Holmes Elementary School

2018-19 Schoolwide Improvement Plan

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Holmes Elementary School

1175 NW 67TH ST, Miami, FL 33150

http://holmes.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	F*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Holmes Elementary School is to develop and nourish lifelong learners by creating high expectations for student achievement, building self-esteem and providing a sequential, data-driven instructional program based on students' needs.

Provide the school's vision statement.

Our vision at Holmes Elementary School is to empower students to be critical thinkers, effective problem solvers, avid readers, and technologically literate, which will allow them to be productive citizens in our global society. Holmes Elementary School will create a safe, positive, learning environment where students demonstrate the 5 Pillars of Power: Grit, Community, Excellence, Professionalism, and Drive.

School Leadership Team

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

Name	Title
Campbell-Lindsay, Lammar	Principal
Jardine, Ryan	Instructional Coach
Akins, Tawana	Instructional Coach
Byrd, Shamara	School Counselor
Rey, Tangela	School Counselor
James, Tiffany	Assistant Principal
Rodriguez, Maria	Instructional Coach

Duties

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

Ottolita Thompson, Principal the lead instructional leader who provides a mission and shapes a vision for academic success for all students. She utilizes data to drive decision-making, to cultivate leadership skills in others, and to provide the appropriate curriculum offerings. Ms. Thompson establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS) and the appropriate Response to Intervention (RtI).

Tiffany James, Assistant Principal, carries out the mission and vision of the school and provides instructional leadership to coaches and teachers. She ensures the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

The Transformation Coaches, Jardine Ryan (Math), Miller, Melissa (Literacy), Maria Rodriguez (Science), collaborate with teachers, provides resources and strategies to assist teachers, models

lessons, and provide data coaching. The Transformation Coaches identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students who are considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis. She participates in the design and delivery of professional development and provides support for assessment and implementation monitoring. In addition, tshe facilitates collaborative planning to ensure aligned lessons that reach the depth of the standards, as well as providing coaching cycles to improve instructional delivery.

Shamara Byrd and Tangela Rey, Guidance Counselors, Implement programs and intervene where attendance issues are present; work with students; families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans. The guidance counselors also serve as a liaison between teacher and student to support academic success. They assist with the scheduling needs of students to include placement. The counselor serves as the designee to the SST coordinator in an effort to provide additional support to students that are struggling with academic, behavioral, and social emotional needs.

Early Warning Systems

Year 2017-18

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	1	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	22	4	17	38	10	14	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	9	9	8	28	27	34	0	0	0	0	0	0	0	115

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	17	7	17	24	30	39	0	0	0	0	0	0	0	134

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	8	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Friday 8/31/2018

Year 2016-17 - As Reported

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	10	5	11	22	4	5	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	9	9	10	29	25	36	0	0	0	0	0	0	0	118

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	15	6	14	20	29	36	0	0	0	0	0	0	0	120

Year 2016-17 - Updated

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	10	5	11	22	4	5	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	9	9	10	29	25	36	0	0	0	0	0	0	0	118

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	15	6	14	20	29	36	0	0	0	0	0	0	0	120

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on the 2017– 2018, FL DOE data report, the data component that performed the lowest is mathematics learning gains which dropped a significant 36 points in the 2017-2018 school year. This is not a data trend, since based on the 2017– 2018, FL DOE data report, the school mathematics learning gain was at a high of 71% when compared to the District performance level of 57% and the Sate's at 51%.

Which data component showed the greatest decline from prior year?

Based on the 2017– 2018, FL DOE data report, the greatest decline of all data points as indicated by FLDOE data is Mathematics Learning Gains, there was a decrease from 71 to 35 percentage points, which is a decrease of 36 percentage points.

Which data component had the biggest gap when compared to the state average?

Based on the 2017– 2018, FL DOE data report, the data component that had the biggest gap when compared to the state average was ELA proficiency. The school averaged 22 percentage points while the state average was 56 percentage points, which is a gap of 34 percentage points.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is in ELA proficiency and the ELA lowest 25th percentile which showed an increase of 1 percentage points each. All other areas in each component dropped in the 2017-2018 school year.

Describe the actions or changes that led to the improvement in this area.

The actions and/ or trends that led to the improvement in this area can be contributed to consistent strategic support by the Transformation Coach & Curriculum Support Specialist, students utilized the iReady program for tier III intervention. Select classes had Intensive Accelerated Intervention program to assist with foundation skills and comprehension. In addition, teachers received on-going professional development, through common planning, coaching cycles, lesson studies and external support by the Education Transformation Office.

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

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	22%	62%	56%	21%	54%	52%
ELA Learning Gains	40%	62%	55%	45%	56%	52%
ELA Lowest 25th Percentile	56%	59%	48%	51%	52%	46%
Math Achievement	34%	69%	62%	39%	62%	58%
Math Learning Gains	35%	64%	59%	55%	60%	58%
Math Lowest 25th Percentile	45%	55%	47%	45%	49%	46%
Science Achievement	15%	58%	55%	31%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	22 (10)	4 (5)	17 (11)	38 (22)	10 (4)	14 (5)	105 (57)
Level 1 on statewide assessment	9 (9)	9 (9)	8 (10)	28 (29)	27 (25)	34 (36)	115 (118)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	26%	61%	-35%	57%	-31%
	2017	21%	58%	-37%	58%	-37%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	19%	60%	-41%	56%	-37%
	2017	15%	57%	-42%	56%	-41%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
05	2018	15%	59%	-44%	55%	-40%
	2017	24%	54%	-30%	53%	-29%
Same Grade Comparison		-9%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	67%	-31%	62%	-26%
	2017	47%	65%	-18%	62%	-15%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	32%	68%	-36%	62%	-30%
	2017	29%	68%	-39%	64%	-35%
Same Grade Comparison		3%				
Cohort Comparison		-15%				
05	2018	28%	66%	-38%	61%	-33%
	2017	64%	60%	4%	57%	7%
Same Grade Comparison		-36%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	15%	56%	-41%	55%	-40%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	36	50		6	10					
ELL	21	55		43	36						
BLK	24	40	58	34	35	46	17				
HSP	10	50		45	43						
FRL	22	40	56	34	35	45	15				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	42		13	57	70					
ELL	18			18							
BLK	22	48	58	51	73	77	21				
HSP	19	31		39	67						
MUL	10	50									
FRL	21	46	55	49	71	79	22				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Differentiated Instruction (Explicit Instruction and Delivery)
Rationale	There has been inconsistent academic performance in all content areas as indicated below: ELA Achievement increased from 21% in 2017 to 22% in 2018 ELA Learning Gains decreased from 46% in 2017 to 40% in 2018 ELA Lowest 25th Percentile increased from 55% in 2017 to 56% in 2018 Math Achievement decreased from 49% in 2017 to 34% in 2018 Math Learning Gains decreased from 71% in 2017 to 35% in 2018 Math Lowest 25th Percentile decreased from 79% in 2017 to 45% in 2018 Science achievement decreased from 22% in 2017 to 15% in 2018 In order to improve student outcomes there is a need to continue to implement differentiated instruction with fidelity in the content areas of reading, mathematics, and science.
Intended Outcome	If differentiated instruction is implemented across all grade levels and core content areas, then students will achieve academic growth in increased levels of proficiency and learning gains. Furthermore, if additional support is provided through systematic progress monitoring, then the percentage of students meeting high standards will continue to increase.
Point Person	Lammar Campbell-Lindsay (334398@dadeschools.net)
Action Step	
Description	7 week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are: Differentiated instruction will include the following components: Ensure the correct placement of students in differentiated groups and provide structured on-going progress monitoring to track student progress and make adjustments to instruction. Provide weekly collaborative planning opportunities for all teachers, focused on unwrapping the standards and developing learning targets. Provide comprehensive explicit and systematic data driven instruction to address students' learning needs. Provide differentiated small group instruction through an instructional framework by teachers and interventionists using the push-in classroom model. Teachers will participate in data conversations with administration and academic coaches. Teachers will present their student data after assessments (bi-weekly, AP1, etc.). This will provide on-going support to ensure that lessons are tailored for all students. Systematically track student progress and make adjustments to instruction and interventions as needed. For select teachers, planning for DI will be held in a second planning session with transformation coaches to ensure that DI based on accurate data and is prepared for all learners.
Person Responsible	Lammar Campbell-Lindsay (334398@dadeschools.net)
Plan to Monitor Effectiveness	
Description	7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server

and can be accessed through request at any time. They will be monitored by:
Administration will ensure that differentiated instruction is consistently evident through classroom walk-through and monthly data chats.
Conduct monthly data chats with teachers; teachers conduct monthly data chats with students.
Implement the use of differentiated folders and DI note books to be monitored by: coaches, teachers and administrators to systematically.
Track student progress and make adjustments to maximize student outcomes.

Person Responsible   Lammar Campbell-Lindsay (334398@dadeschools.net)

Activity #2	
Title	Collaborative Planning
Rationale	There has been inconsistent academic performance in all content areas as indicated below: ELA Achievement increased from 21% in 2017 to 22% in 2018 ELA Learning Gains decreased from 46% in 2017 to 40% in 2018 ELA Lowest 25th Percentile increased from 55% in 2017 to 56% in 2018 Math Achievement decreased from 49% in 2017 to 34% in 2018 Math Learning Gains decreased from 71% in 2017 to 35% in 2018 Math Lowest 25th Percentile decreased from 79% in 2017 to 45% in 2018 Science achievement decreased from 22% in 2017 to 15% in 2018 In order to improve student outcomes there is a need to continue to implement differentiated instruction with fidelity in the content areas of reading, mathematics, and science.
Intended Outcome	If we effectively implement Collaborative and plan aligned lessons that reach the depth and breadth of the standard and deliver the lessons through explicit instruction, delivery and small groups, then student proficiency will improve.
Point Person	Lammar Campbell-Lindsay (334398@dadeschools.net)
Action Step	
Description	7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are: -Conduct collaborative planning using a protocol framework to ensure teachers leave with a completed lesson. -The assistant principal, Transformation Coaches and ETO support staff will support teachers during the planning process to ensure the quality of the lessons. -Teachers will receive professional development in developing aligned questions that address the breadth and depth of the standards and checks for understanding to incorporate into the developed lessons. -Teachers, Assistant principal and ETO staff will analyze student work and assessments results to gauge the impact of the lessons on student learning and make adjustments as needed.
Person Responsible	Tiffany James (pr5081@dadeschools.net)
Plan to Monitor Effectiveness	
Description	7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by: -The principal, assistant principal and ETO support staff will participate in and monitor collaborative planning to ensure the lessons are designed to assist students in reaching proficiency. -The principal, assistant principal and ETO support staff will conduct classroom walkthroughs weekly to ensure the lessons are being executed to maximize student outcomes. -The principal, assistant principal and ETO support staff will analyze student work and formative data to ensure the developed lessons are improving student learning.

Person Responsible	Lammar Campbell-Lindsay (334398@dadeschools.net)

Part IV: Title I Requirements

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

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

We hold a Back to School Event every year where we distribute free school supplies, bookbags and uniforms to the members of our community. In addition, we have grade level parent meetings scheduled to keep our parents informed of the curriculum being taught and ways they can assist their children to be successful in school.

We have a full-time Community Involvement Specialist (CIS) who provides information to parents and visits homes continually. The CIS also holds monthly "Coffee Sessions" with parents where she provides workshops on parent/student assistance and the importance of school attendance.

In conjunction with the CIS, we have a Success Coach who assists with positive behavior support. She communicates with parents and provides referrals as necessary to supporting agencies.

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

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.

Holmes Elementary has a number of avenues established to support the social-emotional health of our students. First of all, a school counselor and student success coach are employed to meet every day needs. Secondly, Holmes partners with a number of community organizations who provide therapy. In addition, Holmes has in-house programs with a full-time social worker dedicated to supporting the social-emotional needs of students. There is also a full-time nurse on staff to assist and provide referrals for students.

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

At Holmes Elementary School, "Transition to Kindergarten" packets are provided to all neighborhood day care centers and pre-kindergarten centers for distribution to all parents of incoming Kindergarten students. A transition to Kindergarten meeting is held at the end of the school year in order to inform parents of what to expect when their child(ren) enter Kindergarten.

At Holmes Elementary School, all incoming Kindergartners are assessed using the FLKRS/STAR Literacy state assessment. Data collected from these assessments will be used to plan instructional and intervention programs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Mid-year and end-of-year assessments will be used to determine student progress and

learning gains and modify instruction as needed.

Fifth grade students will participate in school visits to the feeder middle schools through the articulation process to explore opportunities to begin the middle school experience.

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 ETO utilizes funds to provide additional support to Holmes Elementary School. Additional funding is used to fulfill the school improvement responsibilities for schools classified as Comprehensive Support and Improvement. M-DCPS funds are used to purchase supplemental materials and technology, to provide incentive pay, intervention and enrichment activities, job-embedded professional development to build the capacity of teachers, coaches, and administrators, and targeted interventions and/or enrichment opportunities through an extended learning day. Title I funding is utilized to acquire transformation coaches who have a history of positive student outcomes as teachers. A stipend is paid to coaches to recruit and retain highly qualified individuals. The school receives additional teaching positions to reduce class size and provide additional courses, to address the needs of all students. Furthermore, each school receives funds to conduct interventions to accelerate student achievement. The school utilizes the funds for during the day, before and/or after school, on Saturdays, and during Spring Break interventions. The school and ETO keep a detailed inventory of all allotted resources.

The school's leadership team along with the (ETO) analyzes all data sources during the summer to problem solve and identify the essential practices to sustain and improve outcomes. The school leadership team meets weekly to discuss the school improvement progress by analyzing student data and adjusts the action steps to adequately meet all students' needs. Additional meetings are held in conjunction with the district to ensure involvement in the ongoing problem-solving and strategic planning to determine how to apply resources for the highest impact to ensure all resources are being maximized and aligned to the progress of the school. A Rapid Response Support Model is implemented to facilitate ongoing dialogue and problem solving within all levels of the district to ensure the school receives the appropriate support to eliminate barriers that impede student achievement.

A Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is conducted three times per year at the district level to gain a deeper understanding of the progress the school and make informed decisions that will improve student outcomes. DATA/COM allows the principal to have direct access to the Superintendent and district personnel to gain a deeper understanding of the school data and school progress. The principal, Superintendent, state, and district personnel collaborate to problem solve and align resources to appropriately support the school. Strategic Planning Meetings are held three times per year for the (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems to ensure student success. ETO and region personnel analyze qualitative data and the implementation of the school's action plan steps. Strategic Planning Meetings allow collaboration with the school to ensure that all resources are being maximized to accelerate outcomes.

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

NA

Part V: Budget

Total:	$230,137.50