Miami-Dade County Public Schools

Benjamin Franklin K 8 Center

2021-22 Schoolwide Improvement Plan

Table of Contents

Benjamin Franklin K 8 Center

13100 NW 12TH AVE, North Miami, FL 33168

http://benfranklinelem.dadeschools.net/

Demographics

Principal: Diana Loubeau

Start Date for this Principal: 8/19/2019

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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (48%) 2016-17: C (47%)
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	89%

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

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Benjamin Franklin K-8 Center is to develop global leaders of tomorrow. We serve the community by modeling healthy habits and helping our students develop the ability to become effective lifelong learners and productive citizens.

Provide the school's vision statement.

To cultivate a transformational learning experience where teaching and learning opportunities will be connected with past experiences, which will lead to critical reflection and thinking for all students.

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
Loubeau, Diana	Principal	To support and oversee Benjamin Franklin K-8 Center's learning community's educational, cultural, and operational systems.
Idun-Ogde, Tami	Instructional Coach	To support Benjamin Franklin K-8 Center's Kindergarten-Grade 8 faculty/ support staff and the implementation of the science instructional curriculum, including Biology EOC. The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Blackshear, Michelle	Instructional Coach	To support Benjamin Franklin K-8 Center's prekindergarten through grade four faculty on the implementation of the ELA instructional curriculum (i.e. Coaching cycles and additional academic resources). The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Hallman, Anjanette	Assistant Principal	To support Benjamin Franklin K-8 Center's Principal and to layout and enforce the overall operations and academic needs, effective operation, and policies of Miami Dade-County Public Schools. Additional responsibilities include following up with select faculty and staff, ensuring the implementation of curriculum resources with fidelity.
Corbitt , Andre	Math Coach	To support Benjamin Franklin K-8 Center's prekindergarten through grade four faculty on the implementation of the Mathematics instructional curriculum (i.e. Coaching cycles and additional academic resources). The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Orr, Melissa	Instructional Coach	To support Benjamin Franklin K-8 Center's middle-grade faculty and support staff members on the effective implementation of the ELA instructional curriculum. The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Terry, Thompson	Dean	To support Benjamin Franklin K-8 Center's students and teachers across the curriculum and grade level in the area of behavior management and to ensure identified students in the Exceptional Student Education (ESE) programs are receiving the academic support needed to excel in the traditional class setting, in addition to strengthening students' learning experience.
Casares, Isis	ELL Compliance Specialist	To support Benjamin Franklin K-8 Center's students and teachers across the curriculum and grade levels in the English Language Learning (ELL) program, ensuring that services and accommodations are being provided

Name	Position Title	Job Duties and Responsibilities
		for academic success in the traditional class setting while strengthening students' learning experience.
Augustin, Annette	School Counselor	To support Benjamin Franklin K-8 Center's students and teachers across the curriculum and grade levels in the area of mental health. The support provided include but are not limited to providing teachers and support staff with resources to increase mental health awareness school-wide, and conducting class presentations on select mental health topics.

Demographic Information

Principal start date

Monday 8/19/2019, Diana Loubeau

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.*

8

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.*

18

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

557

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

3

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

5

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	8	43	40	45	51	70	51	60	41	0	0	0	0	409
Attendance below 90 percent	1	14	18	17	9	30	15	28	24	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	4	3	12	11	1	4	0	0	0	0	36
Course failure in Math	0	0	0	2	3	11	3	10	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	14	18	16	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	9	16	15	0	0	0	0	47
Number of students with a substantial reading deficiency	0	8	18	27	25	41	33	33	26	0	0	0	0	211
	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	1	3	4	18	13	23	18	0	0	0	0	80

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

Date this data was collected or last updated

Monday 7/19/2021

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	49	49	47	54	77	58	66	64	56	0	0	0	0	520
Attendance below 90 percent	14	19	17	9	31	14	28	31	22	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	3	12	11	1	6	4	0	0	0	0	42
Course failure in Math	0	0	2	3	11	3	10	0	3	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	15	18	19	13	0	0	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	9	16	21	16	0	0	0	0	70

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	1	3	4	19	13	23	22	15	0	0	0	0	100

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

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				39%	63%	61%	37%	62%	60%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				52%	61%	59%	50%	61%	57%
ELA Lowest 25th Percentile				57%	57%	54%	49%	57%	52%
Math Achievement				44%	67%	62%	46%	65%	61%
Math Learning Gains				47%	63%	59%	47%	61%	58%
Math Lowest 25th Percentile				32%	56%	52%	40%	55%	52%
Science Achievement				35%	56%	56%	48%	57%	57%
Social Studies Achievement				62%	80%	78%	56%	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	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		-34%				
05	2021					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-48%				
06	2021					
	2019	27%	58%	-31%	54%	-27%
Cohort Comparison		-35%				
07	2021					
	2019	35%	56%	-21%	52%	-17%
Cohort Comparison		-27%				
08	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	67%	-26%	62%	-21%
Cohort Comparison						
04	2021					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-41%				
05	2021					
	2019	38%	65%	-27%	60%	-22%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison		-38%				
07	2021					
	2019	10%	53%	-43%	54%	-44%
Cohort Comparison		-38%				
08	2021					
	2019	45%	40%	5%	46%	-1%
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	53%	-17%	53%	-17%
Cohort Comparison						
08	2021					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		-36%				

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	59%	73%	-14%	71%	-12%
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	57%	63%	-6%	61%	-4%

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.

iReady data is utilized for reading and mathematics for all grade levels. Biweekly, Midyear, and Topic Assessment data are used for grades three through eight as monitoring tools.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.6%	50.0%	65.8%
	Economically Disadvantaged	42.1%	48.7%	64.9%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.5%	25.0%	68.4%
	Economically Disadvantaged	17.9%	23.1%	67.6%
	Students With Disabilities			
	English Language Learners			

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.2%	26.8%	45.7%
	Economically Disadvantaged	26.3%	27.5%	44.1%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.8%	29.3%	42.1%
	Economically Disadvantaged	27.5%	30.0%	43.2%
	Students With Disabilities			
	English Language Learners			

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.8%	55.3%	54.2%
	Economically Disadvantaged	40.4%	55.6%	54.3%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4.3%	29.8%	52.1%
	Economically Disadvantaged	2.3%	28.9%	50.0%
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.9%	16.4%	22.4%
	Economically Disadvantaged	14.9%	16.4%	22.4%
	Students With Disabilities	20.0%	20.0%	20.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.6%	20.3%	37.9%
	Economically Disadvantaged	13.6%	20.3%	37.9%
	Students With Disabilities	16.7%		33.3%
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.3%	23.4%	31.9%
	Economically Disadvantaged	27.9%	23.9%	32.6%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.6%	22.7%	40.0%
	Economically Disadvantaged	19.0%	23.3%	40.9%
	Students With Disabilities	12.5%	22.2%	22.2%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15.0%	
	Economically Disadvantaged		16.0%	
	Students With Disabilities		0.0%	
	English Language Learners		0.0%	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.5%	37.0%	45.0%
	Economically Disadvantaged	32.7%	35.3%	43.2%
	Students With Disabilities	10.0%	10.0%	12.5%
	English Language Learners		20.0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.6%	29.1%	48.7%
	Economically Disadvantaged	20.8%	26.9%	45.9%
	Students With Disabilities		10.0%	37.5%
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.5%	37.0%	31.3%
	Economically Disadvantaged	38.9%	36.4%	30.0%
	Students With Disabilities		10.0%	
	English Language Learners		20.0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.6%	37.7%	43.4%
	Economically Disadvantaged	31.4%	38.0%	44.0%
	Students With Disabilities		40.0%	20.0%
	English Language Learners		33.3%	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		57.0%	
	Economically Disadvantaged		56.0%	
	Students With Disabilities		36.0%	
	English Language Learners		33.0%	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.2%	46.5%	38.5%
	Economically Disadvantaged	45.2%	47.6%	39.5%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3%	40.4%	39.5%
	Economically Disadvantaged	34.0%	41.3%	40.5%
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		24.0%	
	Economically Disadvantaged		25.0%	
	Students With Disabilities		0.0%	
	English Language Learners			

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	6	28	40	6	25	36	8				
ELL	26	35	38	15	26	43	26	42			
BLK	32	39	35	17	24	35	28	44	50		
HSP	46	45		29	45		62				
FRL	34	40	34	19	27	38	32	44	56		
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	24	63	62	26	39	38	8				
ELL	28	52	55	41	46	27	34	60			
BLK	37	52	56	42	47	32	34	68	50		
HSP	48	50		55	44		33	45			
FRL	39	52	58	44	47	32	33	65	50		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	32	31	14	41	46					
ELL	20	42	42	36	45	34	43	50			
BLK	36	50	49	46	47	42	45	56	69		
HSP	41	53		47	45		69				
FRL	36	50	47	45	47	40	49	55	63		

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	36
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	46
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	38
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?

The district to school comparison shows a decrease in the achievement gap from 3rd-8th grade in both Math and ELA. According the data reflected on the 2021 FSA results, proficiency levels in ELA for grades 3-8 was 34% points, which was a decrease by 5% points from the 2019 assessment data. Math proficiency levels for grades 3-8 was 19%, a decrease of 25% points from the 2019 assessment data.

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

The data component that demonstrates the greatest need for improvement is the area of proficiency from 3rd -8th grade in 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?

The contributing factor to this need for improvement is due to extenuating circumstances that led to frequent changes in the delivery model of instruction, lack of participation, the decline in student attendance, and inexperience in the dual-modality delivery model. In addition, it also hindered the ability to adequately meet the needs of students via intervention, scaffolding, and small groups instruction.
Actions that will take place will be the effective implementation of small group instruction, the implementation of intervention with fidelity, and scaffolding.

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

ELA proficiency scores from 2019 FSA 4th graders increased 11 percentage points when compared to the same group's I-ready progress monitoring in 2021 (27 to 38).
Math proficiency scores from 2019 5th graders increased 5 percentage points when compared to the same group's 2021 I-ready progress monitoring in 2021 (38 to 43).

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

The emphasis on student data chats and teachers tracking data was a contributing factor to some of this improvement. However, the school will place a stronger emphasis on student/teacher/class goal setting and data tracking to ensure accountability with admin monitoring bi-weekly.

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

Data tracking and data chats both for students and teachers will need to be a priority to accelerate learning. Additionally, the administration providing teachers with immediate constructive feedback, ensuring that
Data-driven instruction is taking place, DI is implemented with fidelity, along with the assurance of Standards-Based collaborative planning and interventions.

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 Professional learning development opportunities that will be provided to support teachers and leaders are:

Analyzing data and how to make instructional changes based on the data.

How to conduct effective student data chats and best practices for tracking data.

Scaffolding instruction, DI, questioning techniques

Project-based/hands-on Learning

Activating Prior Knowledge to make connections to new information

Professional Learning Communities (PLCs) for opportunities for teacher collaboration to assist with addressing student learning/behavioral/emotional concerns.

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

The additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond are with coaches modeling effective instruction, supporting best practices on Data-driven instruction, and conducting weekly collaborative planning sessions with teachers and administration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	According to the 2021 Teacher Climate Survey, 74% of the teachers responded that students are deficient in basic academic skills. In addition, 60% of the teachers disagree that students come prepared academically. Additionally, 2021 FSA data displayed a decrease in the percentage of students scoring level 3 or higher in ELA, Mathematics, and Science when compared to FSA data from 2019. If we implement explicit whole group instruction then our goal is to increase proficiency in each subject area by 5 percentage points.
Measurable Outcome:	The explicit implementation of whole group instruction will allow for the ability of effective small group instruction because systems and routines were developed and implemented with fidelity. Therefore, the number of teachers reporting that students are deficient in basic academic skills will decrease from 74% to 54%. Additionally, the number of teachers reporting students to come to school unprepared will decrease from 60% to 40%. This will result in Spring 2022 FSA data displaying an increase of students scoring at or above level 3 by at least five percentage points in ELA, Mathematics, and Science.
Monitoring:	The leadership team will monitor this area of focus by observing and participating in collaborative planning sessions where teachers and coaches are analyzing progress monitoring data and planning for explicit whole group instruction. A checklist will be utilized to conduct walkthroughs during whole group and small instruction. This system will ensure that what was planned for is being carried out during instructional delivery to yield an increase student assessment results.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Rubrics, student end products, exit slips, and observations will be used as evidence-based strategies. Teachers will use the most recent data point(s) to identify prerequisite and recently taught skills in which students are deficient. Those skills will then be taught using the process of teaching/explaining in manageable chunks, modeling, providing guided practice, and checks for understanding prior to students transitioning to small groups.
Rationale for Evidence-based Strategy:	Rubrics, student end products, exit slips, and observations will allot for monitoring student progress, student understanding, and effective instructional delivery with fidelity.

Action Steps to Implement

1. The primary literacy coach and teachers in kindergarten through 4th grade will meet during common planning to plan for explicit whole group instruction. During common planning, the team will develop higher-order questions and learning strategies such as BOX, SPADE, CUBE, that will assist students in retaining important information, identifying key details, and solving problems. If necessary, the team will revisit the instructional delivery and/or small group instruction to make adjustments as needed, based on submitted and graded student end products, teacher rubrics, and exit slips.

Person Responsible	Michelle Blackshear (chelleblack@dadeschools.net)

2. The math coach and teachers in kindergarten through 8th grade will meet during common planning to plan for explicit whole group instruction. During common planning, the team will develop higher-order questions and learning strategies such as BOX, SPADE, CUBE, that will assist students in retaining important information, identifying key details, and solving problems. If necessary, the team will revisit the

instructional delivery and/or small group instruction to make adjustments as needed, based on submitted and graded student end products, teacher rubrics, and exit slips.

Person Responsible Andre Corbitt (acorbitt@dadeschools.net)

The reading coach and teachers for fifth through eighth grade will meet during common planning to plan for explicit whole group instruction. During common planning, the team will develop higher-order questions and learning strategies such as BOX, SPADE, CUBE, that will assist students in retaining important information, identifying key details, and solving problems. If necessary, the team will revisit the instructional delivery and/or small group instruction to make adjustments as needed, based on submitted and graded student end products, teacher rubrics, and exit slips.

Person Responsible Melissa Orr (mjscott@dadeschools.net)

4. The science coach and teachers in kindergarten through 8th grade will meet during common planning to plan for explicit whole group instruction. During common planning, the team will develop higher-order questions and learning strategies such as BOX, SPADE, CUBE, that will assist students in retaining important information, identifying key details, and solving problems. If necessary, the team will revisit the instructional delivery and/or small group instruction to make adjustments as needed, based on submitted and graded student end products, teacher rubrics, and exit slips.

Person Responsible Tami Idun-Ogde (tharrisidun_ogde@dadeschools.net)

From November, 1 to December 17, 2021, the administration will conduct weekly walkthroughs to make sure effective instruction is taking place after the transformation coaches modeling session had occurred.

Person Responsible [no one identified]

From November, 1 to December 17, 2021, during common planning sessions, the team will analyze and revise if needed, daily learning targets and daily end products to incorporate throughout the lesson.

Person Responsible [no one identified]

From November, 1 to December 17, 2021, the administration will conduct weekly walkthroughs to make sure effective instruction is taking place after the transformation coaches modeling session had occurred.

Person Responsible [no one identified]

From November, 1 to December 17, 2021, during common planning sessions, the team will analyze and revise if needed, daily learning targets and daily end products to incorporate throughout the lesson.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	During the 2020-2021 school year, it was noted that 27% of our students were absent for 31 or more days.
Measurable Outcome:	At Benjamin Franklin K-8 Center, our goal is to decrease the number of students absent for 31 or more days to 10%. If we encourage attendance by recognizing students during announcements, social media post and with challenges and incentives then we will meet our goal by the end of the school year.
Monitoring:	At Benjamin Franklin K-8 Center, we will monitor this area of focus by analyzing the attendance bulletin daily.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The evidence-based strategy being implemented for this area of focus is data driven decision making. We will closely be monitoring daily attendance in order to meet our weekly goal for student attendance and implement interventions for students who are identified with multiple absences for the week.
Rationale for Evidence-based Strategy:	As a result of 27% of our students being absent from school during the 2020-2021 school year for 30+ days, our overall school attendance percentage declined. Based on the reported results of our daily attendance bulletin, students who had excessive absences also had a decline in their assessment results as per the recently released FSA data.

Action Steps to Implement

1. Benjamin Franklin K-8 Center will establish an attendance review team that will track student attendance (quarterly, weekly, daily).

Person Responsible	Diana Loubeau (pr2041@dadeschools.net)

2. Students/classes with perfect attendance will be recognized during morning and afternoon announcements and through social media and the school website.

Person Responsible	Diana Loubeau (pr2041@dadeschools.net)

3. School wide attendance challenges/incentives will be implemented to promote increased student attendance.

Person Responsible	Diana Loubeau (pr2041@dadeschools.net)

4. 3) Names of students with perfect attendance will be added to the Never Been Absent (NBA) Club bulletin board monthly.

Person Responsible	[no one identified]

From November 1 to December 17, 2021, we will implement attendance challenges by grade level to increase student attendance.

Person Responsible [no one identified]

From November 1 to November 12, 2021 we will create an incentive program to recognize staff on a monthly basis.

Person Responsible Diana Loubeau (pr2041@dadeschools.net)

#3. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	After analyzing data from the 2018-2019 school year, it was revealed that 44% of the students scored at or above achievement level 3 in mathematics. This is 23 percentage points below the district average and 18 percentage points below the state average. Thirty-nine percent of the students scored at or above achievement level 3 in ELA as compared to 39% when compared to the district average. This shows that there is a need to focus on collaborative planning to ensure tier 1 instruction and standards are aligned with instructional strategies being utilized in the classroom.
Measurable Outcome:	As a result of consistent and effective Collaborative Planning, we're expecting the 2021-2022 FSA Math Data to increase from 44% to 54%. As it relates to ELA, our expectation is to increase by 8 percentage points from 39% to 47%.
Monitoring:	The leadership team will observe and participate in collaborative planning sessions where current data is analyzed regularly. In addition, all data points and pacing guides with be utilized to ensure effective lesson plans are being created and implemented to include hands-on instruction.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The evidence based strategy will be data driven instruction. Based on test results Instructional focus calendars will be created that will focus on specific standards to target and instructional strategies.
Rationale for Evidence-based Strategy:	Data driven instruction will be utilized because it accurately identifies students' areas of deficiency and enable teachers to provide targeted instruction.

Action Steps to Implement

1. A common planning schedule will be created for all content areas where we will identify and implement students hands-on activities to be used during instructional delivery.

Person Responsible	Michelle Blackshear (chelleblack@dadeschools.net)

2. Grade level/subject area common planning will be conducted by instructional coaches to assist with modeling the correct and effective use of identified student engagement activities.

Person Responsible	[no one identified]

3. All instructional staff will come to planning prepared to discuss and provide a rational along with the expected student outcome(s) upon implementing their selected student engagement strategy and its duration.

Person Responsible	[no one identified]

4. PLCs throughout all grade levels will be implemented to address and share successes and opportunities for improving student engagement in the classroom.

Person Responsible	[no one identified]

From November 5 to November 23, 2021, Create a bank of student engagement strategies for teachers to select and implement within their classrooms.

Person Responsible [no one identified]

From November, 1 to December 17, 2021, support effective journal use by identifying products to be incorporated in journals, conduct journal reviews for a note-taking system, corrective feedback, and instructional implications.

Person Responsible [no one identified]

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Careful analysis of the 2019 FSA data revealed 52% of the students made learning gains in ELA and 57% of students in the lowest 25% made learning gains. In mathematics, 47% of he student population made learning gains and 32% of the lowest 25% made learning gains. Based on this data, there is a need to establish an accountability system for tracking and monitoring student growth.
Measurable Outcome:	If we successfully monitor, track and manage accountability systems then the school's plan to achieve 60% or more for learning gains and L25 Learning gains for both ELA and Math will be attained.
Monitoring:	Weekly monitoring of I-ready progress Data Tracking and student data chats (when new data is available) based on formative assessments and OPM. Implementation of small groups developed based on data tracking/results Intervention-RTI Informal teacher assessments will also assist with monitoring the desired outcome.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Data chats will assist in identifying deficiencies in students' progress and identify growth opportunities. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and conversations.
Rationale for Evidence-based Strategy:	Data driven management system will ensure monitoring of student's progress, where continual adjustments can be made to instruction.

Action Steps to Implement

1. During common planning, instructional coaches and teachers will analyze current data with teachers to assess student progress.

Person Responsible [no one identified]

2. During common planning, instructional coaches and teachers will create instructional groups and assign appropriate intervention strategies to identified students.

Person Responsible [no one identified]

3. During data chats with students, teachers will create short- term achievement goals with students based on bi-weekly/benchmark/iReady assessment results.

Person Responsible [no one identified]

4. Data chats with administration will be conducted after each iReady diagnostic and progress monitoring assessments.

Person Responsible [no one identified]

From November 1 to December 17, 2021, teachers will analyze data to be used to establish small groups, monitor its effectiveness, and make modifications in instruction.

Person Responsible Diana Loubeau (pr2041@dadeschools.net)

From November 1 to December 17, 2021, students will be held accountable for their learning by developing and maintaining a data tracker for topic assessment, iReady assessments, and ongoing progress monitoring.

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 34% proficiency in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 39% proficiency to the 2019 FSA ELA proficiency of 5%. Over the last two years, ELA proficiency dropped 5 percentage points. Tier 1 instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.
Measurable Outcome:	If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.
Person responsible for monitoring outcome:	Michelle Blackshear (chelleblack@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.
Rationale for Evidence-based Strategy:	Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement	

8/31 – 10/11 Teachers will participate in weekly collaborative planning, with a focus on standards aligned instruction, resulting in an explicit lesson plan that scaffolds instruction.

Person Responsible	Michelle Blackshear (chelleblack@dadeschools.net)

8/31 – 10/11 Instructional delivery will include a stated purpose, daily learning target, and end product, to ensure that what was planned for is delivered.

Person Responsible	Michelle Blackshear (chelleblack@dadeschools.net)

8/31 – 10/11 Product reviews, bi-weekly, will be conducted in collaborative planning for the purpose of assessing the impact of the instructional delivery.

Person Responsible Michelle Blackshear (chelleblack@dadeschools.net)

8/31 -10/11 Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

Person Responsible Michelle Blackshear (chelleblack@dadeschools.net)

From November 1 to December 17, 2021, Create opportunities for students to actively engage with the text to make connections to increase reading comprehension through the use of multimedia and engaging reading strategies.

Person Responsible Michelle Blackshear (chelleblack@dadeschools.net)

From November 1 to December 17, 2021, Utilize formative assessments to remediation, provide feedback, and correct misconceptions.

Person Responsible Melissa Orr (mjscott@dadeschools.net)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the 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.

Using the Safe School's data, from SafeSchoolsforAlex.org, we noticed that our incidents per 100 students is at 0.9 percent as compared to the 1.6 per student statewide average. We will continue with the support systems that we have in place because they have been proven to be effective. Our support systems consist of early intervention, classroom management strategies, and student behavior incentives.

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.

Benjamin Franklin K-8 Center currently addresses' building a positive culture and environment by doing the following:
1. Creating meaningful parental involvement opportunities for parents.
This entails providing parents with the following platforms to inform parents on school activities and expectations and to gather parent feedback for the school: School website, Instagram, Schoology, and ConnectED. In addition, the Community Involvement Specialist (CIS) will provide parents with parent workshops on how to assist their child with their home learning, help with improving students study skills and increasing students' standardized test scores.
2. Celebrate personal achievement and promote positive behavior
We employ tiger paw punch cards for students to attend special events and activities, public acknowledgement for Doing The Right Thing over the PA System. We use ClassDojo to reward students. In the future, we will move into schoolwide implementation and use ClassDojo as not only a reward system, student engagement, parent communication and involvement, classroom management and procedures system.
We are going to continue to uplift students and staff to help them feel that they are cared for individually. The administration, the leadership team and staff members will play a major part in this aspect of the school's culture. We are going to set goals for the number of compliments each teacher has given to students during the day or week. We will encourage them to give specific compliments that highlight what each individual student has done well by acknowledging the Student of the Month per classroom and what they have done. Schoolwide acknowledgement of each classes student of the month will be placed in a highly visible area.
We currently nominate Faculty and Staff of the Month for each month by rewarding them with a designated parking space, we celebrate monthly birthdays with public acknowledgements, gift cards and small tokens of appreciation. We create a family environment by supporting teachers during critical times of need. We will employ social activities as in monthly celebrations. Moreover, we will acknowledge teachers and staff for having effective data, attendance, professionalism, instructional delivery, classroom environment, student engagement, and communication by having an end of the year ceremony where they can be acknowledged.
3. Encourage innovation in the classroom
Innovation in the classroom starts with the school leader. When talking with teachers, we will encourage and demonstrate new teaching methods. Additionally, set up learning communities to discuss new research on these teaching methods or new technologies such as Nearpod being implemented in the classroom. These professional learning communities will help the entire teaching staff to brainstorm and implement new ideas, bringing teachers into the process of building the school culture.
4. Keep tabs on the school's culture, and adjust when necessary
Starting the process of improving our school culture involves analyzing the current situation at Benjamin Franklin K-8 Center. This analyzation process will become part of our routines. We will set aside time monthly to analyze our school's culture by conducting walkthroughs for teachers, begin monthly faculty meetings with a brief anonymous climate survey, and observe student behaviors on campus. This would allow us to be aware of any negative factors and take decisive actions to improve them. We will monitor for specific indicators that shows a positive school culture and keep using the steps above to reinforce those aspects. Above all, we will take time to listen to feedback from all stakeholders to understand the experience that they are having at the school.

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

The stakeholders consist of the leadership team, faculty, staff members, parents, students, and community members. Their role in promoting a positive culture and environment at the school site is vital. Their contribution is needed to support the school in providing a high-quality education for students, establish educational goals, promote high standards for school improvement and academic success at the school site. They are also the heartbeat of the school through their active participation and support in the

educational process through the promotion of student engagement. Our school leadership team will provide support and training to our staff and faculty in the implementation of our positive behavior expectations and rewards systems. Our teachers will be the driving force in providing instructions and implementing the reward systems in the classroom with fidelity by acknowledging students at the classroom level. Our community partners and stakeholders will provide support through their participation in the Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA) by providing incentives and acknowledgements.

Part V: Budget

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

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