign in sheets and lesson plans	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 The use of data to plan for the delivery of ELA-Reading, Mathematics and Science instruction in order to build proficiency and meet the needs of all learners occurs periodically.

G1.B1.S1 Utilize relevant and current data during collaborative planning to develop a plan for differentiated instruction that includes instructional grouping and aligning instructional resources to the students' specific needs.

PD Opportunity 1

Professional development will be provided for the teachers on the effective use of data to guide instruction.

Facilitator

Brittani Mandrell and Melinda Scott

Participants

Teachers

Schedule

On 10/2/2017

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	Professional development will be provided for the teachers on the effective use of data to guide instruction.	$0.00
2	G1.B1.S1.A2	Data Chats will be held between the teacher and the leadership team to identify students performance levels.	$0.00
3	G1.B1.S1.A3	Administration will conduct walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.	$0.00
4	G1.B1.S1.A4	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	$0.00
		Total:	$0.00