

Miami-Dade County Public Schools

Bowman Ashe/Doolin K 8 Academy



2021-22 Schoolwide Improvement Plan

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Bowman Ashe/Doolin K 8 Academy

6601 SW 152ND AVE, Miami, FL 33193

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

Demographics

Principal: Lisset Vazquez Rios

Start Date for this Principal: 1/13/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (63%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bowman Ashe/Doolin K-8 Academy is committed in its vision to provide educational excellence to all. As its current mission statement indicates, the school's primary focus is to "model integrity, foster respect, and provide educational excellence in order to prepare students to become productive citizens." To this avail, Bowman Ashe/Doolin K-8 Academy serves the individual academic needs of its student population by offering a host of educational services.

Provide the school's vision statement.

Bowman Ashe/Doolin K-8 Academy is committed in its vision to provide educational excellence to all. We Believe, Achieve, and Develop one's potential. The school strives to ensure that all students receive a quality education that meets each child's academic and social-emotional needs and empowers them to become globally competitive citizens.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Vazquez-Rios, Lisset	Principal	Academic, culture, and operational Leader.
Albarran, Christina	Assistant Principal	Academic, culture, and operational Leader.
Davis, Aubrey	Assistant Principal	Academic, culture, and operational Leader.
Gomez, Dalimar	Teacher, ESE	ESE Chairperson
Huss, Cynthia	Teacher, K-12	EESAC Chairperson and Instructional Leader
Cespedes, Monica	Instructional Coach	Reading Coach
Hernandez, Ana	Teacher, K-12	Instructional Leader
Llama, Michelle	Teacher, K-12	Mathematics Liaison
Bertran, Lisseth	Teacher, K-12	Science Liaison
McNeill, Cynthia	Teacher, K-12	Language Arts and Reading Leader
Ramjus, Melissa	Teacher, K-12	Science Instructional Leader
Gonzalez, Ana	Teacher, K-12	Mathematics Instructional Leader
Jaramillo, Ginna	Teacher, K-12	Social Studies Instructional Leader

Demographic Information

Principal start date

Monday 1/13/2014, Lisset Vazquez Rios

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

27

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

31

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

744

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	72	71	67	92	86	72	99	130	0	0	0	0	744
Attendance below 90 percent	9	10	8	4	8	12	8	15	23	0	0	0	0	97
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	3	6	6	8	7	6	2	14	0	0	0	0	52
Course failure in Math	0	2	3	2	11	7	4	2	13	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	10	16	20	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	10	13	16	0	0	0	0	40
Number of students with a substantial reading deficiency	2	12	26	20	28	18	25	42	64	0	0	0	0	237

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	20	3	6	1	9	7	2	13	24	0	0	0	0	85

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	3	3	4	1	5	0	4	2	6	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	1	2	0	3	0	0	0	0	7

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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		
Number of students enrolled	75	74	71	94	91	90	106	138	106	0	0	0	0	845	
Attendance below 90 percent	10	10	3	5	17	5	17	22	16	0	0	0	0	105	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	6	10	5	11	4	3	12	9	0	0	0	0	60	
Course failure in Math	0	3	4	8	12	2	3	9	16	0	0	0	0	57	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	12	16	21	23	0	0	0	0	73	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	10	14	17	22	0	0	0	0	64	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	2	5	5	5	12	9	15	21	27	0	0	0	0	101	

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	3	3	5	1	6	0	4	2	6	0	0	0	0	30
Students retained two or more times	0	0	0	0	3	0	2	1	2	0	0	0	0	8

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	63%	61%	64%	62%	60%
ELA Learning Gains				62%	61%	59%	62%	61%	57%
ELA Lowest 25th Percentile				48%	57%	54%	54%	57%	52%
Math Achievement				66%	67%	62%	67%	65%	61%
Math Learning Gains				62%	63%	59%	62%	61%	58%
Math Lowest 25th Percentile				43%	56%	52%	51%	55%	52%
Science Achievement				59%	56%	56%	62%	57%	57%
Social Studies Achievement				72%	80%	78%	75%	79%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	62%	60%	2%	58%	4%
Cohort Comparison						
04	2021					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-62%				
05	2021					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-73%				
06	2021					
	2019	49%	58%	-9%	54%	-5%
Cohort Comparison		-66%				
07	2021					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-49%				
08	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-68%				
05	2021					
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-82%				
06	2021					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-74%				
07	2021					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-56%				
08	2021					
	2019	16%	40%	-24%	46%	-30%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	53%	3%	53%	3%
Cohort Comparison						
08	2021					
	2019	55%	43%	12%	48%	7%
Cohort Comparison		-56%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	73%	-7%	71%	-5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	63%	7%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Bowman Ashe/ Doolin K-8 Academy will use the following tools to monitor progress:

Grades K-8 will utilize i-Ready Reading and Mathematics data from AP1 for fall, AP2 for winter and AP3 for spring.

Science Grades 5 and 8 will utilize the District Mid-Year Assessment data to monitor progress.

Grade 7 Civics will utilize the District Mid-Year Assessment data to monitor progress.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.6%	57.1%	67.1%
	Economically Disadvantaged	38.3%	53.3%	65%
	Students With Disabilities	25%	37.5%	25%
	English Language Learners	16.7%	33.3%	33.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	44.3%	62.3%
	Economically Disadvantaged	35.5%	40%	59.3%
	Students With Disabilities	12.5%	37.5%	50%
	English Language Learners	16.7%	33.3%	66.7%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6%	54.3%	65.7%
	Economically Disadvantaged	21.7%	48.3%	61.7%
	Students With Disabilities	10%	40%	50%
	English Language Learners	16.7%	33.3%	66.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	40%	71%
	Economically Disadvantaged	16.7%	35%	69.5%
	Students With Disabilities	20%	40%	60%
	English Language Learners	33.3%	16.7%	66.7%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.2%	66.3%	75.6%
	Economically Disadvantaged	48.7%	62.2%	71.6%
	Students With Disabilities	7.1%	21.4%	42.9%
	English Language Learners			36.8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.4%	41.9%	68.6%
	Economically Disadvantaged	14.9%	40.5%	68.9%
	Students With Disabilities		14.3%	28.6%
	English Language Learners			31.6%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.1%	50.6%	55.4%
	Economically Disadvantaged	31.4%	44.3%	48.6%
	Students With Disabilities	13.3%	20%	26.7%
	English Language Learners			22.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.1%	54.3%	65.9%
	Economically Disadvantaged	24.3%	47.1%	60%
	Students With Disabilities		6.7%	20%
	English Language Learners		22.2%	40.7%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.8%	57.8%	67.5%
	Economically Disadvantaged	45.2%	57.5%	67.1%
	Students With Disabilities	11.1%	16.7%	16.7%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47%	61.5%	75.9%
	Economically Disadvantaged	45.2%	60.3%	75.3%
	Students With Disabilities	22.2%	35.3%	44.4%
	English Language Learners			50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		30.1%	
	Economically Disadvantaged		29.2%	
	Students With Disabilities		11.8%	
	English Language Learners		0%	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	49%	49%
	Economically Disadvantaged	36.6%	46.3%	47.6%
	Students With Disabilities	14.3%	7.1%	7.7%
	English Language Learners		14.3%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38%	49%	55%
	Economically Disadvantaged	37.8%	48.8%	53.7%
	Students With Disabilities	7.1%	14.3%	15.4%
	English Language Learners		14.3%	15.4%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.1%	45.2%	43.7%
	Economically Disadvantaged	29%	42.1%	40.2%
	Students With Disabilities		4.8%	9.1%
	English Language Learners	5%	5%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.9%	41.3%	42.9%
	Economically Disadvantaged	36.5%	39.3%	40.2%
	Students With Disabilities	4.5%	9.5%	
	English Language Learners	10.5%	10%	20%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		62%	
	Economically Disadvantaged		63%	
	Students With Disabilities		24%	
	English Language Learners		47%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.6%	50.5%	42.6%
	Economically Disadvantaged	41.9%	48.8%	43%
	Students With Disabilities	21.1%	28.6%	20%
	English Language Learners	9.1%	9.1%	27.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.6%	51.5%	36.6%
	Economically Disadvantaged	39.5%	51.2%	39.5%
	Students With Disabilities	20%	14.3%	20%
	English Language Learners	36.4%	45.5%	45.5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		19%	
	Economically Disadvantaged		20%	
	Students With Disabilities		27%	
	English Language Learners		19%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	39	41	23	24	24	16	14			
ELL	51	54	52	44	28	25	36	47	64		
ASN	90			80							
HSP	59	54	48	52	30	26	49	50	69		
WHT	60	55		64	30						
FRL	57	54	47	49	28	26	46	49	64		
2019 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 2017-18	C & C Accel 2017-18
SWD	19	36	32	25	40	36	11	56			
ELL	60	60	48	60	59	40	52	54	76		
ASN	93	70		92	90						
HSP	64	62	49	65	61	42	58	71	70		

2019 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 2017-18	C & C Accel 2017-18
WHT	65	67		75	72						
FRL	63	60	46	63	61	43	57	70	68		
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	19	42	48	26	39	32	28	9			
ELL	52	64	59	58	60	56	40	59			
ASN	91			100							
HSP	63	61	54	65	61	50	61	74	69		
WHT	75	73		83	77						
FRL	64	62	55	66	62	50	62	76	76		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

School FSA data from Spring 2021, indicated a decrease in Math proficiency. There was a 16 percentage-point decrease in the number of students in grades 3 - 8 demonstrating proficiency in math when comparing 2021 Math FSA data to 2019 FSA Math Data. There was a 12 percentage-point decrease in the median percentile of students in grades K -2 when comparing 2021 Math SAT Data to 2019 Math SAT Data. Despite a substantial learning loss in math, ELA only saw a 4 percentage-point decrease in the number of students in grades 3 - 8 demonstrating proficiency in ELA when comparing 2021 ELA FSA data to 2019 ELA FSA Data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students in the Lowest 25th Percentile (L25%) had a 5- percentage-point decrease in ELA learning gains and an 8 percentage-point decrease in Mathematics learning gains in the 2021 FSA, when compared to the 2019-2020 school year. Progress monitoring data also indicates an 11 percentage-point decrease in ELA and a 9 percentage-point decrease in Mathematics in the number of students scoring at the Tier I level in the iReady AP3 when compared to the 2019-2020 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Although steps were taken to address the needs of the L25% through the implementation of collaborative data chats, data-driven instruction and differentiated instruction, the pandemic impeded the progress in the classroom and can be attributed to the learning loss seen in Math. Factors such as the frequency of students being quarantined and the percentage of students in remote learning versus in person learning contributed to this learning loss. We will continue to implement the strategies stated above to address the needs of the L25% and remediate learning loss. We will also provide professional development for teachers focusing on the use of strategies that will increase student engagement through standards aligned instruction. With the utilization of Ongoing Progress Monitoring (OPM) and data chats, students will have greater access to grade level content across all subject areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the 2019 ELA FSA, Grade 4 (+4%), 5 (+5%), 6 (+1%), 7 (+4%), and 8 (+11) data indicates an increase in percentage-point proficiency rates, when compared to grade level data for the previous school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Due to the effective implementation of data-driven decision making at all levels within the school, teachers and support staff were able to create and deliver lessons targeted at meeting the needs of their ELA students. The 2021 ELA data supports this statement. Targeted reading intervention, before and after school tutoring programs, and ELL tutoring provided students with the necessary support to mitigate the learning loss experienced due to the pandemic.

What strategies will need to be implemented in order to accelerate learning?

Our school will focus on the strategies of Student Engagement and Ongoing Progress Monitoring in order to accelerate learning. Teachers will need to create a culture of achievement in their classroom, develop interactive and standards based lessons and activities, and be encouraging and supportive to students in order to foster student engagement in the classroom. Monitoring student progress throughout the school year also will keep students focused academically and invested in their learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group and job-embedded sessions on using Schoology and other data collection tools to drive instruction (September/ October 2021), assist teachers in implementing OPM using the data collected from the tools (ongoing), making adjustments to groups as data becomes available (ongoing), and supporting teachers in the implementation of the new ELA curriculum and B.E.S.T standards (ongoing). Coaching cycles will also be implemented with teachers who need support in specific needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A greater emphasis will be placed on involving instructional staff in important decision making throughout the year to provide teachers with the opportunity to gain a professional and personal stake in the school and its over all success. Monthly Collaborative Data Chats between the Curriculum Council and SLT will be used to ensure the strategies listed above are effective and implemented with fidelity. Additionally, we will continue to provide students with extended learning opportunities such as before and after school tutoring and interventions, as well as a school wide implementation of the STEAM curriculum.

Part III: Planning for Improvement**Areas of Focus:**

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

According to the 2021 FSA data, there is evidence of increased regression in the L25% due to the instructional barriers present within the virtual delivery model and social distancing guidelines. This led to a substantial decrease in student engagement which negatively impacted student achievement and learning gains. Additionally, many of these students will be reentering the physical classroom and must re-acclimate with the traditional school setting. In order to mitigate learning loss and increase student achievement, Bowman Ashe/Doolin will implement research-based practices to optimize the student engagement across all subjects and grade levels.

For this reason we believe that implementing research based practices will optimize student engagement across all subjects and grade levels and will lead to an increase in student achievement and proficiency and mitigate learning loss.

Measurable Outcome:

If we successfully implement research-based practices to increase student engagement, then we should see a 3 percentage-point increase in the learning gains of the students in the L25%, as evidenced by the 2022 FSA.

Monitoring:

In order to monitor and ensure the successful implementation of the strategy, multiple layers of monitoring will be used by the SLT. Administration will conduct regular walkthroughs of classrooms to ensure quality instruction is taking place. Teacher leaders in the Curriculum Council and SLT will meet on a monthly basis and conduct data analysis of formative assessments of the L25% to observe progress across subject areas and grade levels. Teachers within each grade level/ department area will use their monthly meetings to share data and collaborate to identify actions that are yielding positive results.

Person responsible for monitoring outcome:

Lisset Vazquez-Rios (pr0451@dadeschools.net)

Evidence-based Strategy:

With the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Interactive Learning Environment. The strategy will assist in mitigating any learning loss our L25% might have experienced by allowing them to interact with visual aids and scaffolds that support the acquisition of grade level content and meet the individual needs of our students.

Rationale for Evidence-based Strategy:

Providing students with an Interactive Learning Environment will allow them to use the new technological skills they have developed over the past year and incorporate scaffolding from the teachers to ensure students are engaged and provided with a curriculum that meets their unique needs.

Action Steps to Implement

After the administration of AP1, teachers will conduct at least one individual data chat with each student to provide them with feedback and assist them in setting a goal for their learning. This should occur between September 20 - October 11, 2021.

Person Responsible

Christina Albarran (calbarran@dadeschools.net)

Each teacher will review and analyze all available data (i-Ready AP1, 2021 FSA/ SAT, & 2021 AP3) to create D.I. groups in order to remediate learning loss and target instruction (September 20 - October 11, 2021).

Person Responsible

Christina Albarran (calbarran@dadeschools.net)

The distribution of laptops and or computer lab schedules, will serve as an aide/ scaffold to allow students to access a more interactive learning environment and develop their metacognitive processes throughout the year (August 26 - September 17, 2021).

Person Responsible Monica Cespedes (mcespedes4@dadeschools.net)

Create a STEAM Designation committee and have members select their roles at the first committee meeting in order to work towards maintaining a gold STEAM Designation (October 8, 2021). Through the STEAM curriculum students will engage in authentic learning and make interdisciplinary connections.

Person Responsible Michelle Llama (llamam@dadeschools.net)

Selected teacher representatives will attend the monthly Instructional ICADs and content academies for their departments. Teacher will then share newly acquired instructional strategies and resources at grade level and department meetings to assist the members of their team in creating lessons that scaffold instruction and engage all learners (November 1 - December 17, 2021).

Person Responsible Christina Albarran (calbarran@dadeschools.net)

STEAM Teachers will collaborate with their departments/ grade levels to create and deliver a STEAM 5.0 Lesson with their classes to employ a project-based learning activity that crosses each of the five disciplines while fostering an inclusive learning environment that allows all students to engage and contribute (November 8 - December 10, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Selected teacher representatives will attend the monthly Instructional ICADs and content academies for their departments. Teacher will then share newly acquired instructional strategies and resources at grade level and department meetings to assist the members of their team in creating lessons that scaffold instruction and engage all learners (January 31 - April 29, 2022).

Person Responsible Christina Albarran (calbarran@dadeschools.net)

After the administration of AP2, teachers will conduct at least one individual data chat with each student to provide them with feedback and assist them in setting a goal for their learning. This should occur between February 4 - 25, 2022.

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	After reviewing the 2021 FSA Mathematics data, our school will implement the Targeted Element of Standards-aligned Instruction. We selected this area, because school data showed a 16 percentage-point decrease in Math proficiency. We must provide targeted standards-based instruction to close the learning gap in mathematics. By focusing on standards we will be able to identify and remediate areas of need to assist students in accessing grade level content and allowing them to increase learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Standards-aligned instruction, then we expect to see a minimum of a 5 percentage-point increase in the number of students scoring at proficiency in the 2022 FSA.
Monitoring:	During regular walkthroughs administration will review lesson plans and look at classrooms to see evidence of the successful implementation of Standards-aligned Instruction. During monthly curriculum council and grade level meetings, all available data will be analyzed as part of OPM to ensure students demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Lisset Vazquez-Rios (pr0451@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Standards-aligned Instruction, our school will focus on the strategy of Ongoing Progress Monitoring. OPM will allow us to assess students' academic performance, quantify a student's rate of improvement, and evaluate the effectiveness of instruction.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring will ensure that teachers are using relevant and aligned data to create lessons that meet the targeted needs of the unique learners in their classroom. Additionally, this strategy can be used at the class level by administration and support staff to assist teachers in making adjustments to plans and instructional delivery as new data becomes available.

Action Steps to Implement

Grade level/ department heads will meet with their teams to identify specific assessments that will be utilized to evaluate the effectiveness of instruction across standards specific to the subject(s) being taught (September 1 - September 17, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

The SLT will convene to create a Progress Monitoring Spreadsheet with the identified assessments per grade level/ subject (October 1, 2021). The data from these assessments will be reviewed during data chats (ongoing).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

The addition of Intensive Math courses to the middle school schedule will assist in the remediation of foundational standards (August 16 - August 27, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

The administrative team will develop a walkthrough schedule and data chat schedule to ensure classroom instruction is aligned with standards and that ongoing progress monitoring is taking place (September 10, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Students identified as working below grade level in Math, when looking at i-Ready AP1 data and grades for the 1st grading period in grades K-8, will participate in the i-Ready Growth Monitoring window for Math (November 15 - November 19, 2021). The data collected will then be used to select students to participate in any Math interventions or before/ after school tutoring programs (November 22 - December 17, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

The IXL curriculum will be used in the Intensive Math Classroom, in addition to i-Ready, to help remediate deficiencies in Math. On a biweekly basis, teachers will check data from both programs to ensure lessons and DI sessions are targeted to meet the specific needs of their classes (November 8 - December 17, 2021).

Person Responsible Aubrey Davis (144363@dadeschools.net)

Utilizing all available student data, the SLT and classroom teachers will collaborate to identify students that will be targeted for additional support through before and after school ESSER III Tutoring (January 31 - April 29, 2022).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Selected teachers will implement the ESSER III Tutoring program on a weekly basis, to provide identified students with extended learning opportunities and additional support through standards driven instruction to assist them in closing the learning gaps (February 7 - April 29, 2022).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Utilizing all available student data, the SLT and classroom teachers will collaborate to identify students that will be targeted for additional support through before and after school ESSER III Tutoring (January 31 - April 29, 2022).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Selected teachers will implement the ESSER III Tutoring program on a weekly basis, to provide identified students with extended learning opportunities and additional support through standards driven instruction to assist them in closing the learning gaps (February 7 - April 29, 2022).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Parental Involvement. As evidenced by question #17 of the 2021 School Climate Survey, 73% of our staff felt that there was a lack of concern and support from the parents which is a 7 percentage-point decrease from the 2020 School Climate Survey. We recognize the need to provide more opportunities for families to engage and collaborate in their child's academic growth. Parents will be provided with a range of ways to become involved and actively participate in their child's learning and to assist in improving the school culture and environment.

Measurable Outcome:

If we successfully implement the Targeted Element of Parental Involvement, by providing our families with a range of opportunities to be involved, we expect to see a decrease of at least 5 percentage points in the number of staff members who feel there is a lack of concern/support from parents on the 2022 School Climate Survey.

Monitoring:

The Leadership Team will collaborate with staff members, the Community Involvement Specialist (CIS), and Social Workers to identify and educate parents to become more actively involved. Teachers will monitor their communication logs and provide the Leadership Team with a list of families in need of assistance via a Student Services Form.

Person responsible for monitoring outcome:

Lisset Vazquez-Rios (pr0451@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Parental Involvement, our school will focus on the evidence-based strategy of: Family Engagement. Family Engagement will assist in closing the achievement gap between various groups of students. Family Engagement will be monitored on a monthly basis by the CIS based on attendance logs and sign-in sheets.

Rationale for Evidence-based Strategy:

Family Engagement initiatives will assist in increasing parental involvement. The initiative will empower all stakeholders to be active participants and advocates in their child's education.

Action Steps to Implement

The Title I Community Involvement Specialist (CIS) will host a virtual parent academy to support and educate parents on the how to access the parent portal (September 2, 2021).

Person Responsible

Christina Albarran (calbarran@dadeschools.net)

The Title I Community Involvement Specialist (CIS) will provide parents with support and assistance in with a variety of topics including accessing their child's grades, completing lunch applications, and volunteer applications throughout the month of September to increase parental involvement. (August 30-October 11, 2021)

Person Responsible

Christina Albarran (calbarran@dadeschools.net)

Staff members will use digital communication apps such as Microsoft TEAMS, Class Dojo, Remind App and Zoom to keep an open line of communication between all stakeholders (August 30 - October 11, 2021).

Person Responsible

Lisset Vazquez-Rios (pr0451@dadeschools.net)

Social Media platforms will be utilized to share current events/ activities and other important information with all stakeholders to build family's capacities in supporting their students in the school environment (August 30 - October 11, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Staff members will use continue to use digital communication apps such as Microsoft TEAMS, Class Dojo, Remind App and Zoom to keep an open line of communication between all stakeholders (November 1 - December 17, 2021).

Person Responsible Christina Albarran (calbarran@dadeschools.net)

The Title I Community Involvement Specialist (CIS) will continue to provide parents with support and assistance in with a variety of topics including accessing their child's grades, completing lunch applications, and volunteer applications throughout the months of November and December to increase parental involvement. (November 1 - December 17, 2021)

Person Responsible Christina Albarran (calbarran@dadeschools.net)

Staff members will use continue to use digital communication apps such as Microsoft TEAMS, Class Dojo, Remind App and Zoom to keep an open line of communication between all stakeholders (January 31 - April 29, 2022).

Person Responsible Christina Albarran (calbarran@dadeschools.net)

The Title I Community Involvement Specialist (CIS) will continue to provide parents with support and assistance in with a variety of topics including accessing their child's grades, completing lunch applications, and volunteer applications to increase parental involvement. (January 31 - April 29, 2022)

Person Responsible [no one identified]

#4. Leadership specifically relating to Managing Accountability Systems**Area of Focus Description and Rationale:**

After analyzing the Focus on Sustainable Results responses from the SIP School Climate survey, we saw a wide range in the responses teachers gave. This helped us identify a need in ensuring school wide protocols and procedures are implemented with fidelity and consistency throughout the school year. We would like to involve staff in important decision making when it pertains to Managing Accountability systems such as progress monitoring and data collection. By involving them in school-wide initiatives and decision making, we are ensuring buy-in and consistency in the implementation of initiatives which will ultimately have a positive impact on student achievement.

Measurable Outcome:

If we successfully implement the Targeted Element of Managing Accountability Systems, then we expect to see a decrease of 20 percentage points staff responses for how often student data is tracked to adjust instruction in the quarterly, annually, and never answer choices in the School Climate and SIP surveys.

Monitoring:

Teacher Leaders in the curriculum council will meet with administrative team on a monthly basis to not only analyze student data, but to also serve as leads with in new initiatives or assist in streamlining existing ones. These protocols and practices will be share at monthly grade level/ department meetings as well as faculty meetings. By involving teachers we hope to create an environment of shared leadership and foster collegiatlity and mentorship among staff members.

Person responsible for monitoring outcome:

Lisset Vazquez-Rios (pr0451@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Managing Accountability Systems, we will focus on the evidence-based strategy of Involving Staff in Important Decisions . By involving teachers in the decision making process we hope to increase the feeling of shared leadership and in turn have more consistent implementation of school procedures and protocols since they will be included in the process of their creation.

Rationale for Evidence-based Strategy:

Through the successful implementation of this strategy, we expect to see increased productivity since members of the staff are actively participating in various aspects of the school decision making process and wish to see their efforts succeed. In turn, this will ensure the procedures created to manage accountability systems are implemented with fidelity and consistency across all grades and departments.

Action Steps to Implement

Grade level/ department heads will meet with their teams to identify and streamline assessments that will be utilized to evaluate the effectiveness of instruction across standards specific to the subject(s) being taught (September 1 - September 17, 2021).

Person Responsible

Lisset Vazquez-Rios (pr0451@dadeschools.net)

The SLT will convene to create a Progress Monitoring Assessment spreadsheet with the identified assessments per grade level/ subject (October 1, 2021). The data from these assessments will be reviewed during data chats (ongoing).

Person Responsible

Lisset Vazquez-Rios (pr0451@dadeschools.net)

The administrative team will develop a Leadership Calendar that will contain a walkthrough schedule and data chat schedule to ensure classroom instruction is aligned with standards and that ongoing progress monitoring is taking place (September 10, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Select teachers will attend instructional ICADS and content academies. Upon their return, teachers will share the information at Department and Grade Level meetings (ongoing).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Selected teacher representatives will continue to attend the monthly Instructional ICADs and content academies for their departments. Teacher will then share newly acquired instructional strategies and resources at grade level and department meetings to assist the members of their team in creating lessons that scaffold instruction and engage all learners (November 1 - December 17, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

The SLT will convene to revisit the Progress Monitoring Assessment Program and review the previously identified assessments per grade level/ subject to make adjustments based on the identified needs from the data collected during the first grading period (November 10, 2021). The data from these assessments will be reviewed during data chats throughout the second grading period (November 10 - December 17, 2021).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Selected teacher representatives will continue to attend the monthly Instructional ICADs and content academies for their departments. Teacher will then share newly acquired instructional strategies and resources at grade level and department meetings to assist the members of their team in creating lessons that scaffold instruction and engage all learners (January 31 - April 29, 2022).

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

After the administration of AP2 and mid-year assessments, teachers will meet with the SLT to collaborate in analyzing all available mid-year data. By engaging in a collaborative conversations members will develop a plan of action to target areas of need and increase student achievement. This should occur between February 22 - April 29, 2022.

Person Responsible Lisset Vazquez-Rios (pr0451@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

PowerBI data shows that Bowman Ashe/ Doolin K-8 Academy is slightly above the district average in the number of disciplinary referrals issued during the 2020-2021 school year. Students with only one referral made up 5% of the school's population, which was 2 percentage-points above the districts average of 3%. Similarly, 3% of the school's population had 2 or more referrals which was 2 percentage-points more than the district's average of 1%.

A primary area for concern during the 2021-2022 school year is to reduce the number of referrals in middle school. Teachers will incorporate Social Emotional Learning (SEL) into the curriculum to assist students in acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and maintain positive relationships, and make responsible decisions. Our student services team, which includes a school counselor and a mental health specialist, will provide students with additional support and coping strategies to deal with every day situations. Our goal is to provide our students with the support needed to reduce the number of outbursts and disruptions that lead to referrals.

A secondary area of focus also aimed at reducing the number of referrals, is revisiting the systems and protocols currently in place to ensure all staff members understand the Disciplinary Progression Plan. Staff will be trained on the procedures that must be followed when completing a referral. By streamlining the process and meeting with staff, we hope to decrease the number of referrals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Bowman Ashe/Doolin K-8 Academy serves a predominately Hispanic, yet nonetheless diverse student population with approximately 46 percent of the students being English Language Learners (ELL). The administration, faculty, and staff are representative of the ethnic, racial, and cultural diversity found in the school's student population. At Bowman Ashe/Doolin K-8 Academy, relationship-building is a clear priority. Faculty members are instructed to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Our school identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. To this end, we will provide

Professional Development training or collegial support for teachers and staff who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings and increasing positive interactions with students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coach, Teacher Leaders, and Counselors (our School Leadership Team). The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities for students and staff. The Assistant Principal's will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will assist in providing and responding to feedback from all stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with staff, students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00