

Miami-Dade County Public Schools

# Barbara Hawkins Elementary School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

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

## Demographics

Principal: Rhonda Williams Y

Start Date for this Principal: 8/19/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: A (76%) 2016-17: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	92%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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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<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.**

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.

**Provide the school's vision statement.**

Barbara Hawkins University is a national and international model for educational excellence.

### 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
Williams, Rhonda	Principal	The principal provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. She establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Davis, Tiffany	Instructional Coach	The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decision.
Sheffield, Anissa	School Counselor	The counselor is an integral part of the MTSS team that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. She provides support to individuals and small groups of students.
Palmer, Awanna	Assistant Principal	The Assistant Principal works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Jameson, Cryeshia	Instructional Coach	The Math Coach provides direct instructional services related to improving and supporting classroom instruction. She utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

### Demographic Information

**Principal start date**

Wednesday 8/19/2009, Rhonda Williams Y

**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.*

7

**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.*

12

**Total number of teacher positions allocated to the school**

12

**Total number of students enrolled at the school**

262

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

1

**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	20	40	31	41	30	41	0	0	0	0	0	0	0	203
Attendance below 90 percent	7	16	13	14	10	14	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	7	5	9	0	0	0	0	0	0	0	33
Course failure in Math	0	0	4	6	4	9	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	7	13	16	6	20	0	0	0	0	0	0	0	63
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	3	0	2	1	0	0	0	0	0	0	0	6

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	3	0	2	1	0	0	0	0	0	0	0	6

**Date this data was collected or last updated**

Monday 8/30/2021

**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	34	34	47	49	51	46	0	0	0	0	0	0	0	261
Attendance below 90 percent	13	14	18	18	18	10	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	8	11	5	11	3	0	0	0	0	0	0	0	38
Course failure in Math	0	0	10	4	11	2	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	6	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	3	0	2	1	0	0	0	0	0	0	0	6

**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	8	13	5	13	5	0	0	0	0	0	0	0	46

**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	2	5	5	0	3	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	3	0	3	2	0	0	0	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				57%	62%	57%	63%	62%	56%
ELA Learning Gains				61%	62%	58%	72%	62%	55%
ELA Lowest 25th Percentile				50%	58%	53%	78%	59%	48%
Math Achievement				64%	69%	63%	84%	69%	62%
Math Learning Gains				57%	66%	62%	88%	64%	59%
Math Lowest 25th Percentile				42%	55%	51%	94%	55%	47%
Science Achievement				67%	55%	53%	54%	58%	55%

**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	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-50%				
05	2021					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	67%	-7%	62%	-2%
Cohort Comparison						
04	2021					
	2019	53%	69%	-16%	64%	-11%
Cohort Comparison		-60%				
05	2021					
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	53%	13%	53%	13%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

Grades K-5 will use iReady Data Ap1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.6	36.7	63.0
	Economically Disadvantaged	29.6	36.7	63.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.7	26.7	69.2
	Economically Disadvantaged	26.7	26.7	69.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.0	37.5	60.0
	Economically Disadvantaged	28.2	38.5	59.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.1	17.5	35.9
	Economically Disadvantaged	23.7	17.9	36.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.2	43.2	52.3
	Economically Disadvantaged	38.1	41.9	51.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.6	25.6	31.7
	Economically Disadvantaged	19.0	26.2	32.5
	Students With Disabilities	10.0	30.0	30.0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.8	22.5	27.0
	Economically Disadvantaged	13.9	23.7	28.6
	Students With Disabilities	0	10.0	11.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.4	25.6	28.2
	Economically Disadvantaged	13.5	27.0	29.7
	Students With Disabilities	0	10.0	10.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.0	26.2	22.0
	Economically Disadvantaged	14.0	26.2	22.0
	Students With Disabilities	0	16.7	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.9	25.6	50.0
	Economically Disadvantaged	11.9	25.6	50.0
	Students With Disabilities	0	0	20.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	14.0	0
	Economically Disadvantaged	0	14.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

## 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	20			20							
BLK	25	41		27	32	30	18				
HSP	55			27							
FRL	28	42	70	28	27	25	23				
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	43			36							
BLK	55	60	50	65	58	44	65				
FRL	57	62	50	64	57	44	65				
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
BLK	61	71	75	85	88	93	47				
HSP	82			73							
FRL	62	70	78	84	90	94	53				

## 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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

2019: The L25 subgroup of students increased in both ELA and Mathematics.

2021: All ELA Subgroups overall, Learning Gains and Learning Gains L25 decreased across all grade levels; ELA decreased by 31 percent of proficient students in grades in 3-5. All Math Subgroups overall, Learning Gains and Learning Gains L25 decreased across all grade levels; Math decreased by 38 percent of proficient students in grades 3-5.

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

2019:Based on the 2019 state assessments, the greatest need for improvement is in all subgroups for Mathematics.

2021:Based on the 2021 AP3 data in iReady, the greatest need for improvement is to increase the learning gains for both ELA and Math.

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

2019:The contributing factors to this need for improvement was the inconsistency of differentiated instruction, intervention and lack of progress monitoring.

2021: The contributing factors to this need for improvement include the dual modality of students, inconsistent data and lack of progress monitoring continuously. The new actions that are needed to address this need is the implementation of the new Intervention plan, place solid DI systems in place for ELA and Mathematics and the consistent monitoring of the systems and data.

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

2019: Based on the Science data, our 5th grade science scores showed the most improvement. We improved 13 percentage points from 2018.

2021:Based on AP1 an AP3 data, our students improved 17 percentage points for on grade-level students in both ELA. In Mathematics, we improved 20 percentage points for on grade-level students.

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



2019: The contributing factors to this improvement include our after-school STEM club, participating in Science Fair and ongoing monitoring of the science assessments for each topic.

2021: The contributing factors to this improvement include the utilization of the devices and constant usage of the technology programs. The teachers monitored the passing rate and time on the program on a weekly basis. There are no current new actions in this area; however, we did monitor the student's data.

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

The strategies that will need to be implemented in order to accelerate learning are Checks for Understanding, Collaborative Data Chats, Collaborative evaluation of student work, Corrective feedback for students, Data-Driven decision making and instruction, Differentiated Instruction, Effective Curriculum Resource Utilization, Effective Questioning/Response Techniques, ELL Strategies, Extended Learning Opportunities, Implementing Instructional Framework, Hands-on Learning, Instructional Support/Coaching, Interventions/Rti, Job-Embedded PD, Standard-Based Grading, OPMs, Student Engagement, Technology Integration and Standard aligned instruction.

**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 sessions and job-embedded sessions on intervention and DI (September 2021). How to use data (iReady and Intervention) to drive instruction in both reading and mathematics. (October 2021). Revamping groups and debriefing strategies (November 2021). Continuous feedback provided, data chat discussions and reflection on practices to improve our overall academic levels. Coaching cycles will be ongoing based on teacher need and data.

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

Collaborative planning will take place weekly for both reading and mathematics with the instructional coaches. A member of the Leadership Team will attend the meetings to ensure strategies are implemented, data is used to guide instruction and teachers are prepared for the upcoming lessons. Extended Learning Opportunities such as tutoring, STEM Club, and enrichment will be available.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Based on the 2021 state assessments, we decreased in ELA and Mathematics in all subgroups; therefore, we selected the overarching area of differentiated instruction which is needed to improve our scores overall, since all of our students are all physically in the building.

**Measurable Outcome:** The specific measurable outcome the school plans to achieve is improved academic performance on statewide assessments. If we successfully implement and consistently monitor Differentiated Instruction, then the percentage of L25 students will increase by 10% or meet the expected Learning Gains on ELA and Math Progress Monitoring data.

**Monitoring:** The Leadership Team will conduct quarterly data chats and walkthroughs to ensure that DI is being implemented with fidelity. In addition, the team will monitor the Progress Monitoring assessments for ELA and the Topic assessments for Mathematics for proficiency. If the students are scoring proficient on the assessments then the overall scores will increase for both ELA and Mathematics. Students will maintain a DI Folder/Journal with evidence of differentiated activities by standards which will enhance their identified areas of weakness.

**Person responsible for monitoring outcome:** Awanna Palmer (aalexander1@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy that will used to implement this Area of Focus is Collaborative Learning. The strategy allows students students to work in groups of two or more. The students will complete activities that allow them to understand and apply the course material based on the needs of the students.

**Rationale for Evidence-based Strategy:** The rationale for selecting this strategy is this strategy is an effective teaching tool that involves providing different students with different avenues and materials so that all students within a classroom can learn effectively regardless of differences in ability.

**Action Steps to Implement**

1. 9/8/2021 The ELA and Mathematics instructional coaches will provide job-embedded professional developments for the ELA and Mathematics teachers on differentiated instruction. As a result, teachers will be able to have an understanding of how Differentiated Instruction looks and the expectations to ensure quality instruction is provided.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

2. 8/31-9/13 The Instructional Coaches and teachers will utilize the baseline data, iReady data, and previous statewide assessment data to create differentiated instruction groups. As a result, the coaches and teachers will be able to use data to drive instruction.

**Person Responsible** Cryeshia Jameson (232485@dadeschools.net)

3. 8/31-10/11 The teachers and the instructional coaches will monitor the ongoing progress monitoring data and topic assessment data and revamp groups based on current data. As a result, the instructional coaches will develop their coaching schedules to provide additional assistance in differentiated instruction.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

4. 9/8-10/11 The Leadership team will conduct weekly walk-throughs to ensure that differentiated instruction is taking place with fidelity. As a result, the Team will identify teachers that need additional assistance and coaches will create coaching cycles to assist in the development of the teacher.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

5. 11/1-12/17 The Instructional Coaches and the teachers will meet weekly to plan out differentiated instruction with instructional resources that are aligned with the needs of the students. The data will be used to drive the instruction of the Teacher Led Center. As a result, the students will receive instruction on their level and show progress on weak areas.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

6. 11/1-12/17 The instructional Coaches and the teachers will create differentiated instruction folders for each student and complete ongoing progress monitoring as a check for understanding of the skill. As a result, the teachers and the students will be able to analyze the data and remediate any weak standards and show progress in the areas of reading or mathematics.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

7. 1/31-4/29 The Instructional Coaches and the teachers will review and analyze daily end products and assessment data to identify the weak standards and areas of concern. The teachers will provide feedback to the students on the progress monitoring assessments in ELA and the Topic Assessments in Mathematics. Feedback should be purposeful and meaningful information. This feedback will improve the overall academic success of our students.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

8.01/31-4/29 The teachers will use the Data Tracking System to identify appropriate resources for remediation and provide how the resources will be utilized for TLC and independent work. The instructional coaches and Administration will monitor the alignment of the resources and see evidence of differentiation within the small groups. This will be evident by TLC planning templates for Differentiated Instruction in ELA and Mathematics. The expected shift is planned DI lessons with aligned resources to improve the overall academic success of our students.

**Person Responsible** Rhonda Williams (pr3781@dadeschools.net)

## #2. Culture & Environment specifically relating to Student Attendance

**Area of Focus Description and Rationale:** Based on the Attendance data in Power Bi, the district has 48% of the students with 0-5 absences; our school only has 31% of the students with 0-5 absences. In addition, based on the three year comparison chart, our attendance decreased from 42% in 2019-2020 to 31% in 2020-2021 of our students with 0-5 absences.

**Measurable Outcome:** If the plan is implemented effectively, the measurable outcome the school plans to achieve is decrease the number of students missing more than ten days.

**Monitoring:** The Attendance Review Committee will monitor the attendance bulletin on a daily basis. This committee will follow steps to reduce the amount of students missing 10 or more days of school.

**Person responsible for monitoring outcome:** Anissa Sheffield (asheffield@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy to improve attendance is Attendance Initiatives.

**Rationale for Evidence-based Strategy:** The rationale for selecting this strategy is to provide close monitoring and reporting of student absences, a developed process to call parents and provide direct measures including home visits and incentives for students with perfect attendance.

### Action Steps to Implement

1. 9/1/21 The administrators will meet with the Attendance Review Committee and review procedures and systems in place. As a result, an attendance action plan will be developed and implemented.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

2. 8/31-10/11 The Attendance Review Committee (ARC) will analyze student attendance data in order to monitor and create solutions on a daily basis. As a result, the counselor will monitor the attendance and follow the action plan to improve our student attendance on a daily basis.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

3. 8/31-10/11 The ARC will contact parents of students with 3 or more absences or tardies in order to schedule conferences and/or home visits for attendance solutions on a weekly basis. As a result, the counselor will follow the action plan to improve our student attendance on a daily basis.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

4. 8/31-10/11 The ARC will implement an Attendance Achievers Challenge system for all students to motivate students to come to school daily and on time. As a result, the attendance challenge will encourage our students to attend school on a daily basis, students will receive incentives for the challenge and our attendance will improve on a weekly basis.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

5. 11/1-12/17 The Counselor and the teachers will continue to monitor the attendance on a daily basis with the Attendance Challenge for all students. Students will receive a monthly incentive for having perfect

attendance for the entire month. As a result, the attendance challenge will encourage our students to attend school on a daily basis, receive incentives and improve attendance on a daily basis.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

6. 11/1-12/17 The Administrative Team and the Counselor will complete the Targeted Form for attendance and continue to monitor and document the attendance for students with 6 or more absences in the system. The parents will be notified and an attendance plan will be created. As a result, the attendance issues should decline and improve our attendance rates.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

7. 1/31-4/29 The ARC Team will review the attendance report for students with 10 or more absences. The Team will begin home visits with the Social Worker to decrease the excessive number of absences. The ARC Team will encourage attendance with an incentive of "Jeans Day" for the students that are demonstrating good attendance habits.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

7. 1/31-4/29 The ARC Team will host an Attendance Meeting with all parents to educate them on the importance of attending school on a daily basis. The Team will begin the Truancy process with the students with excessive absences.

**Person Responsible** Anissa Sheffield (asheffield@dadeschools.net)

### #3. Leadership specifically relating to Managing Accountability Systems

**Area of**

**Focus Description and Rationale:** Based on the 2021 FSA data, we decreased in ELA by 31 percent and in Math we decreased by 38 percent of proficient students, we need to monitor and track our data for ELA, Mathematics and Science. Our scores decreased in each content area.

**Measurable Outcome:**

Successful implementation of Managing Data Systems allows the Leadership team to monitor ongoing Progress Monitoring Data in ELA and Topic Assessment Data in Mathematics. This data will be used to evaluate the effectiveness of instruction and improve student outcomes.

**Monitoring:**

The Leadership Team will utilize the grade level chairpersons and they will meet and review data. The Leadership team will implement walkthroughs and review student products.

**Person responsible for monitoring outcome:**

Rhonda Williams (pr3781@dadeschools.net)

**Evidence-based Strategy:**

The evidence-based strategy being implemented for the focus of Managing Accountability Systems Assess Team Effectiveness.

**Rationale for Evidence-based Strategy:**

The rationale for selecting this strategy is this strategy is used to assess students' academic performance, rate of improvement or responsiveness to instruction and to evaluate the effectiveness of instruction. This strategy also ensures success, prioritizes and periodically tracks the progress of students' goals and actions.

#### Action Steps to Implement

1. 8/31-10/11 The Leadership Team will implement weekly Walk-throughs with a focus on student products and provide timely feedback to implement next steps. As a result, the Leadership Team will be able to identify any areas of concerns and the coaches will be able to provide assistance through coaching cycles.

**Person Responsible**

Awanna Palmer (aalexander1@dadeschools.net)

2. 8/31-10/11 During collaborative planning, Coaches will analyze and monitor assessment data in order to plan and assist teachers with delivering data driven instruction and adjust as needed. As a result, the Instructional Coaches will be able to see data at a glance and provide assistance through coaching cycles as needed.

**Person Responsible**

Tiffany Davis (tiffie@dadeschools.net)

3. 10/1-10/11 The Leadership Team will schedule school-wide data chats to increase communication between all stakeholders to mitigate learning loss and increase academic achievement. As a result, each teacher will provide their classroom data and implement a plan to improve scores as needed.

**Person Responsible**

Awanna Palmer (aalexander1@dadeschools.net)

4. 9/13-9/30 The leadership team will identify the L25/L35 students and create the Hornet's Club to monitor the students' data and attendance. As a result, the subgroup of our L25 and L35 will be monitored for data, attendance and behavior; the students' scores will increase and incentives will be provided to this subgroup.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

5. 11/1-12/17 The Core Leadership Team will meet with the Hornet's Club members on a weekly basis to follow up and review academic data, iReady usage and attendance. As a result, the subgroup of our L25 and L35 students will be monitored on a weekly basis and student scores will show academic progression.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

6. 11/1-1-12/17 The Leadership Team and teachers will continue to collect and analyze student data from the ELA Progress Monitoring Assessments, Topic and Science Assessments for grades K-5. As a result, we will develop a goal for each grade level and content to identify areas of concerns. This will allow us to monitor student data, provide support to classroom teachers and improve our academic instruction.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

7. 1/31-4/29 The Leadership Team and teachers will conduct a data chat for AP2 for iReady. The Team will use the data tracker to analyze the data and identify the bubble students to provide additional assistance to. This will allow us to monitor student data, provide support and improve our academic instruction.

**Person Responsible** Rhonda Williams (pr3781@dadeschools.net)

8. 1/31-4/29 The Administrative Team and the teachers will analyze the data tracker and identify the students that have/have not met the desired data goal. The teachers will create a plan to increase the amount of students that are proficient in ELA and Mathematics. The expected outcome will be an increased amount of students that are proficient in the content areas.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the 2021 state assessments, 73% of our students scored below a Level 3 on the 2021 statewide, standardized English Language Arts Assessment; We have overall 60% of our students that scored below grade level in grades Kindergarten through Grade 3 on the AP3 of the iReady Assessments. n Kindergarten, we have 17%, 1st grade - 37%, 2nd grade - 40% and 3rd grade - 48%. We selected the overarching area to specifically relate to ELA.

**Measurable Outcome:** The specific measurable outcome the school plans to achieve is improved academic performance on statewide assessments. If we successfully provide intervention, standards-aligned instruction and differentiated instruction in the classroom, then the overall proficiency levels for ELA will improve from 27% to 50%.

**Monitoring:** The Instructional Coaches will conduct weekly collaborative meetings with the ELA teachers to review data to drive instruction based on the standards and monitor the intervention data. In addition, the Administration Team will conduct walk-throughs with the coaches and ensure that instruction is aligned to the standards for ELA and intervention is taking place with fidelity and all checkpoints are completed in a timely manner. .

**Person responsible for monitoring outcome:** Awanna Palmer (aalexander1@dadeschools.net)

**Evidence-based Strategy:** Our school will focus on the evidence-based strategy of Data-Driven Instruction. Data Driven relies on the teacher's use of student performance data to inform instructional planning and delivery.

**Rationale for Evidence-based Strategy:** This strategy will use ELA and intervention pacing guides to inform teachers on specific standards to target during instruction throughout the year based on the data outcomes.

**Action Steps to Implement**

1. 9/-7-9/30 The Instructional Coaches will provide job-embedded professional development during common planning on standard based instruction. As a result, the coaches will ensure that teachers understand what the standards are requiring and which concepts and skills should be mastered by grade level to provide quality instruction.

**Person Responsible** Cryeshia Jameson (232485@dadeschools.net)

2.8/31-10/11 . The Instructional Coaches will meet with the teachers on a weekly basis to review the pacing guides to ensure reading and intervention instruction is aligned. As a result, the teachers will have an understanding of the weekly standards and provide quality instruction based on the aligned standards.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

3. 8/31-10-11 The teachers will conduct ELA Bi-Weekly progress monitoring assessments and Intervention checkpoints by following the assessment calendar to collect data based on the standards. As a result, the teachers will be able to identify the weakest standards and provide differentiated instruction to bridge the academic gaps.

**Person Responsible** Cryeshia Jameson (232485@dadeschools.net)



4. 8/31-10/11 The administration team will conduct walk-throughs and provide feedback to the coaches. As a result, this feedback will allow the coaching to conduct coaching cycles to provide support to the teachers in need.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

5. 11/1-12/17 The Teachers and Interventionists will create Intervention folders for selected students to track data and student work. As a result, the teachers and Instructional Coaches will monitor the student intervention data and students will show a progression in the ELA content area.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

6. 11/1-12/17 The Core Leadership Team will conduct weekly walk-through with the focus of intervention. The team will check the folders, run the reports and track the usage of the Reading Horizon program. As a result, the team will be able to monitor the instruction of the program with fidelity and follow up with any class that needs support. Our students will be able to show an improvement in the areas of phonics and fluency.

**Person Responsible** Awanna Palmer (aalexander1@dadeschools.net)

7. 1/31-4/29 The instructional coaches and the ELA teachers in grades 3-5 will use the Progress Monitoring and Sample response questions to develop FSA style questions to bridge the gap between the BEST and the LAFS standards. This practice will allow the students to receive questions in the LAFS standards and increase their knowledge in comprehension based on their performance on the Progress Monitoring Assessments.

**Person Responsible** Tiffany Davis (tiffie@dadeschools.net)

8. 1/31-4/29 The Administrative Team will monitor the iReady usage and passing rates. Students in grades K-5 will be celebrated each week if they have 45 minutes a week and a passing rate of 70% or higher. This will increase our iReady usage and students should improve in their ELA domains in iReady on AP3.

**Person Responsible** Awanna Palmer (aalexander1@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.

**Barbara Hawkins reported 0.7 incidents as compared to other schools across the state. Based on the PowerBi data, our school has 4% of students with referral as compared to the district with 3%.**

**The school culture and environment will be monitored through our implementation of the school-wide matrix. The matrix has rules for each area of the school and systems to follow to ensure the mindset of the students is positive. The discipline data is monitored through our Behavioral Management Plan.**

### 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.

The school addresses building a positive school culture by communicating with all stakeholders, providing school wide incentives, following our school matrix and creating positive social support for students and teachers by utilizing consistent protocols.

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

The stakeholders include the following:

1. Teachers- the role of the teacher is to communicate student progress, assist in setting the tone in the classroom by praising and celebrating positive behavior.
2. Parents - the role of the parent to keep an open line of communication with the school and participate in school wide activities.
3. Counselors- the role of the counselor is provide anti-bullying strategies and programs that develop social and emotional skills that can help nurture a safe, caring and connected school environment.
4. Administrators- The role of the school administration is to effectively communicate with all stakeholders as well as provide new and researched based strategies that enhance learning opportunities for students and staff members through newsletters and social media accounts.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>